

METHODS OF SCIENTIFIC RESEARCH IN TECHNOLOGY

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ANOTATION

This article provides information about scientific research methods and their types in technology.

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INTRODUCTION

A new worldview puts new responsibilities on the theoretical aesthetics of teaching in the development of continuous education and individual qualities advanced in public education through creative education. Fundamental changes in the public education system, the creation of pedagogical, methodological, and psychological conditions are required for its development. From practice, it is clear that any scientific conclusion is based on experimental and scientific research. Scientific research in pedagogy, especially education and training, will never cease and will continue uninterrupted. As a subject of pedagogical research, the activities of schools and other schools, its purpose, software meaning, the activities of teachers and students, organizational forms, and social conditions. Didactic activities consist of the actions of teachers and students. As a result of such activities, students gain knowledge, talent and skills, form their own worldview, a system of personal values. The resulting rise in tragedies, the fluent in it, and the fluent in it. Observing and accounting for such changes is one of the foundations of pedagogical research. The above changes allow you to unlock and analyze the laws between changes in the teacher's didactic activities and in the influence of his or her own personal actions. The relationship between the conditions, movements, teaching, methods and tools of students and teachers, and the laws of nature have such an objective character. Based on thinking, the analysis of teaching and discipline is considered the only method of pedagogy and didactics, as seen in Yan Amos Komensky's works "Great Didactics" and K.D.Ushinsky's "In Human Education." To draw serious conclusions about the educational process, it is necessary to base regular observations, experience, and empirical research based on facts.

2. Methods of scientific research used in vocational education. The purpose of conducting scientific research on the problems of vocational education is to solve issues related to the characteristics of training and training, the development and practical application of effective methods, and the use of technical means. The process of scientific pedagogical research can be divided into the following stages:

1. Identify the problem based on the teacher's study of literature and practical work.
2. Building a hypothesis, i.e. gradually organizing teaching. The teacher's giving of facts and a sought-after proposal by comparing them.
3. Formalize research results and apply them to the learning process. The methodology of teaching vocational education uses general and special methods of scientific research. General methods include theoretical research, observation, conversation, and experimentation.

Theoretical methods include studying and analyzing literature, as well as research based on pedagogical experiences. Literature works with books and magazines, articles and patents, collections of scientific papers and catalogs, and information from the Internet. Observation is usually used by natural observation to take into account changes in students' behavior and behavior, and to identify ways to have appropriate educational and educational impact. This method is to understand a particular aspect and events of a teacher's pedagogical experience for a purpose. This takes into account the speed and number of observations, the object of observation, the time, the characteristics allocated to monitor pedagogical situations, and so on. The observation method also allows you to determine the state of education at this time. The purpose of the observation method is not only to highlight existing facts but also to search and identify facts that must be determined for a predetermined purpose.

During observation, it is forbidden to select the teacher to observe problems and tasks that interest him. The teacher takes into account a particular selected problem and selects what to observe. Therefore, Hamu knows the problem that needs to be solved as a result of observation earlier than he has yet to start watching. As a result, it becomes much easier for the teacher to summarize the results of the observation.

Categorization based on observation has three types:

- 1) obzor tadqiqotlari;
- 2) determining the link between educational elements;
- 3) research studies.

In such conditions, observation is carried out directly or directly. Direct or direct observation involves accepting, understanding and measuring facts, i.e.:

- acceptance – record that the inspection object with the help of sensory organs is in the exact place;
- determine whether the selected, registered object is clear or uncertain in advance;
- measurement - determine the number of this object. Indirect observation is carried out in the absence of the possibility of direct observation of the object. Such an object may have such qualities as inborn abilities, capabilities, discipline, honesty, humility, and humility. It is difficult to determine such qualities as a result of direct observation. That is why the teacher uses convenient indicators for himself. In addition to direct and indirect observation, active tracing is used. The teacher himself is directly involved in the didactic process and influences the progress of the process. The positive aspect of participation is that the teacher understands the two aspects of the process that are taking place, allowing him to direct the learning process to the requirements of research. Despite some shortcomings, such a method is widely used by teachers to activate student activities.

Indirect observation makes it possible for the teacher to be more involved in the study of events. These include workshops, observational statements prepared on the third person's side, photo kinolaves, pictures, charts, and statistical exercises. These documents allow you to track the results of pedagogical activities and the social environment, especially the changes that awaken the teacher's work in the student's personality. Determining the purposes of the research stems from the need to solve the problem that the teacher is interested in. Analyzing such a situation and identifying known and unknown in it, studying additional publications, and evaluating the assessment of experienced individuals on this issue will allow your teacher to identify basic and

additional problems. The method of conversation requires that the teacher prepare seriously when the request is combined, because it is used in the form of oral conversation, free treatment without writing the interlocutor's answers, when contacting the student he is checking directly. The method of asking for pedagogy is the process of obtaining information from other colleagues of the teacher about any aspect or event of pedagogical experience forms the basis of this method. Asking refers to a logically thought-out system of questions, their precise expression, and their relative deficiency (3-5). It can also prohibit a strictly formed answer ("yes," "no"). Tests, surveys are conducted to find out, identify, identify the novelty of the scientific hypothesis created when using a survey method, to know students' individual or group opinions, attitudes, what professions they are heated up in, to know their future aspirations, and to draw appropriate conclusions, and to make recommendations. The objective of the test questions is to close students' knowledge, interests, and opinions about professions in a short time. One of the methods of determining students' knowledge and skills is hygiene using the test. A test method is a method of massive collection of written answers. The development of tests (questionnaires) is a complex scientific process.

In conclusion, technology methods and their methods provide information about teaching students their knowledge and skills.