



**PEDAGOGICAL MANAGEMENT OF PROJECT ACTIVITIES OF JUNIOR  
SCHOOLCHILDREN IN TECHNOLOGY LESSONS**

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**ANNOTATION**

The article reveals the pedagogical management of project activities of younger schoolchildren in technology lessons. Theoretical and practical views on the motives of learning in the educational process are expressed.

**Keywords:** student, motive, project activity, pedagogical state, pedagogical phenomenon.

**АННОТАЦИЯ**

В статье раскрыта педагогическое управление проектной деятельностью младших школьников на уроках технологии. Высказаны теоретические и практические взгляды на мотивы обучения в учебном процессе.

**Ключевые слова:** ученик, мотив, проектный деятельность, педагогическое состояние, педагогический феномен.

**Introduction**

Modern trends in the socio-economic development of society, associated with the intensive introduction of new technologies, impose new requirements on the education of Russian citizens. Currently, the content, forms and methods should ensure the technological competence of future school graduates and form a creative personality capable of creation.

New conditions for the development of society have determined the tasks set by the educational field "Technology" - the formation of technological, communicative, project culture; acquisition of experience of transformative activity; development of abilities for self-expression, self-improvement, self-esteem.

**LITERATURE ANALYSIS AND METHODOLOGY**

In this regard, project activity occupies an important place in the technological education of schoolchildren. Many domestic and foreign scientists (P.S. Lerner, N.V. Matyash, M.B. Pavlova, V.D. Simonenko, Y.L. Khotuntsev, X. Middleton, D. Pitg, etc.) determine the priority of project activities when teaching technology. In the schools of Surkhandarya, Tashkent and Ferghana regions of Uzbekistan, research is being conducted on



teaching project activities of schoolchildren in technology lessons. The results obtained show that in the process of project activity, modern requirements for the development of students' personality are more fully met, their individual and age characteristics are taken into account, communicative, personal, technological and creative abilities are developed.

The analysis of scientific papers has shown that theoretical, general didactic and methodological issues on teaching project activities in general education institutions are currently being deeply researched. However, most scientific research is devoted to the problem of teaching project activities to middle and senior level students.

At the same time, the need to teach students project activities in primary school is due to the basic provisions of developmental learning, the concept of technological education, state educational standards, the Technology program in grades 1-4.

Thus, at present there is a contradiction between the objective necessity of teaching junior schoolchildren project activities, on the one hand, and the lack of elaboration of issues of pedagogical management of project activities, on the other hand. The established contradiction determined the relevance of this study, its content and topic.

## **DISCUSSION AND RESULTS**

Theoretical research has shown that at present the problem of project activity is considered in philosophical, social and pedagogical aspects. I.I. Lyakhov notes that in some philosophical, general scientific and subject-historical works, a number of the most significant directions for studying the essence of project activity are clearly distinguished. The author identifies the following directions: mythological, objective-idealistic, natural-formative, subjective-phenomenological, perspective-building, procedural-operational.

V.Z.Yusupov notes that in modern science, at least five essential characteristics of project activity are distinguished. The scientist notes that design is a type of human ability; a component of any activity; an independent type of activity; a special type of cognition; methodology of activity,

The study revealed that one of the system-forming approaches that enhance the developing effect of the educational field "Technology" and positively affect the formation of the personality of a modern student is project activity. The theoretical analysis of psychological and pedagogical literature allows us to consider the project activity of younger schoolchildren as a transformative activity of a developing nature, which carries all the properties of human activity as a whole, has its own structure and is a type of educational activity.

The most significant characteristic features of the project activity of younger schoolchildren are the activation of cognitive activity and the increase of learning motivation in the implementation of project activities; the creative and developmental nature of project activities; the purposefulness of project activities; the independence of students in the process of project activities; the practical orientation of project activities and its compliance with age characteristics and the level of training of students. Heoretical study of the problem of pedagogical management at school at the level of teachers and students allowed us to believe that pedagogical management of project activities of younger



schoolchildren in technology lessons is based on the general theory of management and is determined by the main structural components of learning.

Pedagogical management of project activities of younger schoolchildren in technology lessons should be understood as the teacher's influence on students aimed at their development and creating conditions for achieving educational goals.

The study of the problem of social and pedagogical management allowed us to identify a number of provisions of the general theory of management, which must be taken into account in relation to the pedagogical management of project activities of younger schoolchildren:

1. Pedagogical management is the process of influence of the subject of management on the managed object.
2. Pedagogical management is aimed at the development of the object.
3. The process of pedagogical management consists of a sequence of interrelated functions representing a complete cycle.
4. Pedagogical management can be effective if it is characterized by such properties as purposefulness, consistency, cyclicity, regularity.
5. Pedagogical management can be designed, described, characterized and implemented through management functions, organizational structure and mechanism.

On the basis of the FGOS, the teacher determines the overall goal of teaching project activities.

Then, with the help of monitoring, he receives information about the parameters of the initial state of the student. On the basis of the information received, the teacher clarifies and corrects the purpose of teaching, formulating particular tasks of teaching, the development of education. In the course of planning, the teacher determines the content of the training, during which the organization selects methods, means and forms of training.

Further, in the didactic process, with the help of methods, means and forms, through their communicative activity, the teacher closely interacts with students. With such interaction, through mental and practical actions, students master the content of learning and achieve certain results.

For the effective functioning of the pedagogical management process, certain pedagogical conditions are taken into account

- \* creating an atmosphere of goodwill and trust;
- \* the location of the educational material in the "zone of the nearest development";
- \* taking into account the age characteristics of younger schoolchildren;
- \* taking into account the individual characteristics of each student and relying on his "subjective experience";
- \* step-by-step formation of the main actions of the project activity;
- \* formation of interest in project activities.

During the analysis of psychological, pedagogical, methodological literature, the degree of elaboration of the problem under study was determined and the most significant features of the project activity of younger schoolchildren in the study of technology were clarified.



### **Conclusion**

The presented work does not pretend to be an exhaustive solution to this problem. Further research is needed to study the problem of continuity in the teaching of project activities of schoolchildren between primary and secondary school levels, as well as to study the problem of the possibility of special training and retraining of primary school teachers in the management of project activities of younger schoolchildren in technology lessons.

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