Labour Education of Students in Yamalo-Nenetz Autonomous District, Russia

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Annotation

In this article are considered public benefit and labour activities of students at the lessons of school subject "technology" and in extracurricular activities in school number 6 of town Salekhard in Yamalo-Nenets autonomous district of Russian Federation in 1987-2012 years.

Keywords

Labour education, labour training, technology, environmental education, ecological and moral education, objects of labour, facilities and business technology.

Today, no one doubts in value of labour education in the development of personality. Developing role of labour within the school subject "Technology" directly connected with the very tools of labour. Moreover, it is reflected in created subjects of labour during work activities and direct reflected on achieved results. It is important not only to create proper conditions for the implementation of employment, but also to call to these processes general interest. For students objects of labour and means of production, and really created conditions for employment are rich source of knowledge about substantial portion of surrounding reality. In general, these knowledge are major element in the worldview of the student.

It is appropriate to recall the three main categories of labour education issues, which at one time allocated A.S. Makarenko [1]: the problem of content and incentives for employment of pupils, organization of children's labour groups, labour discipline and pedagogical influence in conditions of socially useful work of students.

These problems have found their solution in my experience.

In the first turn, it was necessary to link the lessons of labour training with socially useful work. We focused on interschool and even extracurricular need. We started with small: defined range of products and their feasibility. Initially, considering our strength, we made devices for various technological operations.

At the same time, the guys knew that they should first of all ensure quality manufacturing of products, because of their competitiveness would depend entire life cycle of products. Thus, the self-activity of the students formed itself, which helped to create an atmosphere of psychological attitude of students to analyze their own results, and the most important – has brought us to the understanding of the role of self-service at home, in the training workshop and in school. Stimulating factors in this was the possibility of personal acquisitions of goods made by students (the product of labour) or even monetary compensation by selling products, created by the hands of children at exhibitions and fairs.

Common goals and problems, interesting work, demanded results of work united the labour collective. Since that time, we began to use the new forms of work, namely:

- circle bookbinding work, where students learned to make and restore the books (1989);
- cooperative for the production of consumer goods, where students apply their knowledge and skills, acquired in the classroom, and received monetary compensation for the sales results (1990-92.);
- together with Teaching and Production Complex (CPC) electives for training turners for wood processing. As a result, training students of 9th grade obtained the qualification certificates with appropriation of categories (1995-2006.);
- elective on enterprise technology [3] "The three stages of business" (2009-2011.).

In combination, achieved results solved the problem of labour discipline, which was performed without

fail. In school educational workshops always maintained working order. Tools and equipment were in good condition. Taking into account, effectiveness of the common work, material and technical basis of the subject area "Technology" in school was renewed, as well as working places of teachers and students. By virtue of what we had no violation of the rules of labour safety in the learning process during entire period of study.

The described events immediately reflected on the educational process. An important feature of the lessons in the workshops was the fact that in most cases there have been considered issues of labour productivity of students. It became clear that in conditions of production more effective is considered organization of labour to create wealth. From this standpoint we began to approach to the assessment of organizational clarity lesson in educational workshops, which was ensured by an uninterrupted supply of all necessary materials and tools, as well as the planning of the work of the teacher to guide the learning process. Thus, thanks to joint efforts of the participants of the educational environment created joint activities, aimed at the self-realization of student and the development of his personal qualities.

As you know, any changes taking place in our country, in the first place affect the ethnic identity of adolescents. They are the most sensitive (sensitive) to manifestations of social and political life, as well as inter-ethnic relations. It is in this age lays the foundation of personal relationships to their own and to other ethnic groups, updated the problems of his life self-determination [2].

In our case, the pedagogical experience of the teachers at the special organization of the educational process helped create favourable conditions for the formation not only personal, but also ethnic qualities.

For my part, first of all, I always maintained friendly attitude toward my students. With this aim, I had to improve constantly my personal skills, professionalism, raise erudition and do not forget about the sense of humor.

After all, the teacher of technology by the program course itself is designed to deal with a variety of production processes. And for that he must be able clearly explain the most complex technological issues.

My leading idea was and is still ecological and moral education and creation conditions for implementation and combined prirodosoobraznosti, environmental and health technologies. In my experience pedagogical model of ecological education of students is designed under the guidance of Professor Y.L. Khotuntsev, on the basis of system-activity approach, which has been successfully implemented in the technological education [5, 7].

Formation of elements of ecological culture within the subject area "Technology" takes place in the selection process and manufacturing labour facilities. These include objects that carry not only material (human needs), but also, above all, moral values. For example, objects, minimizing the destruction of the environment, limiting the negative impact on it and contribute to moral satisfaction of human being. These, first of all, the different types of devices for certain technological activities of people[5].

Here is example from the sphere of tourism and public recreation in the vicinity of settlements. Staying in nature is always connected with fire for cooking (fish soup, fish soup, etc.). And, as a rule, various known primitive devices needs for a fire, rack crossbars with so-called "spears".

Instead of the traditional fire anchorages (in the form of a horned racks), we offered a unique device for a fire in the form of corner with the teeth on the principle montërskih claws (Fig. 1). The dignity of made object is that this device is of moral and ethical character from the point of view of ecology, so it forms respective relation to nature. Our product differed certain mobility. After all, it helped us to regulate the height of the heated object, which is very important in order to reduce the open fire. From the technological point of view, it is easily inserted and fixed on any wooden rod [4, 5, 6].

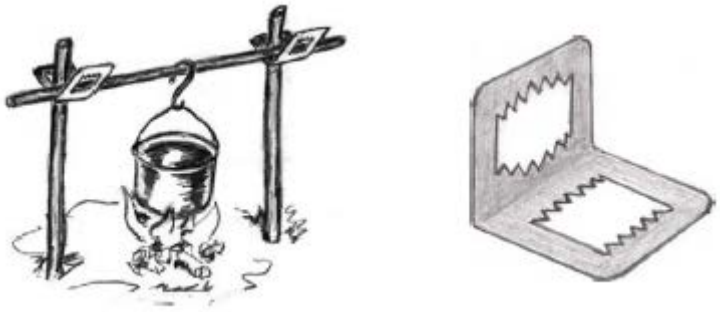

Figure 1.The device for the fire

Thus, feasibility and consumer power facilities of work objects, their realization, self-service, self-esteem of student activities, ultimately stimulating at technology lessons - indispensable factors of my successful work.

The content of work activities imposes a significant imprint on the labour motivation. A variety of objects extends the range of pupils' thinking, that is why creative approach in the manufacture of objects of labour technology, in fact, dominated. Problems often arised in the manufacture of standardized components, but they were solved by the manufacture and use of templates and clear control of measuring instruments.

Photo 1. Products of students school №6 (exhibition fragment).

Gradually, we formed a list of objects of labour, which produced in the educational workshops: reciprocating saws, door hooks, shovels economic, spanners, bolts, hammers, rivets, stools, handles for (shovels, chisels, chisels, files, planes, cutters), rolling pins, tolkushki, culinary blades, supports for the tubes, angles for chairs, mops, litter bins, snow shovels, hangers and more.

In 1989, a circle on the binding works was organized in school.

The guys have mastered the specific manufacturing operations, and we have moved on the rails of production relations, then began to take orders from the population for the manufacture and restoration of books.

In 1990, a circle was reorganized into a student co-op –"School Association knigodelov" (CHOC). In

workshops reigned truly production atmosphere. We did binding works, and then the manufacture of consumer goods, that is, as they say among the people, "mass consumer goods." What has produced our school union? The answer is simple – hundreds of books, kitchen shelves, mailboxes and thousands of hangers, coat hangers, and a number of other products. At the same time students of 8-10th grades received wages.

The calculation was very simple and had educational value. For example, the plan for each student was to manufacture 50 pieces of hangers in month. For such planned products student received 50% of sales and profits. At the same time, we take into account the associated costs, for example: 15% – room rental, lighting, etc. 25% – on the development of its own material base (tools and materials). In one of union protocols we had introduce the concept of "penalty". Thus, in the case of the production of defective products, from the manufacturer was charged within the 25% of the price of the product. But for overplan production, students receive 90% of the sale of goods.

To be a member of famous union was not easy. It was necessary to go through a certain competition at the lessons of labour training. In fact, we went to the market of goods in our town with the highest quality of products and, at the same time, took into account the current situation. Of course, we mean the collapse of the Soviet Union, i.e. 1991. Just at that time there were shortages of goods and services. We ordered a taxi and transported our products to various organizations, previously coordinating its delivery. Also in the 90s there were often school fairs held in our town, in which we certainly participated.

The important event was the organization of extracurricular activities according my developed program for the purpose of training students of 9th grades on specialization "Turner Woodworker" (1995 and 2006). As a result, worthy students received a certificate with the assignment of the qualification rank and the prospect of learning and getting profession of carpenter [2]. The most talented guys at the qualification exam in the form of creative presentation of the project (photo 2) could get even the second rank.

In my opinion, in general, the special value of labour education is that in learning process creates specific objects with socially useful significance. The students acquire special skills, develop their professional interests and abilities, gain skills of socio-cultural practices. At the same time improving the professional competences is expected to conduct throughout human life. However, one should not forget that professional orientation tasks vary at different stages of life.

Photo 2. Creative projects of the examination papers of 9th grade students, elective "Turner Woodworker" of secondary school № 6, Salekhard.

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