

THE USE OF GRAPHIC CONCEPTS IN LABOR EDUCATION AS A FACTOR IN INCREASING THE EFFECTIVENESS OF TEACHING

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ABSTRACT

In given article is stated ispolzovaniya graphic knowledge's and skills on lesson of the labor, as factor of increasing to progresses and efficiency and quality of the education to drawing.

"Indeed, if we look at the history of the developed countries of the world, we see that the reforms aimed at changing the life of society in them began with the education system, kindergartens, schools, upbringing. Because it is impossible to change a person, a society without changing the school. The basis of education and upbringing is the school ... "[1].

As a result of the rapid development of science and technology, the need for training highly qualified specialists, engineers and designers is growing day by day. In the training of such specialists, of course, each link of the system of continuing education has its own functional functions. General secondary education is aimed at acquiring fundamental knowledge from the basics of science, which is an important condition for the upbringing of fully mature, mature people for our society. Thus, the initial period of formation of specialists begins at the stage of general secondary education and is developed in the system of professional colleges and higher education.

"Public educational institution - an institution established by public authorities on the basis of state-owned property, which provides education in accordance with state educational standards and state educational requirements ..." [2]

It is well known that the development of science and technology cannot be imagined without design, graphics and drawings. Drawings are effectively used in all areas as one of the most convenient, understandable methods of communication. In particular, the State Education Standards in General Secondary Education state that "... teaching students to make, read and express simple technical drawings through images, as well as to develop children's spatial imagination, logical thinking, technical creativity, comprehensive development and education of such qualities as creativity, as well as design "[3] are defined as the main goals and objectives of the science of drawing. This places a special responsibility on the school drawing process and the educational process. There are also similar tasks in labor education, ie in the methodology of labor education "... reading a drawing is one of the stages of the task. In addition, it is impossible to teach students the elements of construction and technology without some knowledge of drawing "[4].

The state education standard states that the minimum requirements for the level of training of labor education graduates are "... students draw, design and design a product based on this sketch, make the product itself, design and appearance of the product based on design requirements." [5].

General education is carried out in the labor education of school subjects in interaction with other disciplines. For example, there are definitions, concepts, symbols, terms related to drawing, some of which are used in the fields of education, such as mathematics, physics, chemistry and labor, and are strengthened by their practical application. It is also necessary to pay attention to the following knowledge in the process of labor education:

1. To the concepts and knowledge necessary for the science of drawing, that is, to serve as a basis for knowledge in the study of the science of drawing, for example, in the analysis of the shape of the object bulge, protrusion, wedge, strength rib, cut, hole, closed hole, ear (ear), loop, information on bases, bases, bodies, etc., as well as drills, cutters, milling cutters, hammers, etc;

2. Point, straight line, plane, spread, junction, sketch, technical drawing, set, complex, parallel, perpendicular, long, short, height, width, height, arc, circle, circle, cylinder, cone, parallelepiped; knowledge of shears, cuts, surfaces, spheres, spheres, etc. is formed.

It is well known that the science of drawing has three goals;

- To teach three-dimensional images of objects, objects and objects in space, ie two-dimensional images in the plane, ie the rules of construction;

- To teach the rules of two-dimensional drawings of objects in the plane, to reconstruct them in three dimensions, as in reality, in space, that is, to read the drawing;

- To teach students to solve metric and positional problems graphically in object drawings, to form and develop the logical thinking and spatial imagination skills that students will need in the future.

It is well known that since drawing is an international language of technique, composing and reading a drawing, spatial imagination is not a process that occurs suddenly and quickly. To this end, it is a process that is shaped from the primary grades of the school, and it is continuously shaped and developed, especially in labor education. For example, a saw, an ax, a saw, a drill, a chisel, a vise, a caliper, a caliper, a compass, an angle, a pencil, a template, a mold, a spreader, a model, a model, a bending line, glue, press, mixer, nut, bolt, stud, weld etc. knowledge and imagination are formed gradually.

Thus, in order to form the graphic knowledge and skills of students, labor education of V-VII grades is carried out and developed in the process of practical training in the workshop by analyzing and reading parts of objects and objects, drawing and solving various design problems. To this end, the State Education Standard for Occupational Education requires teachers to get acquainted with the graphic concepts and knowledge of drawing, specified in the minimum requirements for students in grades V-VII, and to use the terms of graphic concepts appropriately and effectively.

In the process of labor education, the unity of labor education and upbringing is achieved through the use of modern advanced pedagogical technologies, new didactic tools, taking into account their age, personal psychological and physiological qualities in the mental and moral development of students, as well as solving various design problems. graphic knowledge and skills are formed and developed.

As a result of the formation of items or details in the workshop, the formation of basic graphic knowledge and skills in the process of their purposeful design, students in grades V-VII develop spatial imagination, logical thinking skills and increase the effectiveness of mastering.

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