

WORKBOOKS' USAGE IN THE COURSE OF THE PUPILS' INDEPENDENT CREATIVE EDUCATIONAL WORK ORGANIZATION

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Abstract. In the article the essence of the concept "workbook" is analyzed, a main objective and tasks which are pursued by its usage in the course of technological training of pupils is defined, organizational and pedagogical prerequisites are shown and didactic conditions of workbook's usage in the course of the organization of pupils' independent creative educational work are characterized. It is stated that workbooks as a part of an educational complex, provide realization of the individual and personally focused approaches to pupils' labor training, promote formation and improvement of educational, informative and intellectual abilities, create conditions for self-checking, introspection and knowledge correction, knowledge increase, informative activity and interest. The effective implementation of workbooks enables the realization of prerequisites, organizational and didactic conditions. The usage of workbooks at the organization of pupils' independent educational work gives the opportunity to use the complex of such functions as training, developing, educational, forming, rationalizing, and controlling ones.

Keywords: workbooks, independence, independent creative activity of pupils, technological training of pupils, educational task, research activity experience, knowledge application, didactic device.

Introduction

Creation and introduction of new pedagogical technologies of training in the course of pupils' technological training first of all concerns the introduction in school practice both nonconventional techniques, and original tutorials. It causes the updating the content of the training material, that is reflected in the program of labor training for pupils of 5-9 classes, that creates prerequisites for introduction of new tutorials which would promote complete, intelligent and deep learning. Besides, such means as manuals, electronic textbooks and workbooks create conditions for the organization of independent creative educational activity, forming experience of independent acquisition of knowledge and their productive application in various educational and life situations. Due to this, the problem of comprehensive school pupils' providing with effective remedies of educational cognitive activity remains actual.

Recently at comprehensive schools it is noticed an active application of the workbooks which carry information and control functions, provide presentation of a training material containing illustrations, schemes, charts, tables, photos with the aim of showing the operations or technological processes which cannot be demonstrated at lessons directly.

The formulation of the article's aim

The aim of the article is to substantiate the didactic conditions of workbooks' application in the course of the pupils' independent creative educational work organization.

Statement of the main material of research

The problem of workbooks' usage in the course of the pupils' creative independent work organization in general educational institutions is discussed in works of S. Arkhipova, V. Buryak, V. Vertegel, N. Dayr, B. Yesypov, L. Zharova, L. Zhuravskaya, A. Ivanovskaya, N. Kalashnik, G. Mayboroda, P. Pidkasisty.

Modern scientific research is concentrated on studying of various approaches' searching to independent work classification and definition of its implementation leading means (S. Vitvitskaya, I. Zimnyaya, A. Kuzminsky, S. Kurlyand, V. Nagayev).

School practice proves that objective need of the workbooks' usage in the course of training is caused by their great influence on the process of training material understanding and learning.

The practical consideration proves that the efficiency of the material to be remembered is 15% at acoustical perception, 25% – at visual, and 65% at complex – visual and acoustical simultaneous perception. These data testify the need of an obligatory combination of verbal and nonverbal (visual, evident) training methods [4].

In didactic and methodical literature there exist many definitions to the concept of "workbook". So, V. Busel defines it as "the sewed sheets of paper in a cover for performance of written tasks" [2].

The Pedagogical dictionary of M. Yarmachenko states that "the workbook of the pupil (a notebook with a printing basis) is a manual from a certain school subject which helps pupils to study a program training material successfully. It is a peculiar addition to the textbook, directed on understanding of the relevant theoretical regulations and formation of abilities to apply them in the course of the various educational tasks' solution. In workbooks the corresponding samples, rules, algorithms by which it is necessary to be guided in the activity, cautions of possible mistakes and instructions how to carry out a certain task are presented" [6].

A bit different definition of the concept "workbook" is offered by A. Aksentova who understands it as "... the handbook with a printing basis for work directly on the printed circuits containing in it, which is applied mainly at the initial stages of subject studying with the purpose to increase the practical activity volume and to vary the contents, study forms, and kinds of pupils' activity" [1]. More capacious definition of the concept considered is given by A. Kazakova and A. Klobertants who state that the workbook is the manual having the special didactic device that promotes pupils' independent work aimed on the development of a subject matter in a class and at home, can be used by pupils in independent digestion of theoretical material and formation of practical skills, by preparation for intermediate estimation in a school subject [5].

Having analyzed the content of above-mentioned concept and synthesizing own pedagogical experience, we have inclined to opinion that the workbook is a didactic tutorial which has a material embodiment and is intended for additional informing, coordination and management of pupils' independent creative educational work. It includes (in a certain logical sequence) the system of didactic tasks for fixing, systematization and checking of theoretical knowledge, formation the ability of knowledge application in practice, formation of independent educational and research activity experience in the course of subject studying.

Thus workbooks have to contain not only an informative material, but have to promote the pupils' individual independent creative educational work organization. When performing educational task they demand a special responsibility from the pupil for that the written word was adequate reflection of thoughts in order to show in the educational tasks' solution as much creativity as possible.

In a certain degree, the workbook has the general signs with basic educational abstracts. they are united, for example, by sign, usually compact form of educational information submission. The workbook, as well as the abstract, is called to stir up pupils' educational cognitive activity, their creative imagination, figurative and spatial thinking. Difference of basic abstracts from a workbook lies first of all in the educational information which is provided in certain logic.

At the same time in a workbook it is specially and specifically designed. The purpose of such designing is to provide operational formation of intellectual creative processes in pupils' consciousness. All operations and stages of educational tasks performance can be presented in the form of separate elements of cerebration, and to compare a certain type of action which a pupil has to execute in a workbook to each operation.

Thus, conscious and purposeful formation of pupils' cogitative operations and creativity requires such authorized mean as a workbook in which they will fix by means of the actions (words and graphics) correctness of these operations implementation.

The absence of workbooks can cause a number of problems in teacher's activity at a lesson. First of all, explaining new material and performing practical tasks with pupils, he can't be sure that all pupils carry out the necessary operations, and that these operations or actions are structured in the way demanded by training process. In other words, in such situation the teacher has no opportunity to operate the process of pupils' intellectual creative activity effectively.

In this regard, the main goal of application of a workbook in the course of technological preparation is to provide pupils' step-by-step mastering and concepts systematization, to promote activization of their creative independent cognitive activity, to form practical abilities of the independent work organization with the usage of theoretical material, textbooks and other supportive didactic applications, Internet resources, etc.

Therefore to provide successful step-by-step formation of the experience of pupils' independent creative cognitive activity is impossible without the means of step-by-step control elaboration, as the major task of general school pupils' workbooks development.

We agree with opinion of N. Erganova who defines the following purposes of workbooks' usage in the course of training:

- ensuring a high-quality assimilation of a training material;
- formation of educational cognitive activity skills;
- formation of experience of pupils' independent educational activity;
- assistance of creativity activization in pupils' educational cognitive activity [3].

P. Galperin and N. Talyzina's researches give the grounds to state that due to the functional purpose workbooks and textbooks are mutually complementary tutorials. Textbooks, first of all, are directed on training material illumination whereas workbooks are design for understanding and fixing, and therefore contain system of reference points for stage-by-stage formation of independent creative activity experience. The analysis of pedagogical literature testifies that workbooks belong to an educational and methodical complex in the system of didactic means of educational literature.

The theory of stage-by-stage formation of intellectual actions indicates the necessity of a preliminary approximate basis of actions creation, indicated as experience of training. Pupils perceive and acquire knowledge differently - as a result of teacher's explanations or after the studying additional data in the form of

instructions or algorithms; one pupil can be satisfied with general instructions, while others need the detailed form of new material (algorithm).

The usage of workbooks at the organization of pupils' independent educational work gives the opportunity to use the complex of functions: training, developing, educational, forming, rationalizing, controlling. So, the training function assumes formation of necessary knowledge and abilities system, the developing function promotes the development of steady attention and productive thinking at lessons. The visual presentation of training material in a workbook provides its easier perception by pupils.

The workbook also promotes development of creative thinking through specially developed creative tasks and exercises. Educational function provides education of accuracy in conducting records and performing drawings and schemes in a notebook, self-organization of pupils. The forming function provides the formation of pupils' independent activity experience and self-checking at systematic tasks performance in a notebook. The rationalizing function is realized when pupils use a workbook and organize the educational activity in order to use time rationally. The main time is spent on sense understanding of the studied concepts, principles, processes, etc. The controlling function of a workbook can be used for controlling of school students' knowledge, understanding depth and abilities to apply the gained knowledge in practical activities. Thus the workbook may contain the tests and tasks having size of tests, but with another character. The workbook gives the chance to control pupils any time, convenient for the teacher. The training material in a workbook has to be divided on blocks with the aim of control optimization.

However, for effective implementation of the functions assigned to a workbook it is necessary to observe a number of prerequisites, organizational and didactic conditions. The main prerequisites are:

- ✓ pupils have to realize a technique of educational tasks performance before workbooks' usage;
- ✓ selection of tasks for pupils' independent creative activity, their sequence establishment and performance technique are defined first of all by those purposes which are adequate to a subject and are reflected in problems of each concrete lesson. Thus not only each lesson, but also the system of lessons devoted to a certain subject are considered not separately, but as one of technological preparation process link;
- ✓ success of independent creative activity in many aspects is defined by pupils' understanding of the work purpose, making them to thought in the way to increase interest in creative educational and labor tasks performance.

Workbooks which are part of an educational complex and provide realization of the individual and personally focused approaches to pupils' labor training, promote formation and improvement of educational, informative and intellectual abilities, create conditions for self-checking, introspection and knowledge correction, knowledge increase, informative activity and interest.

Observance of a complex of didactic conditions, gives the opportunity to use workbooks successfully within the application of a general and methodical complex of labor training. As a workbook contains such components as drawings, schemes, flowcharts, control questions and tasks, the following psychology and pedagogical requirements are put to it:

- 1) Workbook should be correspondent to the lesson scope in compliance to the training program;
- 2) Workbook should have accurate allocation of the main idea; studying material presentation; a detailed explanations, necessary researches of phenomena's essence, synthesis of the acquired educational information;
- 3) Workbook should contain images carried out with observance of their parts scale ratios; the most important details of images should be allocated with tones.

Conclusions

Thus, the use of workbooks will allow to save time of the teacher and pupils; it will provide the possibility of the solution of bigger number of various educational and labor tasks for smaller time at labor training lessons and, as a result, will positively affect quality of technological preparation. School students have to know the main theoretical material of a subject to do the tasks consciously and independently. It is necessary to include the main theoretical data on the subject or section in workbooks, that will allow students to observe, investigate, prove, check and generalize. It is convenient for school student to have the data on the first page of laboratory work, that will allow to go back to theoretical material of a subject and will facilitate the solution of tasks at the lesson.

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