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**Abstract:** *The principles of learning are the most general guidelines that reflect the main aspects of the patterns and express the requirements for the content, organization and teaching methods.*

**Keywords:** *pedagogy, process of transferring, principles.*

Education, as it is known from pedagogy, is the process of transferring to students and their assimilation of knowledge, skills, abilities and methods of cognitive activity. In a broad sense, education in a modern school is a means to achieve the ultimate goal - education and the formation of a comprehensively developed personality. Learning is a two-way process: teaching and learning.

The content and process of learning at school are built on the basis of a system of leading ideas, which are called the principles of learning. Principles are the starting points of the theory of learning, which guide the teacher in organizing and conducting classes. Thus, the principles are guidelines that determine the organization of the learning process in accordance with the laws of students' assimilation of knowledge, skills, and upbringing. They have the character of objective laws, but unlike natural laws, for example, physical ones, they do not act independently (spontaneously). For the successful implementation of the educational process, the principles must be implemented by teachers.

Didactics (learning theory) deals with principles that are common to the teaching of all subjects. But each subject has its own characteristics that affect the principles of education. Therefore, we can talk about the existence of specific principles of labor training.

The principles of labor training are formulated on the basis of didactics, generalization of advanced pedagogical experience and the results of scientific research. They follow from the essence of the labor process itself and the laws of higher nervous activity of a person, which determine the physiological and mental processes that take place during the formation of labor knowledge, skills and abilities.

The process of solving the problems of education and training of students should influence their upbringing. At the same time, the development of the mental and physical abilities of students should take place, their cognitive powers, activity and independence should develop.

Principle Requirements:

1. There is a need for a comprehensive solution to the problems of education (moral, labor, aesthetic, etc.) in the educational process.

2. It is necessary to correctly select the most effective forms and methods of educational work with students. Education in the learning process is not carried out spontaneously. Its goals, content, focus and effectiveness of influencing students depend on many conditions: the content of labor training, the organization and methods of conducting classes, working conditions, the team, the personality of the teacher.

3. It is necessary to take into account the interests, individual characteristics and level of training of students. Despite the fact that the content of labor training is determined by the program, all of the above must be taken into account when selecting objects of labor. In addition, work tasks should have a socially useful orientation, encourage students to be creative.

4. It is necessary to take into account the great educational role played by the strict observance by students of the rules of safe work, the requirements of a work culture, compliance with time standards, mutual duties in a team.

5. It is necessary to rationally use various forms of organization of work of students in the classroom. For example, both individual and collective labor of students can be used (in units, teams, with division of labor, etc.). When performing practical work, mutual assistance of students and their competition for the quality and quantity of finished products should be organized. The use of different forms of labor organization allows students to develop different personality traits: collectivism, sociability, mutual assistance, responsibility to others.

6. It is necessary to conduct excursions and meetings of students with work teams, leaders and innovators of production, labor veterans.

7. It is necessary to exclude negative factors encountered in individual labor collectives. Participating in socially useful, productive labor with workers in factories and factories, students fall under the influence of two groups: student and worker. On the one hand, it can discipline, develop a sense of responsibility in them. On the other hand, some negative phenomena in adult groups have a bad effect on the process of educating students (attitude towards work, foul language, violation of labor laws, etc.).

8. A high moral character of the teacher himself and an excellent level of his preparation are needed. This concerns, first of all, you, future teachers of labor education. The results of teaching and upbringing work at school strongly depend on the knowledge and skills of the teacher, his organizational abilities, attitude to work and students, pedagogical skills, tact, etc. In many cases, the influence of the teacher is decisive. The following undesirable pattern has been noticed: what kind of student - so will the teacher. In practice, it is very difficult for a teacher to form in students such personality traits that he himself does not possess.

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