EFFECTIVENESS OF USING GRAPHICAL COMPLEX QUALITY CRITERIA FOR FIRST-YEAR STUDENTS OF CONSTRUCTION SPECIALITIES

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Graphic disciplines for first-year students of construction specialities are the first professionally oriented disciplines that contribute to the acquisition of graphic skills and independence in self-education. It should be emphasised that the success of future specialists is determined not only by knowledge and skills, but also by the degree of development of their graphic competencies. The development of skills and abilities of every motivated student who feels the presence of competition and is interested in a deeper learning of theoretical material and high-quality graphic competencies are the main methodological tasks in the creative educational process [1,111-115]. As you know, drawing is the international graphic language of engineers of any profile. Creating flat images of spatial objects and reading them require students to develop spatial imagination already in the first year of study, therefore, high-quality graphic training is an urgent problem. Our study is related to the research work 'Improving the organisation of the educational process using distance learning methods and methods of teaching graphic disciplines to students of construction and architectural and artistic specialities based on a competence-based approach', which is being carried out at the Department of Descriptive Geometry and Engineering Graphics of the Odesa State Academy of Civil Engineering and Architecture (OSACEA) [2,354-360; 3,60-68; 4,]. The article presents the results of an analytical study of the effectiveness of using complex graphic criteria for assessing the quality of academic performance of firstyear students of specialty 192 when studying the discipline "Engineering Graphics". The main tasks of the discipline consist in the acquisition by students of knowledge about the theoretical foundations of the construction of images on the plane, the skills of compiling a rational sequence of solving problems on the mutual belonging and mutual intersection of geometric figures, obtaining the skills of solving metric problems, studying the methods of constructing images of spatial objects in rectangular projections. Particular attention was paid to the consideration of applied issues in special sections of the discipline - projections with numerical markings, theories of shadows and perspective. The final measure for completing these tasks was an exam. In accordance with the curriculum, the rules of execution of drawings from the sections "Geometric drawing", "Projection drawing", "Mechanical drawing" and "Construction drawing" were also studied in accordance with the Standard requirements, where the final measure was a credit. Throughout the year, all methods of current knowledge

control were used in the educational process: oral surveys, control tasks, test tasks, and test assignments, which provided a fairly objective assessment of students' knowledge and graphic skills. During the monitoring according to comprehensive criteria, a comparative approach was used to observe and systematically evaluate the quality of students' graphic tasks, i.e. to study the impact of the results on overall academic performance and increase student motivation in learning. We would like to emphasise that one of the main tasks facing modern professional education is to create opportunities for personal growth and development, which is one of the important issues of their motivation to learn, so it is necessary to develop teaching methods based on a combination of interactive and traditional forms of learning. Our many years of experience show that in the context of online learning, the study of graphic disciplines, as well as their practical mastery, requires high-quality learning in a minimum period of time, including student activity during independent work. In conclusion, it should be emphasised that the professional graphic education of a modern builder should begin from the first steps of his studies at a higher education institution, because the successful formation of future specialists is impossible without a thorough study of the basics of graphic literacy. Continuation of the author's research in this area is generally aimed at improving the methods of teaching graphic disciplines.

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