WAYS OF USING INNOVATION TECHNOLOGIES IN EDUCATIONAL PROCESSES

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Abstract
A few decades ago, schools had home economics lessons, which later became labor lessons, now for many years this subject has been called "Technology". Education is perceived by people as the dominant social value of our time: a steady demand for educational services is formed in society, the dynamics of the professional orientations of young people is clearly visible. The lessons of "Technology" at school are the first step towards the professional orientation of young people, especially the working specialties that are relevant today.

Keywords: technology, creative, interest, individual, education, school.

Creative lessons develop non-standard thinking, imagination and stimulate a general interest in learning. In the classroom, the child uses all the senses, it develops the nervous system. Most tasks involve manual work, which is good for motor skills, dexterity and coordination. When a child is engaged in creativity, the process itself is important, not the result. Since even simple decisions (choose a color, size or material for crafts) form independence. At the technology lesson, students are simultaneously involved in two types of activities: work and study. Each of these activities has its own motivation and purpose, its own patterns, specific structure and organization. In the lesson, these types of activities are interconnected and form a system of educational and labor actions and operations that mutually influence each other. The main goal of the lessons is not just to make and hand in crafts, but to learn how to plan your work at all stages in order to get the result: collect information, prepare materials, understand how to work with them, how much time you need to spend and how to build the process more efficiently. This is an initial career guidance, where children get acquainted with modern professions in a playful way. At various stages of the technology lesson, activities can change their dominant role [1]. The most significant for the student is the preparation of the place of work for the upcoming activity: a comfortable and safe arrangement of tools, a competent choice of materials, etc.; The student directs the main attention and effort to the study of the properties of the material to be processed, or to the teacher's story about technological processes, or to the performance of the necessary calculations. All the time, changing the types of activities, the student cannot lose the general thread of his activity in the lesson, its logic, consistently moving towards the goal.

The dual unity of the purpose of the lesson is the main distinguishing feature of the technology lesson. The work of students in the classroom is not the work that adults do. Thanks to the teacher, children are included in the labor process in the classroom, that is, it is an educational and labor process. Any type of activity in this process is aimed at its final result, this is the ultimate goal of labor activity. For labor occupations, this is a specific product of labor: the product that the students are engaged in, or some kind of service. The production of this product is the final goal of their work activity in a particular lesson. Educational activity has a different goal - the assimilation of a certain amount of knowledge, both polytechnical and general, directly related to the content of the work of students; mastering complex and simple labor skills; consolidation of certain skills and abilities.

In the technology lesson, the teacher performs two main functions: organizational and constructive. Organizing the process of work of students in the lesson, he, first of all, monitors its clarity, logic, coherence, rhythm, safety, completeness. The teacher needs to know well the general structure of the labor process, its main components, the specifics of the manufacturing technology of a certain product from certain materials, and on this basis competently build students' activities. In this case, his activity is more similar to the activity of a technologist. On the other hand, the teacher teaches students not only to work correctly, but also to acquire the necessary knowledge, skills and abilities in the course of work; expands their horizons; encourages reasoning, the ability to prove, explore; increases their creative and cognitive activity, independence and responsibility. In the labor process, the teacher forms in students a constant habit of mental work, industriousness, responsibility, purposefulness, accuracy, a sense of camaraderie and mutual assistance, that is, it brings up socially significant traits of character and personality traits.

For the teacher, the difficulty of conducting a technology lesson is also manifested in the variety of pedagogical tasks that he needs to solve by organizing the educational and labor activities of students. In practice, this happens in a special grouping and formulation of the learning objectives of the technology lesson. There is a division of the complex of educational tasks of the lesson into groups depending on the leading knowledge and skills that are formed for the lesson. The structure of the technology lesson is also specific, as there are many such stages that are not in the structure of other lessons. It reflects such activities as labor and educational. In this regard, the names, sequence, content of the stages of the technology lesson are special. It is in the construction of the technology lesson that the mutual influence of labor and educational activities is most significantly indicated. This is demonstrated in the fact that the stage of labor activity is filled with a pronounced didactic content. The stage of educational activity has a practical orientation, its content directly depends on the content of the labor process.

A modern technology lesson should include intellectual components that activate the mental activity of students. It is necessary to abandon the approach to it as a lesson of a narrowly practical orientation. Students need to learn the basic principle of any work - before doing

anything with your hands, you need to think carefully. At the same time, the main thing in the lesson is the subject-practical activity of students. This makes it possible to solve one of the tasks of the development of students - the enrichment of their sensory experience.

The assumption that the technology lesson should be polytechnic in nature has been criticized in recent years. It is said that the humane-personal approach to the student and the cultural orientation of general education are incompatible with the concept of polytechnics, since polytechnic education is associated with the training of workers for the manufacturing sector, with craft-technological training and career guidance. But it is necessary to indicate that true polytechnics is quite far from handicraft. It involves providing students with information not only about the production sector, but also about the role of science and technology in everyday life and work of people, about further prospects for their improvement on the basis of modern scientific knowledge, opportunities for personal development and self-realization in work activity. In addition, polytechnic training involves the mastering by students of an extensive set of skills, not of a professional (narrow craft), but of a general nature, which allow them to carry out their activities in any area of material and non-material production, to quickly improve and retrain, if necessary.

It is also important to master general labor skills (plan, analyze the conditions of activity, exercise control, regulate activities, and others), which are close to polytechnic skills and are complex and generalized. That is why such complex flexible skills, which are based on a broad polytechnical outlook, enable a person to be involved in creative activity to transform the world around him, to be more free in choosing ways and means of solving his labor tasks [2]. Understanding the features of a technology lesson at school helps teachers, when designing lessons of different types, to more consciously approach the choice of the methodological content of each specific lesson.

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