

METHODS OF FORMING AESTHETIC EDUCATION THROUGH TEACHING PRODUCTION TECHNOLOGY DEPARTMENT TO STUDENTS OUTSIDE THE CLASSROOM AND SCHOOL

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ABSTRACT

This article describes the importance and methods of teaching the department of product production technology in forming the aesthetic education of students in general education schools and the topic of using innovative pedagogical technologies in teaching.

Key words: *Science of technology, aesthetic education, design, creativity, rationalization, invention, aesthetic culture.*

The issue of bringing the relationship to education to a new era is being widely discussed in our country. Adoption of the "Law on Education", presidential decree "On measures to radically reform and bring the youth policy to a new level in the Republic of Uzbekistan", promotion of five important initiatives and through its introduction, attention to the education and professional formation of young people has once again risen to the level of a matter of state importance. In these important documents, along with providing deep knowledge to our youth, the guidelines for vocational training were shown.

In the implementation of these huge and responsible tasks, all science teachers, as well as teachers of technology education, are not limited to providing a certain system of knowledge in the course of the lesson, but to achieve the practical application of the acquired theoretical knowledge of the students, i.e. in life. must In this regard, extracurricular activities are very important. Because the lesson is limited in terms of time to provide the knowledge of the curriculum. Every school teacher has a great opportunity to implement knowledge related to technology education in extracurricular

activities. The implementation of these increases the interest of students in learning the basics of science, equips them with thorough and comprehensive knowledge, plays an important role in developing the ability to think independently and creatively, and also plays an important role in the conscious choice of a profession.

Some science teachers confuse extracurricular activities with extracurricular activities. However, extracurricular activities are based on the curriculum, that is, aimed at fulfilling the requirements of the textbook, in which all students in the class are directly involved.

The main purpose of extracurricular activities is to provide students with additional knowledge, skills and abilities beyond the plan and textbook, to increase their interest in science, and to help them apply the acquired knowledge to life. One of the issues to be considered in activities organized outside the classroom is the formation of students' scientific worldviews, and on the other hand, it consists of guiding them to choose a profession.

Extracurricular activities in technology education will help to solve the following.

To increase students' interest in learning the basics of science: to develop the ability to use additional literature, to develop independent learning skills and creative abilities, to familiarize students with scientific research methods, to observe and teaching to conduct experiments, teaching to write an abstract independently, etc.

In the era of modern scientific and technical development, every young person is required to have excellent knowledge of science and technology in order to actively and creatively participate in industrial enterprises and agricultural production. Because it is the demand of the day that every young person should be a skilled master of the professions he has taken.

Even a teacher with any high professional skills does not have the opportunity to inform students with all the achievements in the fields of science during the course of the lesson. The volume of scientific information provided in the present era has greatly expanded. Therefore, the teacher should independently recommend additional literature, taking into account their age, while directly developing students' interest in science in activities organized outside the classroom. The technology education teacher also provides general career guidance. When organizing extracurricular activities, it is important to take into account the student's circumstances. For example, in rural schools, the improvement of extracurricular activities, organized according to the conditions, will give good results. At the same time, the features of observability, comparison and analysis of obtained results, drawing conclusions, and formation of practical skills and qualifications are formed in students.

In extracurricular activities, it is necessary to pay serious attention to the educational side of the work, rather than being devoted only to imparting knowledge.

This is especially important in the current situation. Our students should have knowledge about the peace and tranquility of our country.

In extracurricular activities, young people perform practical work related to various professions. For example, parties, meetings, exhibitions can be prepared.

Forms of extracurricular activities in comprehensive schools. Extracurricular activities are mainly divided into 3 types:

1. One-on-one training with individual students.
2. Activities conducted with a group of students.
3. Public training with students.

Activities such as reading popular scientific books, making visual aids, observing and conducting experiments are carried out in extracurricular activities conducted individually with individual students.

In extracurricular activities conducted with a group of students, it is possible to carry out activities such as circle exercises, equipping physics and agricultural machinery cabinets, publishing wall newspapers, photomontages, showing educational films, preparing albums, organizing excursions.

Group students can participate in mass training. Such activities include "Flower Day", "Technological Science Month", "Nature and Us",

Nights like "Technology-Development Week", discussions, talks, quizzes, meetings with famous scientists and other professionals, screening of popular and artistic films, organization of exhibitions based on the materials of experiences, excursions, meetings of sharp minds, etc. types include.

It is advisable to conduct extracurricular activities related to the science of technology based on the forms described above. All extracurricular activities should complement each other. There cannot be a sharp line between a group of students and individual, mass training.

In order to implement the goals and tasks mentioned in the above-mentioned documents, it is necessary to develop the technology of effective conducting of trainings that serve to increase the efficiency of students' formation of aesthetic culture and career guidance. To do this, firstly, to analyze the methods and theories that increase the effectiveness of the development of aesthetic culture and professional guidance of students in extracurricular activities,

secondly, it is important to use modern forms of training organization, and thirdly, it is important to fully consider the individual qualities and qualities of each student.

Extracurricular activities, on the one hand, are an organic continuation of the teaching process, and on the other hand, they expand the possibilities of students to develop their aesthetic culture and guide them to career choice, and open a wide path.

According to the traditional methodology, students should be involved in extracurricular activities on a voluntary basis. But this form of training organization has a number of positive aspects as well as serious disadvantages. In particular, it is known from experience that negative situations such as students' irresponsible attitude towards extracurricular activities, indiscipline in completing assigned tasks and tasks, and disrespecting the common goals of the team have a negative impact on the effectiveness of the training. secret shows.

It is appropriate to reduce the impact of this negative factor and use forms of extracurricular activities that can fully satisfy the needs of students. For this, it is necessary to determine the scope of students' interests and to choose the right form of training that will develop their aesthetic culture and guide them to the profession. We think that it is appropriate to conduct a special questionnaire and interviews for this purpose.

Extracurricular activities open wide opportunities for students to show their talent, independent creative thinking skills. This is the basis for setting more complex tasks and solving them than is provided for in the curriculum. Application of the criterion of voluntariness in harmony with demand interests ensures higher student initiative. Due to this, in the process of work outside the classroom, good results are achieved in terms of developing the spiritual and cultural qualities of students and fulfilling the main tasks of vocational training.

The above-mentioned points make it possible to express the tasks of extracurricular activities based on professional education as follows:

1. Consolidation, generalization and expansion of the knowledge and skills acquired by students in the field of technology;
2. Involvement of students in creative activities based on productive work;
3. Expanding the imagination of modern production bases;
4. Preparation for choosing a profession based on the modern needs of the national economy;
5. Forming a positive attitude to work;
6. Development of aesthetic culture;
7. Formation of positive thinking in relation to the laws of society and nature;

Extracurricular activities should be done in different ways. In a word, the aesthetic meaning of students in educational institutions

the use of all forms of extra-curricular activities based on development and career guidance will undoubtedly lead to effective results.

The problem of development of aesthetic culture and development of creative ability in the circle classes in schools during the teaching process is of great social and economic importance. Activating the creative activity of students in specific types of

science and technology in agricultural techniques is the most important task of general education subjects, technology education teachers and club leaders, because it is this that is carried out according to interests activity harmoniously forms a person in an integral connection with other forms of work and prepares school graduates for conscious, effective work in industrial and agricultural production. Studying, summarizing and applying advanced work experience of teachers and club leaders has always been and remains one of the important tasks of pedagogy.

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