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| Research Article

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THEORETICAL AND PRACTICAL FOUNDATIONS OF TECHNOLOGY AND ITS TEACHING METHODS

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Abstract: The formation of pedagogy as a science is a socio-economic necessity that has developed since ancient times in connection with various disciplines, including labor.

Keywords: Marketing, tourist destinations, effective strategy directions, competitors, seasonality, innovative technologies.

Introduction

Technological science is based on the methodology of pedagogy. The role of encyclopedic thinkers and renowned educators in creating the methodology of pedagogical science deserves attention. Al-Khorezmi, Ibn Sina, Abu Rayhan Beruni, Rudaki, Firdavsi, Alisher Navoi, preacher Kashifi, Czech scientist Jan Amos Komensky, Swiss teacher Johann Heinrich Pestalost, German teacher Adolf Disterwerg, Russian teacher K.D. Ushinsky. Accordingly, the content, purpose, objectives, principles, methods and tools of technological science, the educational effects necessary for every person should have a new basis. Methods of teaching technology and methods of teaching it: the teachings of Eastern thinkers, policy and regulatory documents defining the content of the continuing education system of the Republic of Uzbekistan, in particular, the Law of the Republic of Uzbekistan "On Education" and the "National Curriculum" adopted by the Cabinet of Ministers. The decisions are based on the ideas put forward in the regulatory documents adopted by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan. In order to preserve and strengthen independence in Uzbekistan, every teacher should approach the task from a creative, developing point of view, directly related to the science of technology and its methodological base. Then new forms of work, formed on the basis of modern requirements, will become a real national and modern pedagogical science only on the basis of modern methods that affect the human psyche. Since the

first days of the political independence of the Republic of Uzbekistan, special attention has been paid to the implementation of radical reforms in the field of technology in the republic, their high improvement and elevation to the level of world technologies. This is evidenced by the fact that the basic principles of state policy in the field of education, including in the field of technology, as well as the proclamation of technology as a priority in the field of social development of the Republic of Uzbekistan.

Methodology

The main principles of the state policy in the field of technology are:

1. Technological education and upbringing are humane and democratic. In the process of technological science and education organized in our country, issues of respect for the individual, his dignity, spiritual and educational rights, the opportunity to demonstrate his abilities and talents, as well as the wishes and needs of types of work are resolved. they count.

2. Continuity and consistency of technological science. In the educational process, it acquires a didactic character and ensures the continuous, continuous formation of knowledge and skills acquired through technology. Continuous and consistent data on work means the organization of the foundations of this science, ensuring consistency between previous and subsequent materials. Like any academic discipline, the science of technology must be taught in a certain logical sequence. This principle serves to express this situation. In order to preserve and strengthen independence in Uzbekistan, every teacher should approach the problem from a creative, developing point of view, directly related to the science of technology and its methodological base. Then new forms of work, formed on the basis of modern requirements, will inevitably become a real national and modern pedagogical science only on the basis of modern methods that affect the human psyche.

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1. Technological education and upbringing are humane and democratic. In the process of technological science and education organized in our country, issues of respect for the individual, his dignity, spiritual and educational rights, creation of opportunities for the manifestation of his abilities and talents, as well as desires and needs are addressed, types of work are considered.

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Results and discussion

It is known that there are the following laws of education:

- The Law on Educational Education;

- any training is conducted only through the purposeful interaction of an object that teaches, educates and organizes;

- learning takes place only with the active activity of students in accordance with the activities and ideas of the teacher;

- The learning process takes place in accordance with the goals of the teacher and the student;

- The hiring of an individual in an organization is achieved by involving him in this activity;

- there is a constant connection between the purpose of learning, the content of learning and teaching methods;

- The purpose of learning determines the content and method of learning.

Accordingly, the laws of technological science arise from the analysis of the interaction of a wide range of socio-economic processes with the holistic pedagogical process, which is part of the educational process resulting from its laws.

The principles of technological science are the basic principles that determine the teacher's activity and the nature of the student's cognitive activity. The principles of technology reflect important internal aspects of the activities of teachers and students and determine the effectiveness of the technological sciences, which are organized in different forms, in different contexts and at different ages. Therefore, the principles of technological science reflect to a lesser extent the well-known objective patterns of labor education.

The system of principles of technological science includes: the national orientation of technological science, the interdependence of technological science and education, the identification of talented young people for work, and the creation of conditions for a high level of education. These principles of lifelong learning, which society demands, effectively influence the process of learning technology, that is, the science of technology.

Conclusion

The principles of labor education are defined based on the enormous challenges facing schools and educational institutions. They form a system that is closely interrelated, with several didactic principles involved in each lesson. They make a small contribution to solving the main challenges facing the science of technology. In the current process of reforming the education system, one of the most important tasks is to provide students with a thorough knowledge of labor technology, teach them to be free, independent thinkers, understand the essence of the principles of education and apply them. in practice. One of the leading rules of labor education is the combination of theoretical knowledge in the field of labor with practice and life experience. Advances in technology, science, and education are based primarily on the interdependence of theory and practice. Only then will the student understand the essence of the educational materials organized by him and will be able to use them in independent activities and practical work. To do this, the teacher must ensure the active participation of students in the learning process. Active participation leads to a conscious understanding and assimilation of knowledge. Conscious and active acquisition of knowledge about work has little effect on the psychological aspects of the educational process. The scientific principle of technological science is necessary in order to create the right conditions for the student to reflect, understand and understand the laws of the educational material.

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