ENSURING THE INTERRELATEDNESS AND CONTINUITY OF EDUCATION IN TEACHING TECHNOLOGY IN PRIMARY SCHOOL

Jo‘ranazarova Dilobar
Student of Primary Education
Daminova Dilbar Melimurodovna
Teacher of the Department of Primary Education
Termiz State Pedagogical Institute dilbardaminova9@gmail.com+998997470084

Abstract: *The renewal of educational content, linking it with practical solutions, and the introduction of modern pedagogical technologies aim to develop students' independent thinking, creative approach, and life skills. In this process, the subject of Technology holds particular importance among the disciplines of primary education. Technology education plays a significant role in developing practical skills, fostering interest in labor, and forming the ability to work collaboratively among students.*

Keywords: *labor, respect, interest, simple technology, understanding, teamwork, listening, communication, personal responsibility, straight line, drawing, paper folding, geometry, model making, multimedia.*

Currently, new requirements and approaches are being formed in the general secondary education system. The renewal of educational content, linking it to practical solutions, and the introduction of modern pedagogical technologies aim to develop students' independent and creative thinking, creative abilities, innovative approaches, and essential life skills.

In this process, the subject of Technology holds particular importance among primary education disciplines. Technology education plays a significant role in developing students' practical skills, fostering interest in labor, and forming the ability to work collaboratively.

This article examines the issues of ensuring interrelatedness and continuity in teaching Technology in primary school.

This issue includes not only the step-by-step formation of subject content, but also the proper planning of the educational process, methodological approaches, and the role of the teacher.

Analysis of Literature Related to the Topic

Through the subject of Technology, students acquire a number of skills and concepts that are essential for everyday life. Among them are:

- respect for and interest in labor;
- understanding simple technological processes and applying them in practice;
- working in a team, listening to others, and communicating effectively;

- personal responsibility and accountability for results.
- In primary grades, these skills should be developed gradually, becoming more complex as students progress from one grade to another.

For example, a student who learns to cut with scissors in Grade 1 may begin creating models and working with different materials by Grade 4.

Interrelatedness in Primary Education – Content and Methodological Approach

Interrelatedness in education means that the topics and practical activities studied in each grade are interconnected, systematic, and gradually increase in complexity.

The following approaches are important:

Connection between topics and practical activities:

If first-grade students practice drawing simple lines or folding paper, in later grades these exercises develop into creating geometric-based models.

Integration with other subjects:

For example, the properties of materials studied in science lessons can be applied in Technology class activities.

Considering students' abilities:

Activities should be selected according to the age characteristics, interests, and abilities of students in each grade.

Continuity of Education – Consistency and Purposeful Planning

Continuity in education refers to conducting the educational process in a consistent, uninterrupted, logical, and goal-oriented manner.

To achieve this, the following teaching methods and tools are effective in teaching Technology:

- ✓ Project-based learning – teaches students to work in groups, express their ideas, and create individual or collaborative products.
- ✓ Practical activities – focus not only on theory but also on creating a product with hands-on work.
- ✓ Interactive games – make lessons engaging and dynamic.
- ✓ Information technologies – enhance visual learning through multimedia lessons.
- ✓ Additionally:
- ✓ Clear objectives should be set for each grade.
- ✓ Topics in the curriculum should align with previous grades and prepare students for the next grade.
- ✓ Teachers should continuously assess students' abilities and progress.
- ✓ Through this approach, students acquire new skills each year, fostering a constant sense of development.
- ✓ Factors that may hinder interrelatedness and continuity include:
- ✓ Lack of sufficient collaboration between subjects;
- ✓ Disconnection between curricula;

- ✓ Insufficient methodological resources;
- ✓ Low level of teacher preparedness.

Boshlang‘ich sinfda texnologiya fanini o‘qitishda ta’limning o‘zaro To ensure interrelatedness and continuity in teaching Technology in primary school, and to address the related challenges, it is necessary to:

1.Develop interconnected methodological manuals for all grades;

2.Organize professional development and training courses for teachers;

3Promote interdisciplinary integration between subjects;

4.Improve and refine the student assessment system.

It is necessary to improve the student assessment system. Ensuring interrelatedness and continuity in teaching Technology in primary school fosters students’ interest in labor, practical skills, creativity, and independent thinking. This, in turn, lays the foundation for their success in subsequent stages of education. These goals can be achieved through effective collaboration between the curriculum, methodology, teachers, and the educational environment.

Conclusion: Teaching Technology in primary school is not merely about developing practical skills; it is a fundamental process that shapes a child’s creative thinking, diligence, and ability to work in teams. Ensuring the interrelatedness and continuity of education is a key factor determining the effectiveness of this process. Maintaining continuity in Technology education at the primary level establishes a strong foundation for raising well-rounded, creative, and competitive individuals in the future labor market.

References:

1.Decree of the President of the Republic of Uzbekistan No. PF-5812, September 6, 2019.

2.Mavlonova R.A. et al. Pedagogy. Tashkent: O‘qituvchi, 2007.

3.Sanaqulov X.R., Xodiyeva D.P., Satbayeva. Labor and Its Teaching Methodology. Tashkent: Tafakkur Bo‘stoni, 2015. – 224 pages.

4.Sanaqulov X.R., Yakubova I. Technology and Its Teaching Methodology. Textbook. Tashkent: TDPU, 2021.

5.Sanaqulov X.R., Xodiyeva D.P., Satbayeva. Labor and Its Teaching Methodology (Practical Paper Work in Primary Grades). Textbook. Tashkent: TDPU, 2013.:

6.Ismailova R.R. Technology Grade 1. Tashkent: Novda Edutainment, 2023.

7.Ismailova R. Technology Grade 2. Tashkent: Novda Edutainment, 2023.

8.Ismailova R.R. Technology Grade 3. Tashkent: Novda Edutainment, 2023.

9.Ismailova R.R. Technology Grade 4. Tashkent: Novda Edutainment, 2023.