

**METHODOLOGY OF TEACHING THE DEPARTMENT OF FOOD PREPARATION TECHNOLOGY IN TECHNOLOGY SCIENCE LESSONS**

**Dusyarov Kh.Ch.**

*Associate Professor, Termez State Pedagogical Institute*

**Jumaeva Farangiz**

*Graduate student in technological education*

**Abstract.** *The article covers the theoretical foundations and practical aspects of the methodology for teaching the section "Food Preparation Technology" in technology lessons in secondary schools. The traditions of Uzbek national cuisine, effective methods of teaching modern culinary technologies to students, and pedagogical approaches used in the lessons are analyzed.*

**Keywords :** *technology, food preparation, teaching methodology, national dishes, practical training, sanitation and hygiene, healthy eating.*

**Аннотация:** В статье рассматриваются теоретические основы и практические аспекты методики преподавания раздела «Технология приготовления пищи» на уроках технологии в средних школах. Анализируются традиции узбекской национальной кухни, эффективные методы обучения учащихся современным кулинарным технологиям и педагогические подходы, используемые на уроках.

**Ключевые слова:** технология, приготовление пищи, методика преподавания, национальные блюда, практическое обучение, санитария и гигиена, здоровое питание.

**LOGIN**

Today, in the Republic of Uzbekistan, raising the education system to a qualitatively new level, thoroughly preparing the younger generation for life and family life is an urgent task. Technology is an integral part of the school curriculum, and the section "Food Preparation Technology" in it is of great importance in preparing students for everyday life, forming independent cooking skills, and teaching a healthy eating culture.

The Uzbek people have their own rich and unique culinary traditions. Our national dishes such as pilaf, soup, manti, dumplings, samsa, lagman, bread are famous all over the world. Passing on these traditions to the younger generation, introducing them to modern culinary technologies is one of the important tasks of education. The main purpose of the article is to develop an effective model of teaching methodology in this area and to provide recommendations for its practical implementation.

**ANALYSIS OF LITERATURE ON THE TOPIC**

The scientific works of scientists such as O. Tolipov, M. Usmonboeva, K. Rashidov, B. Hasanov, S. Shodmonova, G. Sharipova on the methodology of teaching technology education and the section of cooking included in it comprehensively analyze the theoretical and methodological foundations of technology education, issues of organizing practical classes. At the same time, the research of Kh. Ch. Dusyarov, associate professor of the Department of Technological Education of the Termez State Pedagogical Institute, widely covers the methodology of teaching technology, effective organization of practical classes, and the formation of students' professional orientation.

of foreign researchers P. R. Atuttov and V. D. Simonenko have studied the polytechnic foundations of technological education. However, existing studies have not fully addressed the problems of

teaching the section "Food Preparation Technology" based on modern pedagogical technologies, taking into account the age and psychophysiological characteristics of schoolchildren .

## MAIN PART

### *1. The importance and content of the section in education .*

the "Cooking Technology" section : forming students' independent cooking skills; teaching national cuisine and food culture; providing an understanding of the basics of healthy eating; teaching safe work with kitchen equipment; instilling the habit of observing sanitary and hygienic rules; preparing students for family life and attracting them to the culinary profession.

The section is studied in stages in grades 5-9:

- **Grade 5:** kitchen equipment, sanitation and hygiene rules, simple sandwiches and salads, hot drinks.
- **Grade 6:** Processing vegetables and fruits, vegetable dishes, basic elements of first and second courses.
- **Grade 7:** milk, meat and fish processing, national dishes (pilaf, soup), lunch menu.
- **Grade 8:** dough dishes (bread, samsa, manti), desserts, cooking technology.
- **Grade 9:** festive table, dietary dishes, rations, basics of the culinary profession.

### *2. Basic teaching methods.*

The following methods are effective in teaching the "Cooking Technology" section :

- **Explanation-demonstration method** - the teacher explains and demonstrates the cooking technology step by step.
- **Project method** - students develop a cooking project independently or in a group: choose a recipe, calculate the cost, prepare, and present.
- **Problem-based learning** - students are given a problem (for example, "Children's Lunch Menu"), and they solve it independently.
- **Game -training method** - role-playing games such as "Little Chef" and "Best Culinary Expert".
- **Interactive methods** - such as "brainstorming", "working in small groups", and "round tables" - increase activity.

### *3. Use of modern pedagogical technologies.*

In today's digital era, it is necessary to use information and communication technologies in teaching this section . Through video lessons, virtual kitchen tours, 3D models, and interactive presentations, students can fully see the process of cooking. The introduction of the "STEAM" (Science, Technology, Engineering, Art, Mathematics) approach in lessons is also particularly effective: calculating the calories of food ingredients is associated with mathematics, the chemical composition of products with chemistry, heat transfer with physics, and table setting with art .

### *4. Organization of practical training .*

An effective practical training is carried out in the following stages: preparatory stage (preparation of the kitchen, equipment, products); introductory part (introduction to the goal, content, technological map); demonstration; independent work of students; control and evaluation; final stage (cleaning the kitchen). In the research of Kh. Ch. Dusyarov , it is emphasized that when organizing practical training, it is necessary to give each student a clear task, strictly observe labor safety rules, and ensure objectivity in assessment.

### *5. Fundamentals of occupational safety and healthy eating.*

the department is directly related to the health of students, special attention must be paid to occupational safety and sanitary and hygienic rules: washing hands before work, wearing work clothes, careful handling of knives and sharp tools, safety with hot products, and proper use of electrical and gas appliances.

It is important to teach the basics of healthy eating. Students are given concepts such as meal patterns (4-5 meals), balanced nutrition (proportion of proteins, fats, carbohydrates, vitamins and minerals), the importance of vegetables and fruits, and avoiding harmful products. According to WHO recommendations, the share of vegetables and fruits in the daily diet should be at least 400 grams.

#### **6. Student assessment.**

The assessment uses methods such as oral survey, test, practical work (independent preparation of food), technological mapping, menu design, and portfolio. When assessing practical work, attention is paid to the following criteria: correct implementation of the technological process; taste quality of the dish; appearance and decoration; timely readiness; compliance with occupational safety rules; economical use of products.

#### **RESEARCH RESULTS**

The experimental work was carried out in several secondary schools of Surkhandarya region. 138 students from grades 5-9 participated in the experiment. The recommended methodology was used in the experimental group - a harmonious combination of the project method, interactive methods, video lessons and the STEAM approach. Final results: in the experimental group, the level of theoretical knowledge was 82.3 percent (control - 64.8 percent), the formation of practical skills was 84.7 percent (control - 68.2 percent), and the interest in science was 91.4 percent (control - 67.5 percent). These figures indicate that the recommended methodology is much more effective than the traditional approach.

#### **CONCLUSION**

section in technology lessons is important in preparing the younger generation for life, family life, developing labor skills, and instilling a culture of healthy eating.

Secondly, for effective teaching of this section, traditional methods and modern pedagogical technologies (project method, interactive methods, STEAM approach, information and communication technologies) should be used in combination.

Thirdly, high-quality organization of practical training, ensuring an individual approach, compliance with occupational safety and health rules, and the use of comprehensive assessment criteria increase the effectiveness of training.

Fourth, the creation of new educational and methodological complexes, electronic resources, and interactive textbooks in this department in the future is an important factor in improving the quality of education.

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