Formation of a System of Practical Actions Related to Modeling in Primary School Students

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Abstract: The modeling process has the potential to motivate students to perform heuristic activities. Especially in technology lessons, modeling appears as a specific, motivating method of activity for students to creative activity. In technology lessons, students acquire technical and graphic modeling skills.

Keywords: Modeling, model, task, function, concept.

In technical modeling, the technical, technological knowledge of Primary School students has enriched. Its pedagogical significance lies in the fact that in addition to finding solutions to tasks related to Labor Education, the imagination and technical worldview of Primary School students on modern technologies are developed. In the process of modeling, in primary school students, knowledge and skills related to design, construction develop in a certain consistency. Students develop their thinking about technology and their interest in it increases.

In the process of modeling, students develop technical and technological creativity and creative thinking. Elementary school students ' knowledge of constructionism, which they master in technology lessons, encourages them to show creative activity and think creatively. In the development of students ' knowledge of technical modeling, various constructions become important. Teachers should achieve the creation of well-thought-out models, spending as little time as possible in the process of working with students on technical constructs. However, it is also required that these models have a certain degree of complexity. In the pedagogical process aimed at this goal, students will have a certain idea of \ u200b \ u200bThe useful work.

METODOLOGY

Students enter modeling with special interest. They always appreciate the results of their creative activity and protect it with firmness. They do not want to spoil the product of their creative activity when the teacher requires them to improve the model they made. Accordingly, technical modeling refers to the construction of technical objects.

The formation of graphic modeling skills in students in technology lessons is also of particular didactic importance. That is why technology teachers are required to pay special attention to the formation of graphic modeling skills in students. Alternatively, in mathematics lessons, in the process of working on drawings, graphic modeling skills are developed in elementary school students. In the process of graphic modeling, the skills of elementary school students regarding construction are consistently formed. Alternatively, the basis of the formation of graphic modeling skills in primary school students is the spatial imagination and perception of students.

In the process of studying various educational subjects, work on abbreviated and conditional images is increased to amalsh. Such classes serve to form in students the skill of graphic modeling of various objects and to develop their pictorial activity. Assignments on graphic modeling are carried out in the lessons of technology, Fine Arts, Mathematics and mother tongue.

The educational and educational significance of graphic modeling is manifested in the pictorial expression of the specifics and description of various objects in an orderly manner. Such pictorial

expression serves to reflect as fully as possible the content and essence of objects. For example, the pictorial signs that represent the shape, color, size of the items are among them. Alternative graphic modeling also serves to form in students the skills to describe the location card and movement plan of items. Such skills, in turn, also allow you to represent drawings, components, diagrams, tables of items.

Descriptive modeling skills make it easier to read, understand sources of a technical nature. Creates favorable conditions for the expression of various items in a graphic-visual form. Accordingly, it can be noted that in technology lessons there is a convenient clear evidence to scientifically substantiate the possibility of systematic and rapid development of modeling skills in primary school students. Primary school teachers are required to have the competence to successfully harmonize various forms of modeling in the lesson. Classes should be designed for Primary School students, always providing new information. During such classes, students acquire the skill of modeling objects with full understanding of the essence of educational materials.

Today, new approaches to teaching technology are being relied on. The main goal of teaching the subject of technology is to form students ' knowledge and skills of a particular type of work, as well as to form a clear picture of the professions. The competency approach, based on thegv daavlat educational standards, defines the basic pointers and directions of knowledge, skills that elementary school students need to acquire and the imaginations that are generated in them. To generate these knowledge and persuasions, it is required to rely on interdisciplinary metaionization. the knowledge provided to students and the persuasions to be formed, and including modeling skills, are also gradually formed as a result of mastering educational programs. For the formation of modeling skills in primary school students, it is required to master the following educational units using modular teaching technalogies:

- material processing;
- mastering concepts related to technique;
- having knowledge of food processing technology;
- having knowledge of robotics;
- having information and imagination about automated ridges, 3D modeling, preparation of prototypes, layout;
- building objects, acquiring skills in making etc.

Our analysis showed that with the help of knowledge and information provided on all subjects of study taught in elementary grades, it is possible to form modeling skills in students. In the process of providing information about 3D technologies, for example, there is an opportunity to form modeling skills using specific representations that are formed in students. For students to have intellectually full-fledged development and modeling skills, in the process of studying all educational subjects, the methods of HZ activity become important. As a result of the efficient use of technical means, students have a clear idea of 3D technologies. And these visions contribute to the systematic formation of modeling skills in students.

The formation of modeling skills in students is carried out in several invasions. They are:

- putting assignments in front of students;
- identification of objects to be modeled;
- development of the idea of the model;
- generating algaritms;
- clarification of the main elements necessary for modeling;

- writing your own program;
- vs conducting experiments on modeled objects.

As you can see, modeling occupies a leading place in the study of the content of most educational subjects in the primary education process. With the help of modeling, students will have the opportunity to show their creative potential, as well as consolidate their mastered knowledge and be able to apply it in their practical activities, that is, transform it into competencies. In addition to modeling, constructional activities in primary school students also find content.

RESULTS

It is known that in the process of Primary Education, Educational actions are formed in students in the first place. And modeling skills ensure the inextricable development of educational actions at the later stages of Education. As a result of this, students are intellectually promoted to a new stage of development. With the help of modeling, students easily master complex tasks. Modeling allows you to study in detail a particular phenomenon in primary school students. To do this, elementary school students first need to get acquainted with simple drawings, paintings, scenery, operations for collecting details, various equipment and materials, to master the efforts to work on them. It is such actions that contribute to the formation of modeling skills in primary school students.

Primary school students initially make items using drawings from different fabrics: plasticine, paper, cardboard, with the help of a teacher. This is considered the initial stage of creative modeling of a technical nature. They are closely facilitated by their brothers and sisters, who participate in modeling, contouring circles of Primary School students. This results in rapid development of modeling skills in younger school-age students. Fourth-graders will also be able to make a number of complex models using different materials. With the help of modeling, certain tasks are completed in the educational process. The teacher should pay special attention to the formation of actions for working on drawings in elementary school students. Because such actions occupy an important place in the formation of modeling skills in students.

In technology lessons, it is advisable to systematically present tasks for elementary school students on reading drawings, interpreting their meaning. It was observed that primary school students do not have enough skills to prepare a particular thing or item. The drawings created by Ulra and the items described in it should be as simple as possible and easy for readers to interpret. It is required to be comfortable for the development of the intellectual sphere of Primary School students and the formation of initial educational and labor skills in them. In the educational process, it is envisaged to provide primary school students with educational tasks with a different level of complexity. It is important to ensure that such assignments are convenient for students to work on models. In this process, teachers are encouraged to use different techniques to effectively form modeling skills in students.

Such assignments help students perform various practical actions related to modeling. These include, for example, making various items from natural materials, plasticine, making appliqués from aerations and papers, pasting shapes on paper, making and shaping various items from wires, foil paper and tree bark, and drawing geometric figures. Such practical actions and modeling processes serve to develop students ' perceptions and figurative thinking about the world around them. Alternatively, they will have a clear idea of what purposes and to what extent the items they make will be used in everyday life. Alternatively, strangers will have specific information, knowledge and concepts about the areas, professions that use them as a result of making, modeling various items. Motives are formed regarding the acquisition of these professions.

CONCLUSION

With the help of the modeling method, students improve the knowledge and skills they have mastered, acquire practical action experience, manage to enrich their views on the world around them, knowledge of various fields, skills in technical and graphic creativity.

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