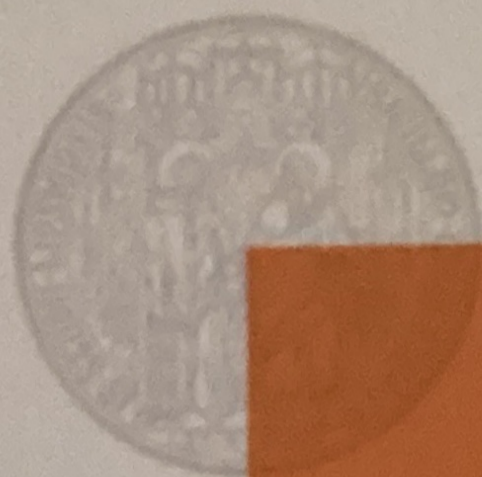


LEIPZIG UNIVERSITY
FACULTY OF SOCIAL SCIENCES AND PHILOSOPHY



**MODERN EDUCATIONAL SPACE:
THE TRANSFORMATION
OF NATIONAL MODELS
IN TERMS OF INTEGRATION**

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**MODERN EDUCATIONAL SPACE:
THE TRANSFORMATION OF NATIONAL
MODELS IN TERMS OF INTEGRATION**

October 22, 2021

Proceedings of the Conference

Leipzig – 2021

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FORMATION OF TECHNOLOGICAL KNOWLEDGE AND SKILLS OF EDUCATIONAL STUDENTS IN TECHNOLOGY LESSONS

The technological process of manufacturing any product involves the consistent performance of labor operations. Labor operation – part of the labor process, characterized by the use of the same type of tools, devices and methods of work. In turn, all work tasks are performed using labor measures. Labor activities include planning, preparation, implementation, control and maintenance of production processes.

Methods of performing labor actions are developed by social and industrial practices and are enshrined in tools. Therefore, to master this or that labor action means to learn to handle the tools (mechanisms) by which this action is performed. Regarding the work of students, they can be divided

into the following main stages: the acquisition of the necessary theoretical knowledge, practice, integration, modification of basic measures.

The study of new labor activity begins with the performance of conscious control of each element. This level, during which you master this task, is called the technical or basic level.

Through practice and repetition, skills in the learning process are improved to the highest level, which allows you to perform tasks accurately, quickly, easily and confidently, controlling the result, rather than the execution process. The highest level of mastery of behavior is called a skill [1, p. 23].

Skill – the ability of the conscious process of activity to perform an action automatically, under the control of consciousness, without special attention. These works can be part of the structure of more complex work and constitute labor work. An example is the rotation of conical surfaces by combining longitudinal and transverse feed.

Skills and abilities are characterized by the degree of assimilation of labor activity. Before performing a labor action, the student must first consider it, think through the process of performance, and then perform it imaginary. Subsequently, using the mode of action created in her imagination, she actually carries it out.

If all actions must be performed first in the imagination and then in learning, then the implementation of labor actions should begin not only with the creation of images of these actions in the imagination of students, but also to show different ways of performing them. Then decide which method is most convenient and effective, and prove that it is superior to others. To this end, appropriate methods have been developed in educational practice, such as stories, explanations, demonstrations (demonstrations).

It is proved that the perception of information by ear (story) is only 40% of what is heard, by sight (posters, presentations, video tutorials, tables, etc.) – 60%, and when combining the use of perception (eg, story with demonstration) – up to 90% [2, p. 47].

Purposeful, structured learning, which is carried out through storytelling, explanation and demonstration, significantly reduces the time and effort required to master the action.

However, it should be noted that the use of stories and explanations without showing, or, conversely, showing without stories and explanations will not give the desired results, because the learning opportunities of each method are limited. Narration and explanation as verbal teaching methods can be learned only when each word perceived by the learners is reproduced by the corresponding idea of the subject base of the word. If students do not know about the object or phenomenon and do not know about it, they will not understand what the teacher is saying, and the subject or phenomenon in question should be presented at the same time as the story. One

demonstration without explanations is not enough, because students do not understand the nature of labor action.

In addition, students do not always pay attention to the key aspects and moments of action that they observe. During the demonstration, teachers should focus on the key points of implementation, immediately show students the most common mistakes, give advice on how to avoid them. Therefore, only in combination, complementing each other, these teaching methods can be a reliable means of shaping the mode of action. Teachers can only describe and show signs of external actions, such as working postures, grips, and tool trajectories.

Therefore, only in combination, complementing each other, these teaching methods can be a reliable means of shaping the mode of action. Teachers can only describe and show signs of external actions, such as working postures, grips, and tool trajectories. However, teachers cannot communicate using the above methods of physical exertion when performing the task tasks. That is, the force parameter is the smallest that can be described and described, while in each work task, this parameter is the main one. Thanks to the efforts of students move and are controlled by working tools. Because the efforts of the workforce are constantly changing, it cannot be said that any effort is needed at this time or at any time. The speed of movement of the working body and the tool, their inertia, kinestheticity of the performed actions and other factors cannot be accurately described. But even if they managed to somehow form a fairly complete and accurate way of acting in the lesson of technology, then they would not be able to immediately, without exercise, to perform the action correctly, because, in addition to imperfect action, inconsistency of work can also be caused by features sensorimotor (motor) apparatus of man and the conditions in which the action takes place.

In improving the traditional methods of skills development, we relied on the theoretical position formulated in the last century by the famous physiologist I. Pavlov, whose essence is a comprehensive analysis of the traditional approach to teaching children work processes, as well as to study the methods of experienced teachers of technology allows offering own technique of formation of professional skills on the basis of revealing of means of information and communication technologies which considerably differ from traditional.

The main emphasis is on the fact that students do not master each technique, which consists of a particular operation, and study it immediately as a whole. This significantly saves time previously spent in the traditional method of bringing all the techniques of the operation into one whole, and perform them as a single labor process [3, p. 52].

The teacher, according to all the proposed, should determine the most important method of the studied operation (the main component on which

depends the successful completion of the whole process). In our opinion, there are methods of work that need a little more attention than others. That is why in the process of teaching the teacher during the demonstration of technical processes and explanations, draws students' attention to the more necessary at the moment the technique that is part of the structure of the labor operation.

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УКРАЇНСЬКІ ДИТЯЧІ ГРОМАДСЬКІ ОРГАНІЗАЦІЇ В СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРИ

Формування особистості людини-громадянина, корисної для себе, громади і суспільства, здатної повноцінно взаємодіяти з суспільством, реалізовувати в ньому свої плани і цілі, свідомо нести відповідальність за наслідки власних дій – це одвічне завдання теорії і практики виховання.

На сучасному етапі розвитку українського суспільства, що характеризується змінами, які охоплюють усі сфери людського життя, діти перебувають у найскладнішому становищі, оскільки не мають власної системи стійких моральних переконань, ціннісних орієнтацій тощо. Педагогічний супровід розвитку дітей, зокрема, молодшого шкільного віку в умовах сучасного закладу освіти має орієнтуватися на формування в загальнолюдських цінностей, сучасного світогляду, розвиток творчих здібностей і навичок самоосвіти і самореалізації особистості.