

THE FEATURES OF TEACHING THE COURSE "TECHNOLOGY" IN THE SMALL RURAL SCHOOL

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The Annotation

Article addresses the problem of organizing the learning process in rural small schools. The characteristic of the author's program co-education of boys and girls on the subject of "Technology". The features of the methodology of organization studies on specific topics. The analysis of the results of the use of the program in one of the small schools.

THE ACTUALITY

General trends in the development of education affects not only the city , but also the rural small schools , the number of which in Russia is quite high. By the definition, a small school – is a school without parallel classes , with a small contingent of students. Students of two, three or four classes can be combined into one class - kit, which works with one teacher . Similar schools exist in rural areas of almost all countries of the world community (Finland , Norway, France , USA and others.). Problems and the role of differ from each other in the modern educational situation of the various countries , but educational practice is always of great interest.

The system of education in Russia has undergone significant changes over the past 10 years in line with the general processes of economic and political changes taking place in society. With the 2011/2012 school year, all educational institutions of Russia moved to a new federal state educational standard (FSES) of general education, that defines the tasks of the modern school. The principal difference between the new standard is that the goal is not substantive but personal results. It is important, first of all, the personality of the child and the changes in it during the learning process, rather than the sum of knowledge accumulated over time in school.

A distinctive feature of the new FSES, Ltd is the activity of its character and the statements of the standard indicate the activities in which the student should master by the end of primary education. The purpose of education is the formation of universal educational skills and on their basis the assimilation of basic knowledge.

Target priority is the ability to self-renew and upgrade personal education in accordance with the conditions of a rapidly changing world.

Small rural schools account for 60% of the total in Vladimir region [1]. There are specific social and educational problems of technological training of the students in rural areas, there are additional challenges that have to be taken into account and overcome by the teachers in rural schools. «Technology» has a special place among school subjects.

Its main purpose is to develop concepts of modern production and distribution technology in it, development of technological approach as a universal method for transforming and creative activity.

New educational standard suggests that studying of the course "Technology" students learn how to:

find the necessary information for design and implementation of the selected object and technology in the academic literature;

read technical drawings, sketches, schemes, diagrams;

sked the diet based on the physiological needs of the organism;

implement simple modeling techniques of garments, including the elements of traditional folk costumes;

implement artistic decoration of garments;

create your own simple technological map of cultivating new types of agricultural plants in private farming and on school grounds on the basis of reference books and other sources of information, including the Internet;

organize and implement the project activities on the basis of the established rules, the search for new solutions, to plan and organize the process according to the available resources and conditions;

plan the career;

navigate the information on employment and further education.

One of the essential problems of implementation of the standard requirements stipulated in small schools is the need to co-education of girls and boys. The program on the subject should include theoretical and practical exercises, appropriate for successful mastery of the material children of both sexes.

The problem of teaching the subject "Technology" in undivided classes, I faced when I came to work in small school settlement Vyatkinov Vladimir region. There are 204 persons in school and the average class size is 15-20 persons.

Is the number of children in the classroom allows teach basic disciplines as well as in city schools. However, the lessons of technology with students of both sexes ruled out the possibility of using the usual programs and demanded the creation of a new training program that would suit both students-girls and boys-school children. Study of the subject "Technology" for the program suggest that children of both sexes in the classroom must cope with the tasks that are available to them, clear and vitally important. It was important not just quantitatively combine elements of the objective cycle, and create a new quality of the content of technological training students in unity with their aesthetic, moral, labor education and development of their artistic and creative abilities. Study of the problem of technological preparation of students in small schools in Russia and in foreign countries allowed to develop and successfully implement the author's program on technology for grades 5-8 with co-education of boys and girls in rural areas. The program includes topics such as "Cooking", "Creative design work", "Electronics", "Repair work at home", "Fantasia on a theme of needlework", "Fundamentals housekeeping", "Fundamentals of drawing literacy."

Special attention in the program deserves the section "Landscape". Rural students are usually familiar with the farm work. They help their parents in home gardens to grow vegetables and fruits, take care of the plants. However, this work is almost always limited by standard physical activities and do not give a complete picture of the aesthetic component of working with plants. In the course of studying this section, students learn about the history of landscape architecture and landscape art, learn the basic steps of landscape design, plant selection and the

rules for their combination with each other, gain knowledge on the basics of color. The knowledge gained is reflected in the design work on the design of the school flowerbed. Students will design their own future flower garden, planting plan, taking into account not only their color combination, but also competent arrangement of plants in the flowerbed with regard to their height. Working with creepers, students try their hand at creating a bulk plant shapes, pre-designing and installing the territory of a school site metal frame basis. Implementation of the project, students receive not only knowledge of the crop, but I'm learning to give emotional expressiveness places around us.

In the "Fantasy on a theme of needlework" students learn not only from the national traditional arts and crafts, but also with such kinds of needlework as "Quilling", "scrapbooking", "Patchwork", "Modular origami." Processing technology provides construction materials as the main object of labor for joint activities for boys and girls to work with wood as the most affordable structural materials in a rural school.

In order to track the effectiveness of programs for personal and professional self-determination of students in grades 8-9 in our ungraded schools were conducted standard tests, such as "Map inclinations" (technique Pryazhnikova N.S.) and "Questionnaire professional installations" (Kondakov I.N.). The results of a survey of students showed that such inclinations were developed children as art, design and engineering, graphic and most of the students are going in the future to realize themselves in professional areas related to creativity.

The results obtained in our study, the results of technological preparation of students in difficult conditions ungraded rural schools can be used for the improvement of educational programs and the creation of manuals.

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