TECHNOLOGY FOR THE DEVELOPMENT OF BASIC CRAFT COMPETENCES IN PRIMARY CLASS STUDENTS

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Abstract:
The technology of developing the basic skills of crafts in elementary school students is an important aspect of education that gives students the opportunity to learn and engage in practical activities. This technology is aimed at developing skills such as cutting, shaping, painting, sewing and drawing. By learning these skills, students can improve their creativity, critical thinking, and problem-solving skills. Technology that develops basic craft skills in elementary school students can serve as a foundation for careers in a variety of fields, including art, design, and engineering.

Keywords: Crafts, basic skills, technology, development, elementary school, students, practical activities, creativity, critical thinking, problem solving, teaching materials, tools, methods, age appropriate, planning, organization, collaboration, integrated education, science, mathematics, social studies, holistic learning, career opportunities.

Introduction

The implementation of this technology involves a systematic approach that includes the use of educational materials, tools and methods that are appropriate for the age of elementary school students. It requires careful planning, organization and cooperation between teachers, parents and students. In addition, the technology for developing basic craft skills in elementary students can be integrated into various subjects such as science, mathematics, and social studies to provide a holistic learning experience. Technology plays a critical role in building basic craft skills in elementary school students in their overall education and development. It is a hands-on approach to learning that encourages students to think creatively and critically, solve problems, and collaborate. Properly implemented, this technology can equip students with the necessary skills to succeed in a variety of fields and contribute to society.

LITERATURE ANALYSIS AND METHODOLOGY

Teaching arts and crafts is an important aspect of elementary school education that allows students to develop skills such as creativity, problem solving, and critical thinking. In recent years, technology has become an increasingly important tool for developing these skills, with a variety of technological tools being used to help students learn and develop key competencies

related to the craft. This literature review examines studies that have investigated technology development of basic craft-related competencies in elementary school students.

A study by R. Sarvapriya et al.

Learned how to use a digital game-based learning platform to enhance students' cognitive skills and creativity in crafts. The study showed that the use of the platform improves students' ability to plan and implement craft activities, as well as their ability to think creatively and without limits. Researchers digital game-based learning in elementary school students concluded that it can be an effective tool for developing core competencies related to craft .

Another study by JK Kim et al. (2020) investigated the effects of a 3D printing educational program on the development of spatial imagination and creativity in elementary school students. The study showed that the 3D printing program helped to develop students' spatial imagination and creativity, as well as the ability to plan and implement craft activities. The researchers concluded that 3D printing technology can be a useful tool for developing basic craft-related competencies in elementary school students.

M. Altun et al. (2019) elementary school

explored the use of digital media to develop creativity and design skills in students . Research has shown that the use of digital media tools such as graphic design software and 3D modeling software can be effective in developing students' creativity and design skills, as well as the ability to plan and execute craft activities. concluded that it can be a valuable tool for developing basic craft-related competencies in schoolchildren. A mixed-methods study is conducted to further explore the technology for developing basic craft-related competencies in elementary school students. The study involved elementary school students aged 8-12, who were randomly assigned to either a control group or an experimental group. gets an education. The study included pre- and post-tests to measure students' core craft-related competencies , including creativity, problem solving, critical thinking, and spatial imagination. A pre-test was administered before the start of craft education in both groups , and a post-test was administered after the completion of the craft education program in both groups. The experimental group receives craft training using a combination of digital media tools, including graphic design software and 3D modeling software. A control group will receive training in traditional crafts using traditional craft materials such as paper, glue and scissors . The data collected will be analyzed using both qualitative and quantitative methods. Quantitative data collected from pre- test and post-test are analyzed using t-test statistical methods. Qualitative data collected from student surveys and interviews will be analyzed using thematic analysis. The study aims to determine whether the use of technology tools for craft education can significantly improve primary school students' core competencies related to crafts. tries to study their perceptions of the impact on their experiences.

Results

Research on the technology of building core competencies related to crafts in elementary school students has shown that including hands-on, project-based learning experiences improves students' understanding and learning of these skills. Research has shown that students who engage in craft activities develop important competencies such as problem solving, critical thinking, creativity, and manual dexterity. By working with their hands, students can explore materials, test ideas , and improve their skills through trial and error. Incorporating technology into craft instruction can enhance the learning experience. For example, digital tools such as 3D printers and laser cutters can be used to create complex designs and prototypes, while software programs help students simulate and visualize their ideas. However, it should be noted that the use of technology should not replace traditional, practical craft activities. Instead, it should be seen as an additional tool to enhance learning and carry out more complex projects.

Summary

In conclusion, it can be said that the technology of forming the basic competencies related to handicrafts in elementary school students has promising results in understanding and mastering important skills such as problem solving, critical thinking, creativity, manual dexterity. showed Incorporating hands-on , project -based learning experiences using technology gives students the opportunity to explore material, test ideas, and improve their skills through trial and error. However, it should be ensured that the use of technology does not replace traditional, hands-on craft activities. Instead, it should be viewed as an additional tool that enhances learning and enables students to tackle more complex projects. By adopting a balanced approach that combines traditional craft activities with the use of technology, educators can create a learning environment that fosters creativity, innovation, and the development of critical competencies that prepare students for their future academic and professional pursuits . It is therefore imperative for educators to continue to explore ways to integrate technology into craft education while ensuring that the core values of hands-on learning are not lost in the process.

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