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WAYS TO USE MANUAL LABOR TO IMPROVE THE EFFECTIVENESS OF ELEMENTARY GRADE TECHNOLOGY LESSONS

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ABSTRACT

It was introduced in many countries of the world as the most acceptable form of education during the pandemic. However, many studies prove that it is not as effective as traditional education. Therefore, we have conducted research to identify learning strategies that can be effective in providing online training. The empirical basis of the article is a survey conducted among students and teachers, and the methodological basis is scientific articles published in authoritative journals on the subject.

KEYWORDS

Online education, higher education, teacher, learner, traditional education, learning strategies

Introduction

The experience gained by students in the process of using various types of labor activity in technology lessons forms the important basis of knowledge and qualifications in the field of technological processes. [1, p. 19.]

An important result of students' activity in technology lessons is their independent identification of new signs and features of the objects and phenomena being studied, the drawing of more accurate and systematized conclusions from lesson to lesson. For example, in one of the lessons, the teacher challenges the students to identify the types of paper, to describe the general properties of paper as a material with many functions, and to describe an infinite number of conditions of application and use. [1, p. 28.]

An important result of observations and experiments performed by students is the connection with life, the practical application of the acquired knowledge and skills in current educational work, in the preparation of various products in the field of technology.

It is very important to teach small school children not only to be able to see, but to be able to set the goal of the observations being made, to be able to organize the simplest, feasible experiments, to draw conclusions from their own observations and to use these conclusions in the process of technology. [2, p. 39.]

Much of the instruction, observations, and experiments organized by the teacher usually serve the purpose of repeating, reinforcing and generalizing the learning material that students have mastered in the process of reviewing the exercises, conversations, screen manuals. In this case, observations and experiments carried out on special tasks and plans serve to systematize the knowledge of junior school students, supplement and clarify it, connect it with the acquired knowledge in other academic subjects, determine the value of knowledge for practical work.

Observations and experiments carried out to determine and compare the properties of the same type of different materials provide great benefits, e.g. paper and film, clay and plasticine, yarn and paper twine, paper and plastic sheets. At the same time, comparisons have an important polytechnic value and help children to better master the different properties and qualities of materials. [2, p. 40.]

Observations and experiences take on a special meaning for students when the teacher shows in practice that technology and knowledge gained in the process of various special observations help to complete the task quickly and better. For example, when children are doing the work of making a paper tray on tables, the teacher asks them a problematic question: how to cut paper paths — is the fibers of the paper along the main line or along it, and why? Having a small experiment, schoolchildren find out that in this case the paper paths need to be cut longitudinally, in which they are less stretched when moistened with glue, it is easier to work with them and the quality of work is superior. To eliminate the edge of paper binders, notepads and brochures, paper paths are cut in a transverse direction: they become stronger, do not stretch, and serve more. In order to cut the paper paths correctly, it is necessary to experimentally determine and mark them on a sheet of paper the direction of longitudinal and transverse.

A great benefit is the demonstration by the teacher of a series of experiments that clearly show the changes in the properties of paper and cardboard when wetting. These experiments draw the attention of the pupils to other defects which are the result of the formation of folds on the surface of the objects and the soaking of the material with solutions of glue or paint. [2, p. 49.]

The purpose and function of clay and plasticine working classes in primary grades provides for the introduction of children to the elementary basics of sculpture and teaching practical work. The organization and conduct of such classes at the highest level requires that every teacher has certain training in this area. To do this, teachers will need to work harder on themselves, learn the basics of origami, fantasy, and pottery .

In technology lessons, materials such as clay, plasticine, wax are used to make various nests, animals, birds, fairy tale characters. A toy is one of the oldest forms of decorative art, and in ancient works the clay has come down to us. With the development of industry and culture in our country, the assortment of homesteads, their image is getting richer every year. The materials from which toys are made are diverse. But preference is given to clay. Clay is the main material in making things.

Wax is also used in the manufacture of materials other than plasticine and clay. There are natural and sunic (derived from petroleum) types of wax. Wax is much more expensive and smaller things are made from it. It is convenient to work with wax, it does not dry out, does not require water moistening, does not go away immediately, and the stuff made from it keeps for a long time.

Observations, experiments, and demonstrations organized by the teacher usually pursue two complementary purposes: on the one hand, in observing this or that event or result, students arrive at certain conclusions, drawing conclusions that are of direct relevance to the practical work they

perform; On the other hand, by knowing preliminary conclusions, students find confirmation of their knowledge in special observations and experiments, their knowledge becomes more solid, more conscious, which is reflected as practical works.

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