

ЯКІСТЬ НАВЧАННЯ ТА ВИХОВАННЯ НА УРОКАХ ТРУДОВОГО НАВЧАННЯ: ПОСТАНОВКА ПРОБЛЕМИ

Реалізація навчальних цілей, що лежать в основі змісту відповідно до програми, яка матеріалізується тоді, коли дидактична та навчальна робота планується учителями технології спочатку шляхом детального результативного плану (на один семестр чи навчальний рік), а потім у формі індивідуальної дидактичної роботи заняття, потребує постановки цілей, враховуючи різні типи уроків, які гарантують різні способи навчання, а також правильно підібрані правила та методи навчання.

Ключові слова: навчання, уроки трудового навчання, методи навчання технологій у школі

Nowadays, when discussing crucial drawbacks present in the school educational process, the attention is often drawn to the fact that teaching – learning process stands as foundation of all educational effects of individualistic creative work of school. Moreover, teaching contents have often too little power of affecting students' system of values.

However, in school practice it is accepted that education and teaching processes occur inseparably and every teaching is education. Every modern teacher in Poland has been obliged to follow unity of this processes by people who create programmes for different subjects or subject blocks which are specified by Ministry of National Education directive –that is programme basis. At this point, it should be stressed that close connection of upbringing and teaching processes had been pointed by K. Sech [1] a long time ago. Stech claims that teaching brings up through work, forms moral attitude and develops students' personality in a broad way. This view about upbringing character of every teaching is also shared by J. Zborowski. He shows that “information acquiring form student's philosophy of life. Learning is not only individual work but also group work, what creates will and personality features as well as teaches living and acting in a team” [2, s. 12]. Therefore, according to format assumptions, teachers’ postulates, requirements of pedagogical supervision, modern teaching is seen as upbringing.

Let us discuss the rules and methods of educational teaching in didactic-educational process.

In present considerations, we want to draw attention to possibility of searching for upbringing influence at educational classes of Technology subject in the process of students' acquiring information and abilities which occur in teaching programme.

Teaching and upbringing integrity at Technology lessons is shown by overriding aims of this subject, which relate mainly to:

- teaching value of work and its products as well as sense of Technology and active attitude towards its development;
- sense of responsibility, ability of interaction with others in conviction of common value of group work;
- economy and respect for social value;
- conscientiousness and persistence;
- active attitude towards technical development of own environment as well as ecological matters.

Precise outline of upbringing and teaching aims serve as guidelines and its materialisation takes place when teachers plan their didactic classes. Therefore, in each individual lesson there can be separated not only didactic aims, which cover information and abilities, but also upbringing aims (attitudes). Proper way of formulating those aims guarantee accurate and easy measuring of gained effects level. To quite a high degree, effectiveness of task realisation depends on the fact whether aims have general character or precise description of planned students' knowledge, abilities and attitudes changes. The aim of lesson should be measurable, accessible and verifiable on a given lesson. Thus, at individual Technology lessons there should be specific upbringing tasks e.g. taking care of order on work stand, attitude deepening towards the need of working according to instructions, making students aware of the need to protect human health and environment, obeying safety rules and work hygiene when working with computers etc.

Upbringing value of each Technology lesson depends not only on properly selected contents and aims but also on students' acquiring knowledge process itself. It is not only about those didactic situations which stress students' experience of particular values, but also upbringing influence of all didactic situations, namely those when a student acquires ready made knowledge served by teacher and those when a student individually reaches new elements of knowledge or conforms it. Therefore, didactic process should be organised for all forms of activities to be present: perception, cognitive, kinaesthetic, manual and expressive. This integration of various ways of teaching assures using all four types of lessons by teachers: given, problematic, operating and emotional [3].

Undoubtedly, educational lessons which are planned and for which above lesson types will serve as basis will enable students to gain basic technology knowledge, varieties of abilities, customs, will and personality creating habit, diligence, precision establishment provided that classes organizers will use fixed teaching rules and methods.

Teaching rules and methods are commonly known by teachers, however, it gets worse when it comes to knowing and using upbringing rules and methods, which are essential for completing Technology teaching upbringing assumptions.

Upbringing teaching rules relate to all school subjects, however obeying them in teaching Technology is especially beneficial in directing upbringing influence on children and teenagers in the course of teaching – learning process of this subject. Those are the following rules: work humanisation, work cooperation and harmony, work economy, discipline and order at work, systematic work control and evaluation [4]. Those rules include student's and teacher's work in a broad meaning together with teaching and learning.

Work humanisation rule depends on creating such conditions, that every work done by a student is personal, accepted task for him. This rule recommendation refers not only to executive tasks since it is also used in cognitive tasks. Properly directed teenagers' perception to command practical aspects of given theoretical issues (e.g. knowledge of technical appliances, technological rules etc.) not only reinforces the meaning of students' activity in cognitive processes, but also serves as an important factor conditioning beliefs and intellectual attitudes towards technology and work, such as: value of knowledge appreciation, understanding and accepting the meaning of work and technology for human beings etc.

Work economy rule is fundamental rule in organising each work, especially creative work. It says, that intended result of activity should be obtained with little cost (of materials, tools, time, energy). In teaching Technology, this rule orders to respect specific action requirements, which relate to purposefulness of undertaken tasks, materials, tools and appliances saving, regularity at work and quality of its effects. Applying this method has high educational sense, especially when it comes to shaping economical attitudes since when students know those rules, they introduce and obey them in their work

Work cooperation and harmony rule is fundamental in shaping personal features that can be called collectivity (ability to subordinate, feeling of responsibility for group work and its results, ability and will to cooperate). This rule refers to different types of tasks completed by teams, when it is necessary to harmonize partial actions in order to succeed common goal. Such situations are present often in generative tasks, but also in tasks which refer to using technical appliances, construction or technology planning, carrying out technical experiments etc.

Discipline and order at work rule refers to fundamental elements of upbringing interaction, especially in shaping attitudes ranked as self-discipline (internal discipline, self-control, high self-esteem etc.). This rule applies making students aware of being subordinated to different standards at Technology lessons, especially standards which are included in workshop regulations, technical appliances manual instructions, safety and hygiene regulations, timing and precision requirements. Discipline is connected with the need of obeying order, commonly expressed in words "Everything has its place and should be there". It refers to rational tools, materials etc. arrangement on work stands, tools in cupboards and to bringing back given state of things if changing it when working. Order relates also to creating piece of work, and this is crucial aesthetic condition.

Systematic work control and evaluation is the last method based on educational interaction at Technology lessons. This rule shows the need to check and evaluate students' school achievements, carried on systematically, open and objective according to fixed criteria and what is

important from educational point of view, with students active participation (self-control, self-evaluation).

Possibility of achieving upbringing aims during didactic classes rise, when teachers use methods which release learning by doing, discover and experience as well as methods especially directed towards upbringing interaction. In present paper, only those methods are presented, which are applied in upbringing teaching technology. Among them, we can distinguish: direct influence method which include among others persuasion and reward - punishment method, indirect influence method with example and mutual interaction method.

Persuasion method consists in producing in students' mind, beliefs, opinions as well as in attitudes changes according to tutor's upbringing assumptions. This method influence mainly intellect, but not only. Applying this method should lead to student's understanding and acceptance of rightness of behaviour standards which are obligatory in a given range. The effects of applying this method are influenced by: atmosphere of mutual trust and respect (teacher – learner); aim awareness which teacher wants to achieve, familiarity with situation which requires persuasion and selection of substantial arguments.

Reward and punishment method consists in expressing appreciation of well done work or disapproval towards actions which are against rules. Effectiveness of punishment – as well as reward - depends on whether punished individual (group) see it as objective, fair. Therefore, it should be sentenced with consideration and moderation.

Example method – is the most effective way of upbringing influence. It has huge value in teaching Technology. Teacher should stand as a good example. Organisation and equipment conditions of place when programme contents are realised depend on him. Teacher's idealisation (not rarely or for show) should be reinforced by offering other personality examples.

Mutual interaction in team method has different types at work and in life. It is connected with influence of: individual on individual, individual on team, team on individual and team on team. In terms of teaching Technology, stimulating team's influence on an individual usually can be found as desirable from upbringing point of view. It is connected with task regularity and quality of completing it by members of a team and ability of cooperating, subordinating to team's aims, co-responsibility for completing tasks etc.

Rationally organised and effectively carried out didactic process together with applying above methods and rules of educational teaching allows to realise and reach simultaneously upbringing aims and resulting from them educational aims.

To sum up, it should be stressed firstly that upbringing and educational aims do not appear separately and every teaching is upbringing and thus it should be considered in order to prepare pupils for life in times of fast developing technology. Secondly, in teaching Technology, one of very important educational result is not only social shape of desired beliefs and attitudes, but also reaching such a level of durability in order to create crucial behaviour stimulator and become resistant to opposite actions, which confirm the need of using discussed rules and methods in upbringing education. School has to shape a man who will further improve his personality and educate as well as will be able to combine individual aims together with those of a team.

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ЯЦИШИН ІРИНА

начальник відділу моніторингу,
позапланового контролю та взаємодії з органами місцевого самоврядування
управління Державної служби якості освіти у Тернопільській області