

RESEARCH OF FACTORS THAT CONTRIBUTE TO STIMULATION OF STUDENTS TO INDEPENDENT DEVELOPMENT OF GRAPHIC DISCIPLINES

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The reform of higher education at the present stage is connected, first of all, with the essence of the next main task - to prepare a competent and competitive specialist in the European and domestic labor market. Theoretical knowledge and graphic skills are needed in almost all fields, however, unfortunately, as we know; the number of teaching hours for the study of graphic disciplines for students of technical specialties is constantly decreasing. Engineering graphics, especially its first theoretical part - descriptive geometry - is the grammar of graphic language. Some classic geometers even emphasize its sacred meaning, because it is a discipline that allows you to develop spatial thinking, that is, it is a unique tool for "spatial travel". In addition, descriptive geometry provides an understanding of the "formula-drawing-phenomenon" relationship, which is very important for a competent engineer. Also descriptive geometry and, in general, engineering graphics have a broad property of "interdisciplinarity", i.e. it is here that future professionals first get acquainted with graphic language and methods of compiling and reading drawings, acquire a fairly high level of graphic skills, which will be in demand in the following semesters in the study of other technical disciplines in the educational process.

For a positive solution to the problem of successful graphic training, from our experience, it is clear that at the initial stage of learning requires a clear organization of individual and independent work of students. It should be aimed at developing the spatial imagination and creative attitude of students to learning, improving the functions of the eye, skills in drawing tools and more.

During contact classroom consultations, students open up and can ask any questions from the misunderstood sections of the discipline. In an informal setting, the teacher can generally assess the personality of the student, his potential, etc.

This can later become one of the effective forms of differential work teacher-student and accustom them to work with educational and reference books, to develop their independent activities.

Based on this, teachers of higher education are faced with acute problems of research factors that encourage students to independently master graphic disciplines

and search for different types of educational and methodological activities necessary for quality preparation of students for future professional activities.

Based on many years of experience in teaching graphic disciplines at OSACEA for first-year students of construction specialties, an analysis of current results and monitoring the quality of student performance is conducted annually. Of particular interest is also the comparative final analysis of the results in academic groups with English as the language of instruction, where communication in the audience was built on the principle of integrativity.

Based on the teacher's own experience and taking into account the motivation of students to study graphic disciplines in English, the existing methodology for conducting classroom lessons was improved (by the way, the presence of students in the classroom was almost 100%).

During independent work under the guidance of a teacher, the active participation of the present students in the educational process was noted. For each topic, individual dictionaries of terms and important theoretical provisions and definitions were compiled. Later this was tested on an oral exam with an individual explanation of algorithms for solving problems.

The generalization of the results of the research emphasizes the fact that achieving a high level of quality of graphic training also depends on the effectiveness of methodological and methodological implementation of the discipline and the professionalism of a particular teacher. Both traditional methods (lectures, practical classes, consultations, etc.) and innovative methods (development of blocks and test tasks on separate topics, formulation of target graphic tasks, formation of algorithms for solving problems of different levels of complexity and step-by-step monitoring are important for quality improvement) quality taking into account individual features in preparation of students, etc.).

In conclusion, we know that the purpose of education is not only knowledge but also action, i.e. the presence of appropriate graphic competencies of each individual requires a high quality level of education, which, in turn, requires a responsible and motivated attitude to the learning process.

The model of the educational process for the near future is one of the areas of improvement to the entire education system, and the modern world is full of new opportunities to get the required level, including through many training online courses. Such alternative training options are becoming more and more popular and in demand for senior students. They can be held at a convenient time, in a convenient place, with an attractive individual form of communication (for example, the possibility of multiple repetition of the material).