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PROBLEMS OF INCREASING THE ACTIVITY OF STUDENTS WITH LOW ASSESSMENT IN DRAWING

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Abstract:

This article describes methodological recommendations on the problems of increasing the activity of students with low drawing skills.

Keywords: knowledge, ability, competence, imagination, pedagogy, skill, ability, literacy, activity, problem.

In today's society, education is one of the broadest areas of human activity. In recent years, the social role of education has increased, and the attitude towards all types of education has changed in Uzbekistan, as in most countries of the world. Today, education is considered as the main, leading factor of state development. The reason for such attention is that young people, as the most important value and main capital of modern society, should be able to search for new knowledge, acquire it and make non-standard decisions. Therefore, in the current period, education plays a decisive role in the development of individuals and society.

It is known that one of the important conditions for increasing activity, i.e., preventing non-mastery, is to create a public, i.e. group opinion, about the mastery of each student in the group. This is achieved by mutual support in the group, good discipline, and active involvement of students, especially low-achieving students, in graphic work. In the group, there should always be strictness against students who are trying to get unworthy grades. By relying on the common opinion of the group members, the teacher can have more influence on some students by forcing them to take their studies seriously. In order to prevent failure, the direct teacher should study well the mistakes made by students.

Observations show that in the process of teaching drawing, students make the following mistakes in order to increase their activity:

In the geometric drawing section:

- in the drawing, they make the same type of lines with different thicknesses;
- distance between bars and bar and dash-dotted lines do not preserve the size of the bars;
- standard font letters and numbers do not conform to the lines and GOST;
- do not keep the distance between letters and numbers equal;
- Circles are first drawn without crossing the central lines;
- they awkwardly place images on drawing paper;
- instead of keeping the dimensions in the original state in a drawing made on one or another scale, they put them in an enlarged or reduced ratio;
- they pass connecting arcs without finding connecting points;
- connecting lines between a straight line and a circular arc do not draw smoothly;
- they violate the rules of moving a pencil over a drawing, in which they first draw straight lines, and then circle arcs;

In the projection drawing section:

- at the first stages of drawing education, students often accept three views (projections) in the drawing as images of three different subjects and ignore the projection connection;
- despite the fact that one or two views of the detail are enough to determine the shape of the detail, they make redundant images of the detail;
- they wrongly distribute sizes in three views (projections), often put all sizes in one or two projections;
- they break the projection connection between views;
- wrongly choose the main view of the depicted detail;
- they put the diameter and radius symbols incorrectly;

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➢ incorrectly draw the axes of the ellipse in the isometric projection;
➢ they do not maintain the proportion between some of its elements when making a detail sketch;
➢ when cutting, not only the cut part of the detail is crossed out, but also the outer part is crossed out;
➢ cutting is done like cutting or vice versa;
➢ they separate the view of the detail and the cut with a visible contour line;
➢ they leave the lines behind the cutting plane when cutting;
➢ they do not think about the appropriateness and non-repetition of the placement of symbols in the views;
➢ when the adjacent shafts, kegai, convex ribs fall into the transverse shear, their contours are drawn;
➢ They project the cut selected for the "front view" to the remaining views.

In the mechanical engineering drawing department:

➢ one detail is crossed out in different directions in the cuts in the assembly drawing;
➢ incorrectly determine the scale for the working drawing;
➢ they incorrectly describe the groove in the hole;
➢ incorrectly mark the carvings in the drawing;
➢ they show the border of the groove with dashed lines;
➢ in cuts and sections, they do not continue the bar lines of the groove on the shaft to the line of the outer diameter;
➢ Also, most students will not have a clear idea about the following knowledge:
➢ they cannot distinguish stud joints from bolt joints;
➢ they cannot always analyze a set of bolted joints (they cannot determine what basic details it is made of);
➢ they cannot clearly imagine which compounds are separable and which are not;
➢ they cannot always determine which details are included in the fixing details;
➢ they find it difficult to answer what is the role of the puck in the bolt joint;
➢ they cannot always correctly determine the function of the key;
➢ find it difficult to tell where rivet joints are used;
➢ they often do not know that it is not necessary to divide all the details of this or that item into details;
➢ when dividing into details, they have difficulty in connecting the sizes of the adjacent elements of the joint details;
➢ students in a number of cases repeat the conventions adopted in the assembly drawings in the drawing of some details (placement of the main view and cuts, the number of views, etc.).

In the construction drawing department:

➢ they do not know the difference between construction drawings and engineering drawings;
➢ they cannot clearly imagine the order of reading construction drawings;
➢ they have difficulty distinguishing conventional symbols used in construction drawings;

In the topographic drawing department:

➢ they do not know the difference between construction drawings and topographic drawings;
➢ they cannot perform metric and positional problems in topographical drawing;
➢ they cannot imagine the drawings of digging and pouring on a flat site;

The question arises, if not everyone in the group can learn, then what should the teacher do? In this case, it is necessary to determine the reasons for low absorption and take necessary measures to correct it depending on its nature. Usually, teachers' experiences include individual assignments, extra-curricular activities, counseling, etc. Extra work with students can be one of the activities that can prevent students from not mastering the subject and eliminate the existing non-mastery. It is known that it is easier to prevent malabsorption than to correct it. Therefore, all students should be adequately supervised at the beginning of teaching drawing. The most sensitive part of pedagogical work is that students sometimes ignore the teacher's own failure to learn and do not look for and do not take necessary measures to correct it.

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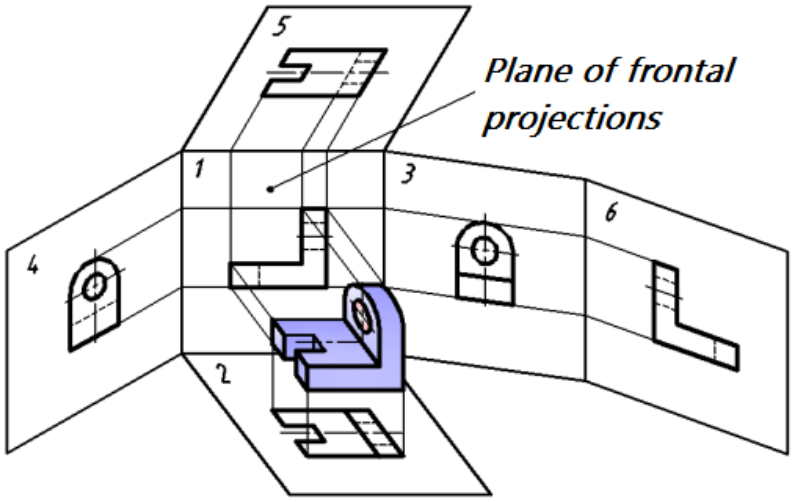
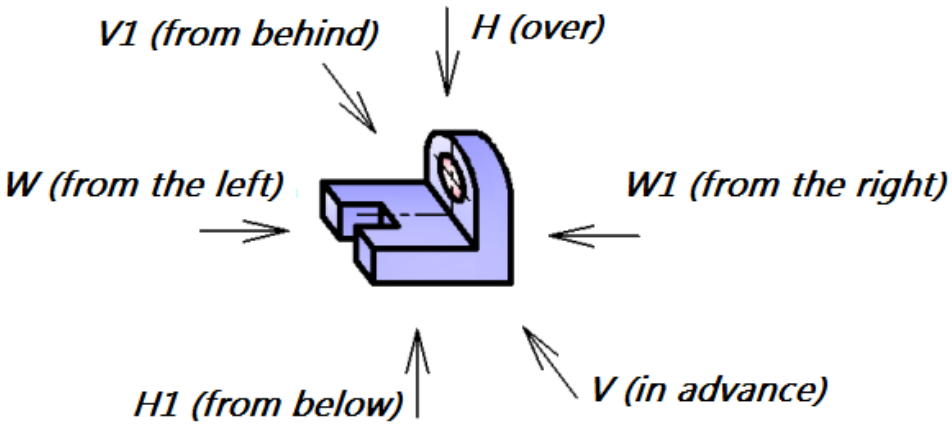


Drawing 1



Drawing 2

Then the student will be able to master the drawing well.

Students who always work at a slow pace may also fall into the group of students with low mastery. With such students, it is necessary to bring them to master science at that slow pace. They cannot be accused of haste or lack of understanding. Otherwise, it will cause the student's interest in science to fade. It is necessary to strive for students to show activity in additional classes and to learn part of the educational material by themselves under the guidance of the teacher.

But the teacher does not always have time to conduct additional training with students who do not learn. In such cases, it will be necessary to attach students who master the subject well to students who master it poorly. Observations show that this kind of support is mutually beneficial, with strong students helping their peers and simultaneously consolidating what they have learned. In addition, such work allows for the growth of friendship and camaraderie among students.

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