

## THE USE OF STRUCTURAL DESIGN ISSUES IN THE ORGANIZATION OF THE DRAWING EDUCATIONAL PROCESS

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**Annotation:** the article states that the essence of constructive design issues is that in the process of training using constructive design issues; it is possible to work not only with groups, but also in an individual case. There are also examples of a separate assignment in the mechanical engineering drawing department when teaching using constructive design issues.

**Keywords:** projective drawing, constructive design, detail, appearance, vivid image, variability, item.

The large-scale reforms carried out in the field of education today, adopted government decisions on the evolution of the content of education, require connecting education with life, improving the effectiveness of training, raising and cultivating a harmonious generation that has developed comprehensively for a rapidly growing society.

When organizing the drawing training process using constructive design issues, taking into account the interests, competencies and aspirations of students, creating the conditions necessary for their development, it also provides for the full consideration of specific aspects of the places belonging to each higher educational institution and the environment in which it is located, social and cultural factors. Teaching all students in higher education institutions with the same methods on the basis of a specific program and this program indicates that it is difficult to provide dynamic development to the knowledge and qualifications of all students.

Specifically 1. The knowledge given does not generate the same interest in all students. 2. Their knowledge homogenizes size and quality. 3. It does not allow all students in the auditorium to develop the material according to their speed, their abilities.

That is, since the content of training to a low-mastering student is complex, there is no way to master these materials by them, development does not occur even to the knowledge of students in this category, since the materials recommended to a sufficient, mentally developed student are simple.

In constructive design issues, the content of the training is reflected in various complexities and acquires a variational character. In variability, not only training is meant in terms of content, but also the time spent on mastering materials. It determines the volume of educational content according to the nature of simple complexity. From the fact that the group is working on which design issues are being carried out, the minimum knowledge set out in the curriculum of strict theory is mastered by all students, qualifications are cultivated.

It is also possible to work in the process of training using constructive design issues not only in groups, but also in an individual way. Because, each student in the audience can have their own characteristics that differ from each other in their skills and skills in drawing. Therefore, the teacher can engage in individual with each student who stands out from the others when necessary. To do this, it is necessary that the teacher knows each student in the group in every aspect, diagnoses the knowledge and qualifications of the students.

The student must know the characteristics of each student's creative activity. In this regard, it is also necessary to carry out an increase in knowledge and qualifications from each child in the course of the lesson. It is also important to give knowledge of the development of the student, depending on the level of knowledge and qualifications, in which, when the need arises, it is possible to transfer students from this group to this group, and vice versa from this group to that group.

Taking into account the fact that the program, textbook, methodological manuals and recommendations on constructive design issues, the creation of didactic materials and their testing, the preparation of students for this new type of training is extremely complex and requires a lot of time, economic costs, the activation of our work in this regard is a period requirement.

It is known that due to the complexity of the content of training for incompetent students at a low level, there is no way to master educational materials by them, since the educational materials recommended to students with sufficiently mentally developed abilities are simple, they are not interested in this material.

Below, samples of individual constructive design issues were compiled and recommended for teaching, according to the mechanical engineering drawing course for students who master drawing.

Examples of constructive design issues compiled on the topics for the mechanical engineering drawing course:

- development of the principle scheme of the construction of the item details, which provides a convenient structure;
- ease of Assembly and separation of the item, the construction of
- simplicity;
- be able to ensure the convenience of cutting the item into pieces, mounting (mounting) and adjusting;
- rational correct choice of material to the details, minimum material in the preparation of zagotovka, minimum time spent on processing;
- correct choice of base selection system when placing dimensions in details;
- roughness, which is formed on the surfaces when processing details,
- the overlaps between be reasonably justified;
- to ensure the mutual permeability of the details on the item;
- Ensuring the uniformity of the material in the case of details and their elements (rubber, hole, diameter, and radius).

When performing constructive design issues, there is a question of teaching the student's personality to be able to think independently. Set in a multi-year mold, the old-type system of issues was an obstacle to students' free thinking and was based solely on the teacher's information. It would not be a mistake to say that issues with constructive design will be an important motivation that increases students' attitude towards the lesson and their enthusiasm for learning. The important importance of applying issues related to constructive design is that it makes the abilities and talents hidden in the student come true. The application of issues related to constructive design in drawing education helps the student to clarify the scientific concepts and ideas learned from each subject, not just getting used to it, but also the reasons that cause it.

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