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Methods For Forming A Positive Attitude Towards Work In Primary School Students

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Abstract: This article examines the objectives, content, and pedagogical significance of technology education in primary schools. The study highlights the role of technology education in preparing students for work, fostering practical skills, and developing moral, intellectual, aesthetic, and entrepreneurial qualities. It discusses the educational goals and organizational, methodological, and developmental tasks of technology education in accordance with state educational standards. Particular attention is given to the professional competencies required of primary school teachers, emphasizing their responsibility to effectively implement technology education and assess students' learning outcomes. The findings indicate that systematic technology education contributes to the development of students' creativity, work culture, career awareness, and independent learning skills, while establishing a strong foundation for further education and professional orientation.

Keywords: technology education, primary education, labor education.

INTRODUCTION

Wastewater Today, our society faces the issue of training mature, qualified personnel who can implement the comprehensive development of science and technology. At the current stage of school education, preparing students for work is one of the most important tasks in the education and upbringing of the growing generation, because work is the basis of any development and progress process.

In primary grades, preparing students for work is manual labor based on their interests, inclinations and capabilities. In this regard, the process of technological education is aimed at developing knowledge, labor, moral, aesthetic, economic-ecological and intellectual capabilities of students of this age in specific labor processes. As a result, the necessary connection is created for their continuation in subsequent grades for their preparation for work.

We all know how great the importance of labor is not only in raising children, but also in the development of any person into a complete person. Perhaps that is why attention is paid to labor, and more precisely, to technological education, in public education. In addition, it has been determined that in primary education, each class will have one hour of technology education classes per week.[1]

METHODOLOGY

The goal of technology education in primary grades is to "teach students the basics of labor processes and professions (technology) so that they can become well-rounded individuals, and to create a foundation for their pre-professional preparation by combining them with the choice of a profession." The educational goal of technology education is also great, namely, "to form high moral qualities, diligence, patriotism, humanity, and entrepreneurship in the process of students acquiring labor skills." [2]

The tasks of technology education in the present era, as well as the proper

implementation of these tasks, play an important role in the development of the young generation as well as their well-being. These tasks include the following:

Organizational tasks - "organizing a school, a special workplace in it, necessary materials, tools.

- Ensuring sanitary and hygienic and occupational safety requirements".
- Methodological tasks - drawing up half-year and one-year training plans,
- taking into account local conditions,
- implementing specific labor training and career choices for boys and girls, etc.

The subject of technological education taught in primary education aims to create a solid foundation for the 5th grade by introducing students to mental and physical types of labor and professions, preparing them for choosing a profession, appreciating labor, forming an interest in labor, and industriousness.[3]

RESULTS

These are educational, educational, and developmental areas.

During technological education classes, the teacher should help students grow into well-rounded individuals by providing them with mental, physical, moral, artistic, and aesthetic education and training.[4]

The state requirements for the professional development of primary school teachers state that a teacher who has completed the course must also "have the skills to pass classes in technological education at the required level." Drawing a conclusion from this requirement, every primary school teacher (even if they do not teach technology education) must have a thorough knowledge of all regulatory and methodological documents on technology education, state educational standards and program requirements, conditions for conducting classes, and methodologies. At the same time, they (as class leaders) must conduct initial, intermediate, and final monitoring of students' mastery of the knowledge and skills specified in the technology education program in accordance with state educational standards.[5]

Technological education is included in the field of "Man and Society". There are five subjects in this field. The State Educational Standard is presented in one section, generalizing for five subjects. Among them, it is necessary to determine the requirements for labor education. The requirements in the text include:

- knowledge of technical modeling work;
- ability to perform household chores;
- ability to perform simple construction work;
- ability to perform simple and light carpentry work (for boys);
- ability to perform simple sewing and tailoring work (for girls);
- understanding human labor and types of activities.[6]

As stated in the national program, students are assigned to graduates of the 4th grade. However, students are prepared for these indicators from the first grade. The program requirements determine what knowledge, skills and qualifications to provide in each grade. Therefore, a teacher teaching technology education must, first of all, have a deep understanding of the program requirements that students should know and be able to master at the end of each grade, and in the process of each technology education lesson, he must focus his goal on fulfilling these requirements.[7]

For example, after graduating from the first grade, students should be able to:

- know the names of tools used in certain professions and for what purpose they are used;
- recognize trees from which wood materials are obtained and know their names;
- know the names, properties and products made from them of certain types of fabrics;
- know the types and names of products used in cooking, for what purpose they are used;
- know the raw materials used in confectionery and the products to be prepared;
- know the names, some properties and areas of use of materials used in the construction industry;
- cut out the simplest objects from paper and cardboard, draw, paint and decorate them with the simplest patterns;
- know how to sew buttons, sew the simplest seams, and cut fabrics.

By the end of the second grade, students should know and be able to perform the following tasks in the subject of technological education. Draw sketches and simple

decorations of products or manufactured items of certain professions. Know the structure and use of tools used in several professions.[8]

DISCUSSION

Create simple images and patterns from certain natural materials. Know the hardness and softness of wooden materials, their resistance to bending and breaking, water, corrosion and other influences. Know the resistance of fabrics to temperature, storage, and their changes as a result of various influences.[9]

Know the basic properties of soil, clay, ceramics and other materials, know the simplest properties of food products, correctly use cutting and cutting tools for paper, cardboard, fabrics, sew from the main types of stitches used in embroidery and sewing, and know the simplest rules for growing certain crops and raising livestock.[10]

Third-grade students should know and be able to complete the following program requirements and instructions at the end of the school year. Know the sequence of processes for preparing various simple objects and products and their raw materials, be able to express them in words and various images, tables, and know the types of commonly used labor tools and their correct use.[11]

Draw sketches for the preparation of some simple objects and products. Make flowers of simple shapes from paper, cardboard, fabric and other materials... Make national toys from clay, paint them and decorate them with patterns. Make simple objects and toys from wood... Sew simple objects from fabric... Perform some technological processes of cooking and confectionery. Perform some tasks related to the cultivation of plants, livestock and poultry.[12]

At the end of the fourth grade, it is expected that they will know and be able to complete the requirements of the program below together with the requirements of the State Education Standard. (Of course, the teacher should plan the tasks and requirements for boys separately and the tasks and requirements for girls separately.)

In the process of manual labor, children learn to work mainly with production technology waste (paper, cardboard, wire, wood, fabric, etc.): with natural and artificial raw materials (special clay, wood and plastics, plasticine, glue, etc.), with mass consumer goods and folk crafts, with local raw materials for their manufacture, with electrical, radio engineering kits, etc. All this allows students to gain some experience in working with hand tools, using various raw materials, which helps to understand the value and meaning of labor, to respect working people, and to form an interest in one or another type of labor and profession.[13]

The tasks of technological education and vocational training are solved in primary school with the help of the entire educational system and all subjects. Labor lessons play a leading role in this.[14]

The initial stage of regular technological education in school is labor workshops in primary grades and socially useful work carried out by children of junior school age.

The main tasks of technological education in primary school are moral and psychological preparation for labor, equipping students with primary polytechnic knowledge, and practical preparation for labor. Moral preparation of students for labor implies their respectful attitude to the results of this labor.[15]

CONCLUSION

In organizing technology education lessons and classes, the importance of a classroom, equipment, necessary materials, equipment, and visual aids is great. Therefore, it would be appropriate to organize a workshop with the support of the parent committee and sponsors. It is necessary to ensure that the necessary equipment and tools are available.

After that, the teacher will need to organize labor education classes using new methods in education, new pedagogical and information technology elements, various methodological literature, samples of national crafts, and other tools. It is especially appropriate to involve students in the lesson, that is, to bring the necessary equipment and tools from home. In independent practical work, it is also good to use the help and advice of skilled craftsmen, foremen, cooks, shepherds, gardeners, and other professionals in the neighborhood.

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