THE METHODS OF DEVELOPING MODERN TECHNOLOGY SKILLS AMONG GENERAL SECONDARY SCHOOL PUPILS

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Annotation

In this article described and given information about the training sessions of a technology science teacher in general secondary schools as well as the peculiarities of the methods of training pupils in the formation of modern technological skills.

Keywords: *technology training, belt extension, rail extension, worm gear, gear extension, hub mechanism, friction reducer.*

Аннотация

В этом статье описаны и даны сведения об учебных занятиях учителя-технолога в общеобразовательных школах, а также об особенностях методики обучения школьников формированию современных технологических навыков.

Ключевые слова: *технологическое обучение, удлинение ремня, удлинение рельса, червячная передача, удлинение шестерни, ступичный механизм, редуктор трения.*

In general secondary educational schools, the main part of the lessons on Technology education is practical training. Therefore, the organization and conduct of practical training requires a great deal of responsibility from every technology education teacher. This is due to the fact that the practical training includes the use of various equipment, training in work operations and workmanship. This requires teachers and pupils to work carefully and sparingly. Because, if these requirements are not followed, the pupil may be injured or waste materials or disable tools.

It is important that, to demonstrate in practical training, the use of methods of formation of work skills. In particular, demonstration is provided in technology education through demonstration, which allows for effective organization of the

learning process. Because the content of technology education is related to technical processes and objects. Each lesson makes extensive use of objects, processes, their models and conditional descriptions as a guide. For example, in teaching technology operations, the teacher distributes material handling tools to pupils and introduces them how to the design of these tools. In this case, the tool serves as a distribution material. In addition to the tools, pupils can also be shown their models. For this purpose, models of drills, cutters, calipers, micrometers and other cutting and measuring instruments are widely used. It is also sufficient to use hand-made models in teaching mechanical elements.

To the list of standard teaching instructions, manuals and teaching aids for schools, consists: models of belt, rail, helical and gear transmissions, cam mechanism, friction reducers. Each school has a set of different woods, different plywood, tin, wires, grade metals, that is, they must have collections. These collections can also be made with the power of pupils.

The feature of the demonstration method is that it often serves not only as an illustration of teaching materials, but also as a source of knowledge in itself, and in many cases as a way of shaping skills and competencies. For example, electric motors and other appliances, tools and other such kind of equipments serve as a source of illustration and training at the same time. The third feature stems from the role of imaging (technological card and others). The teacher uses diagrams to help pupils acquire graphic knowledge and skills.

One of the most effective ways to increase the effectiveness of the use of visual aids is to show movies, videos, slides. For example, learning using posters to explain injection and pressure treatment may not give pupils a complete picture of the appropriate equipment and technology.

Not all schools have access to travel around foundry, metallurgical production. And in this way, different types of videos or movies are taken as a possible way.

It is advisable to show short (10-15 minutes) films or some excerpts in the technology science classes in the workshop. The demonstration should be accompanied by a teacher's explanation and conversation.

The following should be observed when showing the film:

1. Explain (direct to comprehension) before showing the film. If the film deals with more difficult issues, and if there are small details in the shots, pupils should be prepared to watch an educational film, such as a film about the structure of metals and their alloys.

2. Show a piece from the film with an explanation (conversation) of the content of the film and educational material. The 10-minute film begins with a piece demonstration, followed by training using a poster or model.

3. The demonstration would be accompanied by explanations. The explanatory text read by the facilitator or narrator in the film may not always be appropriate for a particular class or audience, so there is a need to comment on the film.

The formation of skills and competencies in technology education plays a very important role in the teaching of technology education. This work is mainly done through basic instruction and exercise techniques. The current methodology of formation of labor skills and abilities in pupils plays a very important role in technology lessons.

In it, the learning process is organized on the basis of the teacher's demonstration of technological methods and pupils' imitation of it.

The study of best practices shows the need to consider the following conditions for the formation of skills and competencies in technology science classes:

1) accuracy of the inspection, its purpose and methods of performance;

2) pupils have the necessary knowledge;

3) conformity of teaching methods to the characteristics of the formed skills and competencies;

4) adapting the method of instruction to specific conditions;

5) adequate amount of exercise;

6) timely and objective assessment of pupils performance;

7) active participation of pupils.

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