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Organizing Independent Students' Work in Drawing for Implementing Practice-Oriented Learning Approach

Key words: *geometry, engineering graphics, graphic disciplines, curves of the 2nd order, ellipse, hyperbola, parabola, circle, parameters, positions, forms, parametric power, center.*

Annotation: *in persisting article consider independent work a student in process of the education for the reason mastering skill and skill on engineering graph.*

В современном мире преподаватель, который намерен добиться положительных результатов в деле подготовки будущих преподавателей профессиональных колледжей должен ориентироваться на развитие и воспитание личности студента. Не ограничиваясь передачей знаний и умений, зафиксированных в программе по учебному предмету.

Студент должен научиться пополнять свои знания и должен уметь обрабатывать накопленные знания, быть готовым использовать эти знания в своей практической деятельности.

Это может быть достигнуто за счет усиления практико-ориентированного подхода, развитие творческих способностей будущих специалистов, опираясь на самостоятельную работу, овладение новыми педагогическими технологиями. Делая упор на самостоятельную работу, овладение новыми педагогическими технологиями, усиление практико-ориентированного подхода.

Самостоятельная работа является одним из основных методов обучения, в процессе которого студенты овладевают важнейшей педагогической направленности мышления учителя, например, гибкость, альтернативность и креативность, то есть способность находить в конкретных педагогических ситуациях различные варианты их разрешения, умение отыскивать разумный выход из противоречивых ситуаций.

Рассмотрим особенности самостоятельной работы:

- *это графические действия, которые студент выполняет самостоятельно, без помощи преподавателя, он сам выбирает способы выполнения этих действий,*

совершает множество операций, контролирует их в соответствии с поставленной целью;

- это самоконтроль - одна из важнейших форм саморегулирования студента. Ожидаемые результаты не могут быть достигнуты, если студент не контролирует свои действия (не работает со справочными материалами, с литературой, к дополнительным информациям).*
- оценочная деятельность, играющая важную роль самостоятельной работы, это может быть защита проекта, коллективная оценка;*
- результат самостоятельной работы — это выполнение графических работ, решение занимательной задачи, проектная творческая деятельность, научно-исследовательская деятельность. Ценность результата в том, что студент приходит к ней самостоятельно и значимость их осознается острее по сравнению с теми, которые выполняют самостоятельную работу в совместной деятельности.*

Примерная структура самостоятельной графической работы:

- фрагменты темы или один из разделов черчения, которые студенты могут усвоить самостоятельно;*
- графические задания, направленные на формирование общеучебных умений и навыков;*
- задания репродуктивного творческого характера, направленные на развитие специальных умений, индивидуальных способностей студентов.*
- формы организации коллективной самостоятельной деятельности.*

Рассмотрим на примере организации самостоятельной графической работы студентов по черчению, Ташкентского педагогического университета по специальности «Изобразительное искусство и инженерная графика». Курс «Черчение» изучают три года, в течение 6 семестров. Самостоятельная графическая работа выполняется студентами первого, второго и третьего курса.

На первом курсе студенты изучают разделы: геометрическое черчение и основы начертательной геометрии. Это - деление окружности на равные части, геометрические построения, сопряжение, взаимное пересечение геометрических тел, технический рисунок и способы построения теней на ортогональных проекциях. Самостоятельная работа включает творческую проектную работу по составлению творческих задач на основные темы геометрического черчения. Работа выполняется в основном на формате А3.

На втором и третьем курсах изучают техническое и машиностроительное черчение соответственно. Студенты выполняют и разрабатывают техническую деталь.

На третьем курсе студенты в основном изучают разделы: составление сборочного, строительного и топографического чертежей. Студенты разрабатывают сборочное изделие и проект жилого дома (коллективный проект).

Самостоятельные графические работы выполняются во внеурочное время, по желанию студента. В процессе выполнения самостоятельной работы студент консультируется с преподавателем в индивидуальном порядке и советуется.

Содержание и направленность самостоятельной работы должно, определяться на основе дифференцированного подхода к способностям и возможностям студентов. Условно студентов каждой учебной группы можно разделить на три подгруппы:

1. *Группа с глубокими знаниями по предмету черчение, способностями, готовностью к самостоятельной работе.*
2. *Группа со средними знаниями, это студенты отличаются старательностью и добросовестностью. Они хорошо знают изучаемый программный материал, легко справляются с однотипными заданиями.*
3. *Группа с неглубокими знаниями по предмету черчение, затрудняются при выполнении проекции детали на плоскость, не имеют графические знания.*

Таким образом, мы считаем, что самостоятельные графические работы студентов по черчению показывают результат и эффективность работы самого преподавателя и самих студентов. Проявляется не только уровень знаний, но и самостоятельность студента, индивидуальный стиль его деятельности, творческий или стандартный подход. Поэтому оценивать и анализировать необходимо не только знания, но и саму деятельность, ее качество и графическую грамотность. При этом следует обратить особое внимание на самостоятельность студента, которая проявляется в целеполагании, в мотивации, в действиях и в конечном результате деятельности.

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Teacher's Personal Maturity as Acmeological Category

Key words: *subject, personal maturity, subjectivity, pedagogue, pedagogical activity, acmeological category.*

Annotation: *the article deals with the problem of the personal maturity of the future pedagogue. It is noted that the stage of formation of personal maturity of the teacher is determined with the degree of formation of subjectivity.*

Говоря о личностной зрелости, мы имеем в виду не всю индивидуальность, а личность в более узком смысле слова – человек социальный и психосоциальный, объект и субъект

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