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**JUNIOR SCHOOLCHILDREN'S PRODUCTIVE ACTIVITY
ORGANIZATION FEATURES**

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Abstract. *Theoretical bases of junior schoolchildren's productive activity, the content, methods, forms and didactic-methodical means of schoolchildren's productive activity, the ways of their productive activity experience formation as a factor of educational practice humanization are analyzed in the article.*

The problem of providing such a character of education that will guarantee social balance and mobility to a schoolchild and will promote the embodiment of his/her own knowledge and experience into independent training product and availability to self-development and self-education is extremely topical for the school. One way of solving this problem is to humanize the educational practice, which is aimed to form schoolchildren's experience of productive learning activity.

Productive learning confronts to the effectiveness of learning in a traditional informational criteria of the comparisons and patterns.

Productive learning is related to the concept of the social significance of schoolchildren's activity. This result may be internal, which is manifested in the qualitative changes in the nature of schoolchild's mental activity, and external, which is expressed by the creation of the product - the material or informational result of human activity.

Productive activity development is determined by the pupil's achievement availability of the desired result both: according to the given example and to the his/her own plan.

Features of the productive activity process and its results can be used in the diagnosis of child's abilities and skills development, his/her cognitive processes development, the formation of skills to plan his/her own activity.

Keywords: *productive activity, junior schoolchildren, primary school, educational area.*

At the present stage of education modernization the importance of the problem of the education quality improving is emphasized more insistently. It concerns both: the content and objectives of education and the methods and forms of education, aimed at the creation of a personality which is capable of independent action, self-development, self-determination in society and it is an important task of modern pedagogy, warranted by the needs of society. Education modernization in the light of the modern society reformation, the variability of educational institutions, programs and textbooks, quantitative and qualitative changes in the information area, the growth of all the sorts of congestion requires pupils' skills to manage their energy, intelligence, time resources and to build learning activities optimally. In line with these changes, the concept of the school long-term development is focused on the transformation of the

general learning to productive one.

The problem of providing such a character of education that will guarantee social balance and mobility to a schoolchild and will promote the embodiment of his/her own knowledge and experience into independent training product and availability to self-development and self-education is extremely topical for school. One way of solving this problem is to humanize the educational practice which is aimed to form schoolchildren's experience of productive learning activity.

Earlier in the strategic line of the education humanization universal values, laced with the respect to the personality of each child were highlighted. Nowadays and in the near future, the school is used to create the necessary and sufficient conditions for the personal development of each entity of the educational process.

The teacher, who knows how to keep pupils' attention in the subject field, enjoys the learning process himself.

At the same time the productive education dominance determines its priority, which is based on the self-dependent learning activities of a pupil, shifting the leading role of the teacher to the self-dependent, active and responsible pupil, as a subject of the educational process.

Modern theory and practice begins to base didactics on the other (personal) side of productive learning activities that should be available to every child. If the student manages to be successful in school, then he/she will have a chance to be successful in further life.

The productive learning activity plays a significant role in the development of a student. Solving difficult problems, student creates personal experience, develops motivation and evaluation. Use of the traditional approach to the training organization, focused on the "average student", becomes an obstacle for the self-development and self-education realisation. The productive learning activity provides opportunities for the student's self-organization, its orientation on the educational products obtaining creates the conditions for the formation of their own productive learning activities experience.

Thus, *the task* of this article is to determine theoretical bases of junior schoolchildren's productive activity, the content, methods, forms and didactic-methodical means of schoolchildren's productive activity, the ways of their experience formation of productive activity as a factor of educational practice humanization.

In pedagogical science general regularities of the productive training formation were revealed in many studies (M. Balaban, M. Bashmakov, I.

Bem, S. Kalmikova, N. Kuzmyna, I. Lerner, I. Pidlasiy, A. Hutors'kiy etc.). Pedagogical conditions of the productive collective-creative pupils' activity organization (G. Miroshnikova); productive learning as a model of the educational process democratization (N. Krylova) and others were studied.

At the same time, the current state of the theory and practice of pedagogical supply for the pupils' productive learning activity does not always meet the requirements of nowadays and it demands not only improving, but also requires to find new approaches, ways and to create appropriate conditions. Among the issues we deal with, in our opinion, the content, methods, forms and didactic-methodical means of the students' productive learning activities are not enough developed to form their experience of productive learning activity as a factor in the humanization of educational practice. However considerable knowledge is accumulated and methodological prerequisites are established in educational theory and practice that form the basis for this study.

In accordance with the above, the importance of this research is defined by the multidimensionality and by the insufficient development of the problem, as well as by the *necessity* of the school development, testing and implementation of the students' experience forming methodical system of productive learning activities in a primary school, to let a pupil "joyfully" found cognitive experience in the process of learning.

Since productive learning activity in the educational area of the school is primarily focused on the student's personality, it is sensible to consider his/her role in this process. In the educational process students must practise in those real fields of activities, which are offered them. The main way of the development is to stimulate students' internal activity. A pupil should be motivated for such development by external demands.

The principle of productivity, which sets the activity nature of human and is capable to provide human activity, is laid into the basis of productive training. This principle, which determines the orientation of education (its content, forms and methods) to obtain the real and practical product (student's creative work, which is valued for the society and for the personality), consists of internal and external educational products of educational activity [2, pp. 8-9]. This process is aimed at the life skills obtaining, which provide personal growth and personal development, self-determination of students.

The distinctive features of a productive learning are:

- increasing of the student's role in the formation, implementation and

evaluation of his/her individual educational trajectory among other students;

- combination of practical activities and student self-directed learning in an entire process, the understanding of which is a stimulus for personal development;

- education and student's work are directed at the real, socially significant final product, which is the basis for a comprehensive qualitative but not quantitative evaluation;

- role of the teacher will undergo radical changes, teacher would not be an intermediary in the process of abstract knowledge transmission; teacher becomes a consultant, a mentor, who supports the student in achieving the production of individual learning activities.

In our opinion, productive learning resists to the learning outcomes in a traditional school with its focus on domination of epistemological products, social, informational and comparison criteria and standards.

Productive learning is related to the concept of socially significant result of a schoolchildren's activity. This result may be both: internal, which is manifested in the qualitative changes of the schoolchild's mental activity nature, and external, which is expressed by the creation of the product - the material or informational result of human activity.

Productive activity development is determined by the pupil's achievement *availability* of the desired result both: according to the given example and to the his/her own plan.

The features of the productive activity process and its products can be used in the diagnosis of child's abilities and skills development, his/hers cognitive processes development, the formation of skills to plan their own activities.

Thus, in students' productive learning activities the means of a product becomes a pupil with his/her interests, experience and educational ideas, and the product

From our point of view the learning experience includes all of the available students' knowledge, motives, attitudes, ideas, impressions, which on the one hand, refer to the process of knowledge, and on the other, - motivate a person to cognitive activity.

Process of experience accumulation is like a spiral: from the general pedagogical idea to attempts of experienced search, then from them to the first improvement of practices and at the same time - from improved practices to the deepening of experience and more complete disclosure of the pedagogical idea [6].

One of the main advantages of the experience is the novelty. It differs for its breadth and importance. Not by chance, in each successful experience A. S. Makarenko appreciated not only its practical effect, but even more its "logical triumph" - that pedagogical sequence and advanced character, which would lead to the expected success. Work on experience includes its accumulation, learning and putting it into practice [3, p. 17].

Competent treatment to the student's personality and his/her ability to learn, ability to transform his/her learning experience encourages the student to reconstruct the former ideas, to acquire new knowledge, skills, in other words to take an active role and receive pleasure from work.

In this case, the student is the subject of learning - cognitive activity and the center of the psycho-pedagogical research in which the formal view to the own students' experience is excluded. Each particular student is at the center of all educational processes, and the school takes the path of education humanization.

So, the subject of activity is an outgoing category in the educational process, his/her inner world that determines the student as the proprietor of his/her own life and at the same time fundamentally differ the way of self-knowledge.

The transition from simple accumulation of experience to its formation raises the learning process to a new level. Forming experience, students do not just follow their personal needs, but consciously connect them with the overall objectives in the area of the pedagogical practice. At the same time work becomes collective. Often a whole student group works on the development of their concern problem. Simultaneously there is a convergence of experience, developed by a mass of students, with scientific and experimental research. They get the material that helps them to examine critically and to justify their own observations, the results of research. The meaning of cognitive experience formation is following: the pupil is interested in experience, thoughtfully select useful information, process and combine with his/her personal experience. Only in this way new experience will give a desired pedagogical result, will be productive.

Thus, pupils' learning experience is the result of the interaction of the individual with the social and natural environment, and its develop lays in a set of cognitive, activity and emotional - value potential.

In our opinion, productive experience is a form of practical understanding of reality in the process of subject's activity aimed at converting himself and the environment. Based on this definition, the signs of student's productive experience are following:

- the practical application in everyday life;
- the possibility of its use in reflective activity that is necessary for the "I" student image formation.

Product created by a schoolchild, has a subjective novelty and personal significance, and the product of learning activity has a socially significant value.

According to analyze of the psychological and educational literature, we concluded that the experience of learning activity is a collection of practical knowledge and skills acquired in the course of everyday work on self-development training student. Productive learning is a subjectively new knowledge, personal education; and experience is a set of practical knowledge and skills acquired in the course of everyday learning - educational work.

Thus, the productive learning activity experience is a collection of practical knowledge and skills acquired in the course of student's learning - cognitive activity aimed at student's personal educational growth and establishment of personally important educational product.

Gradually becoming more complex, students' productive learning activity expands the range of non-standard problem situations that must be solved. It develops analytical skills, requires updating of existing knowledge, experience, taking into account the limitations that are foregone by project situation. Productive learning activity is exactly what modern students in the educational space of primary school need.

The research does not cover all the aspects of schoolchildren's productive activity organization. The question of future teachers' preparation for schoolchildren's productive activity in primary school requires the further research.

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**FACILITIES OF FORMING PRACTICE-ORIENTED
READINESS OF FUTURE PROGRAMMING ENGINEERS FOR
THE USE OF DISTANCE LEARNING TECHNOLOGIES IN
THEIR PROFESSIONAL ACTIVITY**

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Abstract. *The given article is a follow-up of the author's investigation of forming future programming engineers' readiness for the use of distance learning technologies in their professional activity. A wide introduction of computer equipment in the academic planning called the creation of independent IT centres of modern higher education institutions into play. The main staff of these centres consists of programming engineers who should have knowledge and skills not only in the field of programming but also should be familiar with the peculiarities of the university work, its branches, standards of the software development of different systems of the academic process. Therefore, on-time personnel training with the necessary skills remains crucial for the time being.*

The article considers the main facilities which enable to form the students' practical skills of creating software for distance learning systems. It is noted that development and implementation of the theoretical special course "Distance learning technologies in professional activity" for the third year students with their major "Computer and automated systems software" doesn't fully facilitate solving the problem set by the author in the given investigation. Keeping this in mind, some additional activities are provided