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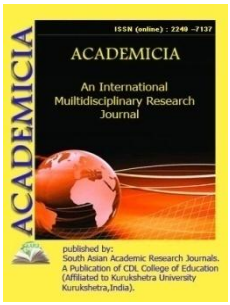


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# METHODOLOGY FOR CONDUCTING TECHNOLOGY LESSONS ON WORKING WITH PAPER AND CARDBOARD

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## ABSTRACT

*In this article, the methods of organizing lessons in the process of working with paper and cardboard in technology lessons highlight the main features of the technology lesson and its differences from other lessons in primary school. Demonstration of processing techniques is accompanied by an explanation, during this process questions and instructions should force students to find the correct solution to practical problems themselves. Children begin to perceive their surroundings early, but so that they can appreciate what they see, distinguish the really beautiful from the diversity, this must be taught, and the sooner the better.*

**KEYWORDS:** *Educational Activity, Labor Activity, Subject-Practical Activity, Motivation, Intellectual Skills.*

## INTRODUCTION

Methods of organizing lessons in the process of working with paper and cardboard in technology classes.

The author of the article highlights the main features of a technology lesson and its differences from other lessons in elementary school.

Most of the technology lessons in elementary grades are devoted to working with paper and cardboard. Paper and cardboard are themselves pantries of fantasy and imagination. And if you combine it with sleight of hand, then everything can be revived, given, as it were, a second life.

The main educational tasks of each lesson and work processes, whiling completing, are provided with the preliminary distribution of the program material.

Work at the beginning of the lesson, when children get acquainted with materials that were new to them, they master new tools, learn new techniques. The teacher sets specific tasks for students, certain work tasks. He explains the purpose of the work that is going to be performed, talks about the purpose of the item being made, about the requirements that the finished product must meet, about the equipment that students will use when completing the assignment.

Paper and cardboard are the most common and more accessible materials in this process. In the process of working with them, students get an idea of their production, types, properties, their use in everyday life and technology, about the professions of people associated with the receiving of paper and cardboard and their processing.

The formation of practical skills in the processing of these materials in students is carried out in the process of manufacturing products.

From the preschool period, children have known the techniques of cutting paper with scissors, joining parts with glue. In elementary school, students expand their knowledge and master the skills of marking parts made of paper and cardboard by folding in a pattern, using measuring tools, techniques for cutting cardboard with a knife, various ways of decorating products with applique, coloring, using other types of materials.

Paper and cardboard are materials, which the foundations of graphic literacy are laid during the process. Students get a general idea of a technical drawing, sketch, drawing, learn to understand the simplest drawings (sketches) and make markings on them.

Children begin to perceive their surroundings early, but so that they can appreciate what they see, distinguish the really beautiful from the diversity, this must be taught, and the sooner the better. Work on developing a child's artistic taste begins in the family and continues in school with technology lessons.

Sensory education makes it possible for children, while performing applications, to compare figures large and small, wide and narrow, long and short, dark and light. Children will determine that the figures are located high, low, in the center, left, right.

The teacher or the leader of the circle should not only teach the younger schoolchildren certain methods of work, his main task is to develop their ability to be creative, awaken their interest in work, with mutual assistance:

•develops the ability to work with hands, teaches you to precise finger movements under the control of consciousness;

• develops spatial imagination - teaches to read the drawings, according to which the figures are folded and represent products in the same volume with them;

• introduces basic geometric concepts;

• improves the ability to follow oral instructions;

• develops confidence in one's own strengths and abilities;

• helps to develop drawing skills;

• stimulates the development of memory;

• teaches concentration of attention;

• develops creativity. Many guys become the authors of their own inventions;

• stimulates the creation of game situations;

• expands communication skills;

Allows you to feel personal involvement in a new international cultural phenomenon. In labor lessons, in the process of performing practical work, children must acquire the necessary labor skills, and gain knowledge about the properties of materials. Based on this, the tasks of the introduction part, introductory, current and final briefing are determined.

The conversation is held in the case when the teacher can rely on the experience of the children, on the previously acquired knowledge, observations made during the classroom. After the introduction part, the children should have a good understanding of the purpose of the lesson, the practical tasks they face.

An introductory instruction precedes the work. Its significance is very great. From how children are instructed before completing a labor assignment and during work, the direction of labor lessons is mainly decided, whether they meet the fundamental requirements of labor training or turn into craft training.

The task of introductory instruction is not only to explain to children the techniques for performing any product, but to prepare them for the conscious assimilation of educational material, for understanding the techniques being studied and their application in practical activity. Therefore, when preparing for a lesson, during the process of planning, it is necessary to think carefully and outline the content. It is sometimes helpful to write these statements in a plan.

To answer all the questions and understand the sequence of work, it is not enough for children to see the object in the teacher's hands. We must give them the opportunity to hold it in their hands, examine it in detail, feel the material by touch, in other words, the perception of an object should be versatile (visual, tactile, motor).

The sample shown by the teacher should be clearly visible from anywhere in the classroom. Therefore, it is often made large. Likewise, when demonstrating techniques for manufacturing parts of a product, samples of these parts are made on an enlarged scale.

Demonstration of the manufacturing process of one or another object is carried out differently depending on a number of factors: age characteristics, the complexity of the product, the time allotted to work. Demonstration of processing techniques is accompanied by an explanation, during this process questions and instructions should force students to find the correct solution to practical problems themselves. The teacher is required to present a clear and accurate verbal explanation of practical techniques, the correct pronunciation of technical terms with their obligatory writing on the board.

Teaching to apply them in labor lessons, measuring and computing skills to solve constructive problems is extremely useful for enhancing the activeness of students. One of the main indicators of a high work culture is the ability to work accurately. Therefore, when instructing students before starting work, it is recommended to show not only the techniques for processing the material, but also methods of checking the performance of the work with a certain degree of

accuracy, corresponding to the level of students' mathematical knowledge. Doing the work by the teacher himself, although time consuming, is desirable. Making a sample helps to solve a number of methodological issues, the teacher gets the opportunity to foresee various mistakes that children can make in the process of making a particular product, to determine the time required to complete each operation. The product, made by the hands of the teacher, is used in the lesson as a visual aid. The best indicator of a good quality of introductory instruction is the work activity of children, work on the task without haste and every minute addressing a teacher or friend. Thus, the relevance of this problem is especially significant in the activities of primary school teachers, who are largely responsible for the spiritual, mental, moral, aesthetic development of students, without which the activity of a person is inconceivable. There are many types of paper and cardboard that students become familiar with in technology lessons and outside of class. By getting to know the tools, children learn to use and apply their knowledge and skills in practice. Making products from paper and cardboard requires dexterous actions from the child, gradually the hand acquires confidence, accuracy, and the fingers become flexible, this is very important.

Manual labor contributes to the development of sensor motor skills - consistency in the work of the eye and hand, improvement of coordination of movements, flexibility, accuracy in performing actions. Working with paper and cardboard plays great role in the mental development of students, in the development of their thinking and attention.

The work of making products from paper and cardboard contributes to the development of the personality of students, to the education of their character. Making a toy requires some strong-willed effort. Gradually, the children develop such qualities as dedication, perseverance, the ability to bring the work from the beginning to the end. The artistic image and its further expression in the language is a complex and multifaceted process. I would like to draw the teacher's attention to the fact that a very important role here is played by students' deep knowledge in the depicted object, phenomenon or event.

Therefore, it is recommended in every possible way to stimulate the comprehensive acquaintance of children with the object image.

This textbook also pays considerable attention to it. It offers some characteristics of the object, familiarity which will help create a more voluminous and complete image of the idea or expand the boundaries of creative search.

The teacher can assist in the process of creation in a number of ways:

- Encourage children to collect additional information about the object;

-connect an object with a topic studied at the same time in another subject;

- To analyze the purpose of the craft: what is its meaning, benefit, to whom it is intended, how, in this regard, it should be formalized.

Sometimes the emphasis should be placed not on the object, but on the mode of action, i.e. to increase the interest of students in learning new technology. Here are some ways to solve this problem:

- To connect the studied technique with any folk craft of Russia or the traditional art of another country.

- To connect the way of action with other types of art, to acquaint children with the masterpieces of the world artistic culture.

- To present the craft in its historical development from ancient times to modern times, right up to this particular lesson.

- to interest children in visual novelty, unexpected effects and opportunities that the new technique brings.

The combination of the suggested techniques helps to make lessons diverse, positive motivation sustainable, and actions more meaningful.

The subject of research is technology lessons in preschool period in terms of “Working with paper and cardboard”

Purpose: to identify the role of technology lessons in the section "Working with paper and cardboard" in the development of the creative and mental abilities of primary school students.

Tasks:

1. Conduct an analysis of methods, programs that allow you to identify how successful the process of mastering knowledge is under the section "Working with paper and cardboard";

2. Determine the conditions in which the assimilation of knowledge in this section is successful;

3. Conduct an analysis of the block of lessons for the section "Working with paper and cardboard".

Paper and cardboard are the most common and more accessible materials in this process. In the process of working with them, students get an idea of their production, types, properties, use in everyday life and technology, about the professions of people associated with receiving paper and cardboard and their processing.

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