The System of Teaching through Structuring the Content of Problems Applied from Drawing

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A B S T R A C T

The radical changes taking place in the education system today have spread to all its forms - from pre-school education to higher vocational education, and have set the main task of forming an intellectually and spiritually developed person.

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At the present stage of human development, it is our supreme duty not only to integrate in the field of world economic and industrial relations, but first and foremost to form a generation of individuals with positive qualities.

Modern higher education can and should contribute to the process of renewing society. Modern education reform is based on the principles of humanization and humanization. At the heart of the education system is the individual, his desire to understand the holistic view of the world, culture as the experience of previous generations of people.

Innovative policies and changes in education characterize the changing attitude of the state to the entire education system.

For an expert-engineer knowledge to be mobile, he must be able to process the accumulated knowledge and save it in the best possible way. He must learn to constantly replenish his knowledge and be able to use it in his practical activities, i.e., to use knowledge engineering in his knowledge.

This can be achieved by strengthening the individual approach, developing the creative abilities of future professionals, relying on their independent work, active forms and teaching methods.

Improving the system of pedagogical education and teaching, adapting teaching methods and tools to modern requirements cannot be imagined without more effective methods of research and organization of the teaching system, without methods that rationalize and optimize the content.

It is also related to the practical need to equip teachers and students of engineering pedagogical educational institutions with the skills to work in the education system, i.e. to define the goals of its activity in the system, to model it, to organize the implementation of the model based on the selection of adequate technologies and to analyze the results of the effectiveness of its activities.

Updating education means bringing the content of education into line with the social order of society over a period of time.

The social order of society is defined in the Law "On Education", which provides for the humane nature of education, the priority of universal values, human life and health, and the free development of the individual. Citizenship, diligence, respect for human rights and freedoms, love for the environment, homeland, family.

Modern education is now aimed at meeting the needs of a modern secondary school, which is constantly researching and updating all aspects of its activities, the basis of which is the opportunity to ensure the development and upbringing of education.

Today, the social and financial spheres of society are changing, the basics of foreign and domestic policy, new subjects are being introduced in schools and universities: pedagogy, psychology and others. There was an opportunity to change the content of education, to study at different rates. All this allows us to conclude that it is necessary to strengthen stratification at all levels of education.

In the study of graphic sciences in higher education, the stratification of education should be organized on the basis of the following criteria:

- scientific substantiation of a differentiated approach to teaching graphic sciences;
- Differentiation of teaching expressed in the division of students into groups on the basis of diagnostic testing of graphic lessons at school in the first stage of education to prevent possible delays in the acquisition of program material due to gaps in school education ;
- Distinguish the education expressed in the deepening of the study of graphic sciences, for some students who are interested in learning them;
- development and use of alternative and parallel manuals for differentiated education;
- Improving the professional skills of teachers to conduct differentiated training in graphic sciences.

The problem of differentiation and individualization of teaching in the field of psychology and pedagogy has always been a problem that must be addressed in the organization of classes. Various scholars have addressed this issue in their own way and highlighted the aspects that are most interesting to them.

Initially, the issues of differentiation were considered in terms of finding optimal forms of its implementation. The problem of stratification in education was posed in terms of increasing the focus on educating the weak.

There are three main directions of working with drawing in modern production practice.

Create or view details, parts, mechanisms, and structures according to a ready-made drawing. In this case, working with a drawing is limited to making an object based on a literate reading of the image.

It should be noted that this work can be successful only if you fully master the projection basis of technical drawing and all its conditions.

The following types of creative tasks are used in the process of drawing training:

- Dior assignments for students to create examples and problems and change them; assignments to group examples and problems according to a particular sign; assignments for comparison; unconditional assignments; multi-tasking; assignments with non-standard solutions; assignments of a logical nature; associated with changing the spatial position of objects (changing the shape or spatial position of the object); related to the execution of assembly drawings, reconstruction of the image, their partial replacement; issues with design elements; descriptive devices and issues of a creative nature that require the completion of all necessary drawings.

These issues are based on the didactic principle of simple to complex, and a system has been developed that categorizes them according to the level of complexity (Figure 1).

Level 1: issues of a reproductive nature;

Level 2: issues that stimulate students' creative abilities at a low level;

Level 3: Topics that stimulate students' creativity.

Drawing lessons should encourage students to be creative. Therefore, the task of drawing training is to bring up an active, creative person.

The development of creative activity is necessary not only for the successful completion of the learning process, but also for the implementation of educational tasks, which ultimately play an important role in developing students' intellectual abilities, respect for work and fostering enthusiasm.

One of the most active methods of teaching drawing is to give students creative graphic assignments to solve specific problems related to the topic covered in the program. But at the same time, there must be some new elements in this issue

Creative graphic work related to the active thinking of students, the development of their abilities and at the same time the increase of their interest in drawing should be the focus of the teacher.

The problem of improving the educational process is considered to be solved only when the school teaches its students to use creatively the knowledge, learning and skills acquired in school. Therefore, the drawing teacher should encourage students' creative work in every way, both in the classroom and in some homework assignments. Without the activation of other advanced teaching methods, such as storytelling and conversation, creative graphic work cannot be widely used.

In student practice, you have to see that most students are absolutely powerless in creatively drawing detailed projections that have connections. Apparently, the teacher is limited to explaining the material either geometrically or practically.

It is important to note that the student will be given a set of exercises based on the material covered before any creative graphic work. Lack of time to explore some of the topics in the program in depth, forcing the teacher to constantly strive to improve teaching methods, including the creative work of students need

The first exercises, which prepare students for graphic work, develop the necessary knowledge and skills. In projection drawing, knowledge and skills should be understood as:

a) have an understanding of the methods of projection (rectangular projection and the creation of clear images) adopted in technical drawing;

b) have an understanding of sketches, drawings, vivid images (room and isometric projections, technical drawings and their application;

c) know the basic rules of drawing;

g) be able to draw sketches, drawings and vivid images of details consisting of simple geometric objects and read ready-made drawings;

d) know the rational methods of working with drawing tools and accessories, measuring instruments.

To increase the effectiveness of creative graphic assignments, it is important to make sure that the assignment is appropriate for the students and that it is fun. It is necessary to deepen and strengthen knowledge and skills through the completion of creative graphic tasks.

Before giving a creative task to a student, it is necessary to determine the scope of the work and the quality of its placement. The teacher advises students during the creative graphic assignment process, showing them how and when to complete the assignment. The teacher should check and evaluate the performance of each creative graphic task by the students accordingly.

In order to activate the learning process, students should be encouraged to complete various types of creative graphic tasks.

It should be noted that many drawing lessons need to be provided with instructional tools that should be used in the process of describing more complex topics of the program as well as in performing creative graphic tasks.

As a result of the application of a differentiated method of teaching in the study of graphic sciences, the interest in the studied science increases, the attitude of students to the learning process becomes more conscious, the professional significance of knowledge and skills is studied. graphs and the scope of their application.

Thus, the differentiation of education in the study of graphic sciences is associated with the desire to rationally use the potential of each student, to care for the full development of the personality of the future specialist, to maximize his interests. Creating the conditions for the formation of a person, a highly qualified specialist in his field.

Differentiated education, along with the unity of basic graphic education that is mandatory for higher education, is seen as a key factor in the democratization and humanization of education.

This approach makes it possible to reveal the scientific basis of teaching engineering graphics, which has defined the teaching methodology. In the organization of training on engineering graphics by this method, it is intended to apply the knowledge gained during the training in the subsequent professional career of the future engineer.

The content of the program in graphic sciences is presented in the educational model, which includes the development of students' visual-figurative and logical thinking through the implementation of various tasks of reproductive and creative content, taking into account differences. These tasks allow the formation of thought processes such as comparison, generalization, abstraction, analysis, synthesis, and contribution.

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