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Didactic Basics of Teaching Elementary School Technology Science

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Teaching labor education in technology science should be carried out in accordance with the general requirements that modern pedagogical work has for the correct organization and its methods. Teaching methods are the methods of the teacher and students, in the course of which the teacher achieves the acquisition of knowledge, skills and abilities of students. The teacher can use a variety of teaching methods based on his own experience. The aspiration, behavior of the teacher should be consistent with the fact that in the lesson the attention of students does not subside, their thoughts are concentrated, their worldview. The teacher appreciated every minute of the lesson, and the students too it should teach so. Each teacher has his own style, the uniqueness of his own method, the ability to deliver them to students. However, it can be said that all this can only be achieved when solid knowledge, Invincible will also take possession of truths that at first glance are obvious to everyone.

Teachers who want to give their lives to teaching Labor should start their activities by mastering this well-known fact. They should learn from the very beginning to check that they have mastered the lessons using didactic goals, such as conversation, speaking, bodywork, practical activities, explain a new topic and reinforce what has been passed. It is possible to apply a new one only after mastering certain truths to everyone and referring to the capabilities of the class, students in it.

The success of the active process of acquiring, mastering, putting into practice the knowledge of Labor Education, and the development of students largely depends on the knowledge of the teacher and his creative approach to work, as well as explaining the subject being studied in various techniques. Various methods of education are used to combine labor education with practical labor activity and ensure the deep assimilation of scientific knowledge by students. During the explanation of the theoretical material, the teacher relies on the knowledge and experience of the students. All labor-related actions performed by students rely on knowledge of theoretical knowledge. Knowledge, skills and qualifications acquired in a blind approximate way are in a narrow sense and cannot be thorough. The choice of practical tasks should be subordinated to the tasks of raising the theoretical and practical level of labor training. Assignments given to students should form and develop the skills of creative research, education and work with literature.

In elementary grades, it is necessary that the content, size and methods of work materials correspond to the preparatory stage of the leaks. When delivering educational materials to students, it will not be advisable to go only by simplification. Going this way cannot ensure the mental development of students. When studying each topic, it is advisable to go from simple to complex. Many teachers support different methods and techniques of teaching, thus organizing extracurricular activities in an interesting way, achieving good results and instilling love for knowledge and creativity. Such teachers, while teaching manual labor, instilling in students knowledge and skills in the field of living, help them to develop an interest in the formation and knowledge of creative abilities, independent thinking, aesthetic activity. Teaching methods should serve for students to acquire knowledge to such an extent that students can put into practice their knowledge of drawing not on the basis of the dimensions drawn by the teacher, but on the ability to draw the object in any size.

The following are examples of the main didactic techniques used by beginners in teaching the subject of technology:

1. Oral statement.
2. Explanation and storytelling.
3. Chat.
4. Exercises.
5. Practical work.
6. Independent Affairs.



7. Excursion.
8. Work with the book.
9. Technical means.

The science of technology is effectively used in the preparation of students for labor education and upbringing, when teachers acquire knowledge, skills and abilities in the subject of technology and are trained in labor preparation, the qualities necessary for a real working person are formed.

The verbal statement method can appear in two different ways:

1. Monological statement. Only the teacher speaks in this, and the students perceive and realize his speech. In manual labor lessons, he takes the form of explanation and storytelling, instructional. This method is widely used mainly in the introductory part of the lesson and the description of a new new topic.
2. Dialogical statement method. This is a mutual conversation between the teacher and the students. It is much more effective in this than when working mainly with a group, freely expressing the opinion of readers.

Explanation and storytelling. This method is a vivid and figurative statement of the material. New knowledge in this case is provided by the teacher himself. Sometimes it is advisable to approach students with a question for the purpose of billsh how much they are mastering during the conversation. The story will be much more understandable if it is done by showing the work done, natural pictures, photos and the like. Because a primary school student focuses on a blue exhibitionism. In this place, when explaining, the rule “show and understand” is fulfilled. When describing the new material, it should be borne in mind that the readers are not the same. In the explanation, special attention should be paid to low-absorbents. In the process of storytelling, one or two questions can be asked about the materia), which we are explaining in order to activate ulaming’s perception. The method of conversation can be used for various educational purposes, that is, in the process of reproducing new program material for statement, planning and deepening knowledge, to check the knowledge of students. In this method , it is useful to raise curiosity in students and ask questions. The conversation must meet certain requirements, just like the story, namely:

- questions should be formulated in such a way that they activate the thinking of students, encourage them to look for a clear and convincing answer;
 - plan of the conversation so that there is consistency in the disclosure of the topic
- pre-compiled questions should definitely correspond to the age characteristics of the student;
- it should be determined in advance which arguments and conclusions the attention of the readers will be focused on.
- The conversation should contribute to the deep and conscious acquisition of educational material, provide students with a motor service in the formation of the skills and skills of conscious planning of the upcoming practical work, help to instill the skills of applying the acquired knowledge in the Amai.

Exercises are held with the aim of strengthening knowledge and skills. The teacher gives students various exercises with the aim of improving knowledge, skills and skills, in which he organizes work in a creative character, referring to exercises that require more independence.

The essence of this method is the conscious and multiple repetition of increasingly complex methods and actions. The exercises will be public and individual, that is, the same work in the entire group, and all students will be able to perform different work. At the same time, it is necessary to dwell on the shortcomings and explain what needs to be done in order to improve the quality of work or increase the speed of execution.

Practical work. This method will help teach students to put their acquired knowledge into practice. Of great educational importance is the independent creation of a plan for the implementation of practical work by students themselves. This method can be effectively used in technology lessons. Especially in the process of building-making helps the individual development of students, the clarity of their consciousness. The implementation of visual weapons by readers can also be included in practical work. This forms the malcas of being able to consolidate and put into practice the knowledge acquired.

Independent Affairs. This is without the direct participation of the teacher. but it is the work that is performed at a time specially separated by his assignment. At this point, students try to consciously achieve the goal set in the assignment, supporting their aspirations and expressing in one form or another the results of their mental and physical actions.



From the first lessons, the head lab work should be organized in such a way that students feel that in order to master manual labor, there must be an inextricable connection between theoretical knowledge and practical skills.

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