

IMPROVEMENT OF METHODOLOGICAL TOOLS FOR TEACHING GRAPHIC DISCIPLINES FOR PRE-UNIVERSITY TRAINING

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In the current conditions of the development of the national education system, the urgent problem is the high-quality graphic training of students of higher educational institutions, therefore, a systematic update of the existing methodical and methodical base and the development of effective forms of education are necessary. Graphic disciplines are basic in architecture, design, and engineering education. It is a unique tool for studying the characteristics and features of spatial objects and space travel in general [1, p.10; 2, p.101-104]. During the training, students learn the basics of performing tasks for the creative exam and are given examples of solving individual tasks using visual images, As you know, the goal of education is not only knowledge, but also actions, that is, the presence of appropriate graphic competences in each individual requires a fairly high-quality level of education, which, in turn, requires a responsible and motivated attitude to the educational process. The main direction of education reform at the current stage is the use of innovative learning technologies in the education system, and one of the main tasks of the modernization of the higher education system is the introduction of modern forms and technologies.

The research base of our experimental studies was made up of the generalized results for the last two years of observations of current and final assessments of the performance of classroom and homework graphic tasks in drawing and drawing at the preparatory courses of the OCASEA. Our long-term experience shows that it is during pre-university training that students can acquire the basics and deeper knowledge only under the condition of high motivation, systematic individual work and obtaining more detailed knowledge on their own [3, p.179]. In the process of teaching graphic disciplines in preparatory courses, we noted such means and conditions for intensification of the educational process as activation of the educational process with the help of various didactic tools and developed educational and methodological complexes, increasing the informativeness of the educational process. Each practical session requires active individual participation and sustained motivation to study from students. In the conditions of online theoretical study of graphic disciplines, as well as their practical assimilation, there is a need for high-quality assimilation of the material by students in a minimal period of time, including their activity during independent work. In general, the emergence of the Internet as a means of accessing information and its rapid spread transformed distance learning from a broadcast mode, when the

student received materials for independent study, to an interactive process, where the interaction between the student and the teacher takes place on both sides. From our point of view, it can be emphasized that only sufficiently motivated students, working hard under the guidance of teachers, can achieve a high level of graphic training and even mastery during their studies.

Summarizing, let us emphasize that pedagogical practice and accumulated experience have shown that the formation of professional graphic competences of future specialists is impossible without a thorough study of the basics of graphic literacy, therefore, the improvement of skills and elements of graphic culture begins already at the stage of pre-university graphic training. Let us emphasize that modern education faces the task of creating opportunities for professional growth and personal development, which is one of the important issues of their motivation to study. The teachers' tasks will continue to be, firstly, to help future entrants navigate the choice of specialty when entering a higher educational institution, secondly, to adapt in the student environment and feel more confident, etc. The study of graphic disciplines contributes to the development of three-dimensional and logical thinking, mastering the artistic techniques of real representation of environmental objects, determining the geometry and structure of objects in general. In the future, the authors plan to continue research in this direction with the aim of improving the methodology of teaching graphic disciplines.

Referencies:

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