

METHODOLOGY FOR FORMING CONSTRUCTION SKILLS IN STUDENTS OF THE GROUP FOR PREPARING FUTURE TEACHERS FOR SCHOOL

Eshonkulova Masuda Khabibovna
Doctor of Philosophy (PhD) in Pedagogical Sciences
Teacher, Gulistan State University

Abstract

This research paper examines a comprehensive methodology for developing construction skills in pre-service teachers. Recognizing the importance of hands-on experience and hands-on learning in developing these skills, the methodology combines theoretical knowledge with experiential activities to enhance students' understanding and proficiency in construction-related tasks. Emphasizing active learning, collaborative projects, and reflective practices, this methodology aims to equip pre-service teachers with the necessary competencies to effectively teach and facilitate construction skills in their students.

Keywords: Construction skills, Experiential learning, Pedagogy, Teacher training, Practical exercises, Reflective practices.

Introduction

Acquiring construction skills is an important component of the educational path for pre-service teachers, equipping them with the knowledge and skills to effectively teach applied subjects. In the teacher training group, students are introduced to key concepts and methodologies that lay the foundation for their future role in developing skills among young learners. This article presents a methodology focused on experiential learning, hands-on activities, and reflective practice to enhance students' construction skills and pedagogical competence.

Theoretical analysis.

The methodology for developing construction skills in students in the teacher training group is based on constructivist learning theories and practical pedagogical approaches. Emphasizing active participation, collaborative learning, and real-world application, the methodology is consistent with the principles of experiential learning, where students construct knowledge through direct experience and reflection. This theoretical framework informs the design and implementation of activities aimed at enhancing students' understanding and mastery of construction-related concepts.

Methodological analysis:

1. **Experiential learning activities:** Students participate in practical construction projects that simulate real-world scenarios and challenges. These activities allow students to apply theoretical knowledge, develop technical skills, and solve problems in a practical context.

Experiential learning activities, including hands-on construction, play a critical role in students' understanding and mastering construction skills. By simulating real-world scenarios and processes, these activities provide a dynamic and immersive learning experience that connects theoretical knowledge with practical application. Here's how these activities will benefit students in the teacher training group:

Real-World Simulation: Through hands-on construction activities, students are immersed in scenarios that reflect real-world construction processes and challenges faced in the field. By creating a simulation environment, students are exposed to the complexities and nuances of construction work, preparing them for the realities of the profession.

Applying Theoretical Knowledge: These activities allow students to apply theoretical concepts learned in the classroom to practical situations. Students will reinforce their understanding of fundamental principles and techniques by engaging in practical tasks such as constructing structures, using tools and equipment, and following construction plans.

Developing Technical Skills: Practical construction activities provide students with the opportunity to develop the technical skills necessary for construction work. From mastering basic tools and equipment to performing more complex construction tasks, students will gain the ability and confidence to effectively perform practical construction tasks.

Solving Problems in a Practical Context: By engaging in practical construction projects, students will be required to identify and solve problems that arise during the construction process. Whether this involves troubleshooting construction problems, adapting to unforeseen circumstances, or optimizing the construction workflow, students will develop critical thinking and problem-solving skills that are essential in the construction industry.

Practical Contextualization: Practical work contextualizes theoretical knowledge within the practical context of construction work. This integration helps students see the relevance and application of what they have learned in the classroom, and helps them gain a deeper understanding of construction concepts and processes.

Collaborative Learning Opportunities: Practical construction activities often involve teamwork and collaboration among students. By working together on construction projects, students learn to communicate effectively, share responsibility, and leverage each other's strengths to achieve common goals—skills that are essential for future teachers to foster collaborative learning environments.

2. **Collaborative Projects:** Students work in small groups to plan, design, and execute construction projects. Collaboration develops teamwork, communication skills, and shared responsibility, reflecting the collaborative dynamics often found in educational settings.

3. **Reflective Practices:** Students engage in reflective exercises to evaluate their learning experiences, identify strengths and areas for improvement, and set goals for skill development.

Reflection enhances students' ability to assess their own progress and make informed choices for growth, fostering metacognition and self-awareness.

4. Technology Integration: The use of digital tools and resources enhances the learning experience, allowing students to explore virtual simulations, design programs, and online resources to teach construction skills.

Implementation and Assessment:

The methodology is implemented through a series of structured lessons, workshops, and practical exercises that support student learning and skill development. Formative assessment, feedback mechanisms, and performance appraisals are used to monitor student progress, provide constructive guidance, and adapt teaching methods to meet individual learning needs.

Conclusion

In conclusion, the methodology for developing construction skills in students of the preparatory group for future teachers offers a dynamic and experiential approach to skills development and pedagogical preparation. Combining practical exercises, collaborative projects and reflective practices, the methodology equips students with the knowledge, skills and practical experience necessary to effectively teach and facilitate construction skills in educational institutions. Through active participation and reflective learning, future teachers have the power to inspire and guide young students in mastering basic construction skills, and to develop a culture of creativity, innovation and lifelong learning.

References:

1. O_zbekiston Respublikasi maktabgacha ta'lim tizimini rivojlantirish konsepsiyasini tasdiqlash to_g_risidalg PQ-4312-son Qarori.
2. X.Axmedova va boshqalar.Bolangiz maktabga tayyormi? — Toshkent, 2000 y.
3. F.Qodirova, Sh.Toshpo'latova, N.M.Kayumova, M.N.A'zamova. —Maktabgacha pedagogika. Darslik-T —Tafakkur 2019.
4. SH.A.Sodiqova —Maktabgacha Pedagogika darslik —Tafakkur Sarchashmalari T-.2013 y
5. N.M.Kayumova —Maktabgacha pedagogika. TDPU nashriyoti T.: 2013y