

Organization of Independent Work of Students on Drawing for Implementation of the Practice-Oriented Approach in Training

Zafar Mirzaliev¹, Shokhista Sindarova² and Shakhnoza Eraliyeva³

¹Assistant Professor, Tashkent State Pedagogical University.
Tashkent, Uzbekistan

²Master Student, Tashkent State Pedagogical University.
Tashkent, Uzbekistan

³Student, Tashkent State Pedagogical University.
Tashkent, Uzbekistan



Abstract - This article discusses the independent work of students in the learning process in order to master the skills of engineering graphics.

Keywords - Teacher's Thinking, Flexibility, Alternativeness And Creativity, Ability, Self-Control.

In the modern world, a teacher who intends to achieve positive results in the training of future teachers of professional colleges should focus on the development and education of the student's personality. Not limited to the transfer of knowledge and skills recorded in the program on the subject.

The student must learn to replenish their knowledge and must be able to process the accumulated knowledge, be ready to use this knowledge in their practical activities.

This can be achieved by strengthening the practice-oriented approach, the development of creative abilities of future specialists, relying on independent work, mastering new pedagogical technologies. Focusing on independent work, mastering new pedagogical technologies, to strengthen the practice-oriented approach.

For improvement of pedagogical activity of the student we consider independent work at drawing lessons as one of effective methods of training on implementation of the

practice-oriented approach. Drawing is one of the most interesting subjects, although many underestimate it. It is necessary to introduce students to the graphic culture, understood as a set of achievements of mankind in the field of creation and development of graphic ways of displaying, storing, transmitting geometric, technical and other information about the subject world.

Independent work is one of the main methods of learning, in which students master the most important pedagogical thinking of the teacher, for example, flexibility, choice and creativity, i.e. the ability to find in specific pedagogical situations, various options for their resolution, the ability to find a reasonable way out of controversial situations.

Consider the features of independent work:

- these are graphic actions that the student performs independently, without the help of the teacher, he chooses

how to perform these actions, performs many operations, controls them in accordance with the goal;

- This self-control is one of the most important forms of student self-regulation. The expected results cannot be achieved if the student does not control their actions (does not work with reference materials, literature, additional information).оценочная деятельность, играющая важную роль самостоятельной работы, это может быть защита проекта, коллективная оценка;
- The result of independent work is the implementation of graphic works, the solution of an entertaining problem, project creative activity, research activities. The value of the result is that the student comes to it on their own and their importance is realized more acutely compared to those who perform independent work in a joint activity.

The organization and self-organization of independent work on drawing is an action of the teacher and the student directed on creation of the pedagogical conditions necessary for timely and successful performance of the task. Thus are considered without fail by means of what means, accessories, materials graphic works or three-dimensional models have to be executed. The term of performance of this or that task is considered also.

- Approximate structure of independent graphic work:
- Topic snippets or one of the sketching sections that students can learn on their own;
- Graphic tasks aimed at the formation of General educational skills;
- Tasks of reproductive creative nature, aimed at the development of special skills, individual abilities of students.формы организации коллективной самостоятельной деятельности.

Consider the example of the organization of independent graphic work of students in drawing, Tashkent pedagogical University majoring in "Fine arts and engineering graphics". The course "Drawing" is studied for three years, for 6 semesters. Independent graphic work is performed by first, second and third year students.

In the first year, students learn geometric drawing and the basics of descriptive geometry. These are the division of a circle into equal parts, geometric constructions, conjugation, and mutual intersection of geometric bodies, technical drawing and methods of shading. Independent work includes creative design work on the preparation of creative tasks on the main topics of geometric drawing. The work is performed mainly in A3 format.

In the second and third year study technical drawing and engineering drawing, respectively. Students perform and develop technical detail.

In the third year, students mainly study Assembly drawing, construction and topographic drawings. Students develop an Assembly product and a residential building project (collective project).

Independent graphic works are performed outside of school, at the request of the student. In the process of performing independent work, the student consults with the teacher individually and is advised.

The content and direction of independent work should be determined on the basis of a differentiated approach to the abilities and opportunities of students. Conditionally students of each study group can be divided into three subgroups:

1. Group with deep knowledge on the subject of drawing, abilities, and readiness for independent work.
2. A group with average knowledge, these students are distinguished by diligence and conscientiousness. They are well aware of the studied software material; easily cope with the same type of tasks.
3. Group with shallow knowledge on the subject of drawing, difficult when performing the projection of the details on the plane, do not have graphic knowledge.

Thus, we believe that independent graphic works of students on drawing show the result and effectiveness of the work of the teacher and the students themselves. It is manifested not only the level of knowledge, but also the independence of the student, his individual style of activity, creative or standard approach. Therefore, it is necessary to evaluate and analyze not only knowledge, but also the activity itself, its quality and graphic literacy. At the same time, special attention should be paid to the independence of the student, which is manifested in goal-setting, motivation, actions and the final result of the activity.

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