ORGANIZATIONAL AND PEDAGOGICAL SUCCESS IN IMPROVING THE TECHNICAL AND PROFESSIONAL REFLEXES IN THE EDUCATIONAL PROCESS

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Annotation: In the state pokazanы metody organizatsionno-pedagogicheskoy uspeshnosti povыsheniya tekhniko-professionalalnoy refleksii v obrazovatelnom protsesse.
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Introduction

At the stage of checking children's readiness for lessons (the availability of materials), attention is paid to the ordering of the desktop. Missing materials and tools will be provided. Only after the preparatory work will we move on to the next stage.

The board was decorated with diagrams explaining the order of connection of parts, as well as product samples prepared in accordance with all the rules.

1. Message subject and goal setting are stored until sample analysis. Children identified the trait of a clown (movement of arms and legs) and independently answered the question of what process they will master today. Analysis of the samples was performed in full. Then we believe that the analysis of the sample is methodologically correct: starting with an analysis of the number and shape of the parts, we end the discussion with a discussion of the main stage - combining the parts. When analyzing the sample, attention is not paid to the holes to which the parts are connected. Explaining these relationships can be confusing for children. When the first students complete a certain stage of the work, we ask all the children to pay attention to the whiteboard, which explains how to connect the details.

2. Since the analysis of the sample is quite complete, children can perform verbal construction of the algorithm of work almost independently. In children: “What process should be done after the marked parts are cut out?” when the question arises: "When should the parts be glued together: before or after assembly?" A reference question will be needed. Various patterns can be used to create a working algorithm. With this approach, children understand that the algorithm of work is general and does not depend on the number and shape of parts

3. Only one thing was done as an experimental exercise: the children stabbed on a sheet of paper with a knife. This exercise allows children to explain how important it is to pierce a sheet from either side (front or back), because the edge of the hole on one side will not be smooth..

4. Safety rules for working with Bigies were explained to children. The rules for working with scissors were not repeated, because children know them and follow them when working.

5. We tried to take an active part in the process of independent work. We noticed common mistakes and discussed with the children what exactly needs to be changed in order to avoid mistakes. During the independent work, we asked practical questions: how to save time and paper when cutting pairs of pieces (eye, top, etc.)? We tried to keep order in the workplace in the process. We always solve the problem of the lesson so that children do not deviate from the plan and do not strive to achieve the goal. The role of the teacher will be to conduct ongoing training during the transition from one stage of work to another during the practical implementation of the product by children. Since the pace of work for all children is different, this type of training is massively transferred when the first fast-working students (from 3 to 5 people) move on to the next stage of work.

6. When moving to the summation stage, children arrange the table and place their products on the edge of the table. Five studies will be selected for analysis. Students evaluated their work based on predefined criteria. The role of the teacher is to exclude the subjective opinions of children.
7. The level of development of the course of action is good. Most students complete the task and achieve the goal. Children have a higher level of goal retention during class.
8. The level of creative activity is low. Exterior design lacks originality. This is not a disadvantage of the lesson, because it is related to the purpose of the lesson
9. Method - Involving pedagogical reflection of younger students on the phenomena of technological improvement in extracurricular activities of students. The essence of the method is that students should be able to use their reflective functions not only in the reading process, but also in extracurricular activities.
10. We believe that it is necessary to include analytical and synthetic tasks in the curriculum of semester and course tests on technological education for primary school students. The essence of the method: testing and assessing the ability of students to find answers to problems of an analytical and synthetic nature and their implementation in practice.
11. The method consists in encouraging the need for widespread use of the student's pedagogical reflection in conducting research work on the methods of technological education of primary school students. The essence of the method is twofold: to create opportunities for students to study, diagnose, monitor and process information received in university and school practice, as well as stimulate interest in research.
In the course of working with students in the lessons on technology and teaching methods, we sought to get acquainted with our national culture. Research work with students begins with an analysis of the literature. We single out one of the components of our national culture - national costumes.
At first glance, the dress of the Uzbek woman looks simple: paplin, sundress, floral shirt and hat. However, close acquaintance reveals many secrets of history and culture..
Students turn collected and processed materials into abstracts and put into practice handmade clothes, as well as a glossary of terms related to the history of clothing. The following subjects were proposed for preparing lesson plans on the topic "Working with Tissues": buttons, handkerchiefs, shirts, "hats", "fluff", paneva, and also on the topic "Working with Various Materials" - necklaces, straw dolls, etc. . D.
In connection with the inclusion of components in the curriculum of the school course, it is advisable to carry out similar work with students in the study of Khanty folk costumes. Similar work on other topics allows students not to dwell on the materials offered in the program and improve their professional growth.
Of course, the effectiveness of a group of methodological methods for the formation of professionally-reflective thinking in future teachers who are considered modern in our pedagogical technology can be ensured only in the context of contextual education. M. According to Shiyan, this is a teaching "in which the social content of the future professional activity of a specialist is modeled using a whole system of didactic forms, methods and tools, and the acquisition of abstract knowledge as a system of signs is the basis of this activity"
One of the most advanced in the professional arsenal of a technology teacher and his teaching methods in primary education and sports education is a set of pedagogical conditions that help students succeed in acquiring pedagogical reflection skills. Our methodological foundation includes a number of general conditions in its foundation, six of which we include in the main group.
The first condition is the formation in students of the ideal image of a primary school teacher - a true master of technological education and upbringing of young schoolchildren. Its essence is to show the perfect example of a teacher for our student, in order to constantly strive for professional growth.
Studying the problem of improving the professional training of teachers, we come to the conclusion that the

role of the ideal employee of the educational system in the process of training and education of students of pedagogical universities is serious and purposeful.

Our research team found that first-year students generally have the correct idea of the professional and pedagogical ideal as a set of objective ideas, a person who wants to improve in all respects using the example of a young trainer always uses high pedagogical principles and particular methods in education. they correctly imagine the ability to combine the maximum development of the essence and content of universal spiritual and moral values.

The desire for a vital professional ideal for students of pedagogical universities is reflected in two forms (basic, basic material), which are self-education when conducting educational work in educational and extracurricular activities, at leisure and in accordance with the problem-creative tasks proposed by teachers . should be considered in the organization.

The first hypostasis is the abstract character of a professional ideal for all students of courses and teachers. During the debate, young people made it clear that they could not find a unique teacher of the history of mankind, who could ideally embody all the features of the professional ideal of youth in modern education.

Therefore, the professional ideal of our students is an imaginary education in their minds, each of which is formed separately from the accumulated ideas about the maturity of the teacher to demonstrate the important professional personal qualities of the young generation in life experience, school and higher education.

Thus, each teacher chooses to consider the topic in accordance with the established plan, whether he or she is from the past (Y. A. Komensky, I. G. Pestalozzi, A. Disterweg, K. D. Ushinsky, A. S. Makarenko , V. A. Sukhomlinsky, etc.) Or from the present (including V. F. Shatalov, Sh. A. Amonashvili, I. P. Ivanov, S. N. Lisenkova, I. P. Volkov, A. A Zakharenko, M. Let's talk about P. Shchetinin) Let the students of a modern pedagogical educational institution under the “critical microscope” be unable to reach the peak established for the education system in the eyes of tomorrow's highly qualified specialist.

Therefore, specific examples of the implementation of the pedagogical ideal for young people studying in our country can only be found in its generalized version with a certain degree of absolute approximation and do not demonstrate full compliance with acceptable personal and professional self-expression.

The second hypostasis is the desire of students to correlate their views on the professional ideal with their own or similar teachers of the specialty. This is due to the ease of taking into account the practical activities and theoretical heritage of all times and peoples closest to the ideal values of the masters of pedagogical work. An exception to this rule are only a few representatives of the field of education who have universal talent; their names can be easily found in the list above.

To take this into account, the “pedagogical recruitment” of teachers should be supplemented with materials on the best practices of peers, school principals, and organizers of effective educational structures, including excellent educators for children and youth.

The combination of abstraction and concretization in the use of professional ideals in the teaching and education of students of pedagogical universities significantly increases their level of preparedness for working with children and youth.

The conclusion is made about the material, technical, organizational, pedagogical and practical-methodological equipment of the cycle of students of the faculty in accordance with the methodology of labor education of young students. Its essence is that only when the educational process is fully ensured, we can achieve maximum peaks in the education of our students. In addition, the use of modern technologies of pedagogical analysis in the educational process of higher education by the method of labor education of younger students. The essence of this condition is to constantly update the knowledge gained, including the technology of pedagogical analysis.

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