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CHIZMACHILIK VA CHIZMA GEOMETRIYA FANLARIDA IJODKORLIKNI RIVOJLANTIRISH METODIKASI

Doniyor To‘lqin o‘g‘li Ag‘zamov

Toshkent viloyati Chirchiq davlat pedagogika instituti talabasi

Boburmirzo Baxodir o‘g‘li Ko‘kiyev

Ilmiy rahbar, Toshkent viloyati Chirchiq davlat pedagogika instituti o‘qituvchisi

ANNOTATSIYA

Maqolada chizmachilik va chizmageometriya fanlarini o‘qitishda zamonaviy texnologiyalardan, AutoCAD dasturidan foydalanib o‘qishning samaradorligi haqida so‘z boradi.

Kalit so'zlar: chizma, rasm, chizmachilik, AutoCAD, eskiz, proyeksiya bog'lanish, texnik rasm.

METHODOLOGY OF DEVELOPING CREATIVITY IN THE SCIENCES OF DRAWING AND DRAWING GEOMETRY

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ABSTRACT

The article discusses the effectiveness of reading in the teaching of drawing and drawing geometry using modern technologies, AutoCAD.

Keywords: drawing, drawing, sketching, AutoCAD, sketch, projection link, technical drawing.

KIRISH

Bilim olish jarayonida har bir insonning maqsadi bitta, lekin o‘rganish jarayoni turlicha bo‘ladi. O‘quvchiga bilim beruvchi pedagog, jihatdan metodik jihatdan qobiliyatli va o‘z kasbini mukammal bilishi lozim.

Har bir kasb egasini birinchi katta hayotga tayyorlovchi ham bu o‘qituvchidir. Dunyodagi eng ulug‘ insonlarni ham shu darajalarga yetaklovchi o‘qituvchilardir. Ta‘lim muassasasi o‘qituvchilik layoqatini egallash uchun o‘ziga xos boshlang‘ich

nuqta hisoblanadi. Shuningdek, ta'lim muassasalaridan mutaxassislar kasbiy faoliyat ko'rsatish jarayoniga yo'l oladi. Kasbiy faoliyat jarayoni yuqori darajadagi kompetensiyaga ega bo'lgan kadrning istiqboldagi hayot yo'lini belgilaydi. Ta'lim jarayonida o'qituvchilar kasbiy layoqatni egallash bilan bir qatorda, bo'lajak o'quvchilari bilan muloqotga kirishish tajribasini ham o'zlashtiradi. O'qituvchi ham o'zining mutaxassisligini chuqur egallagan bo'lishi, boshqa fanlarni ham yaxshi o'zlashtirgan bo'lishi lozim. Ta'lim berish jarayonida bo'lajak o'qituvchining pedagogik sifatlari tarkib topadi. Ta'lim jarayonida bo'lajak o'qituvchilar nafaqat o'qitishning innovatsion metodlarini o'zlashtiradi, balki yangi bilimlarni o'zlashtirish usullarini ham bilib oladi. Demak, bo'lajak o'qituvchining kasbiy jihatdan shakllanishi qanday shart-sharoitlarga bog'liqligi asoslab berilishi kerak. Bo'lajak o'qituvchining istiqboldagi kasbiy mahorati, ijodkorligi ta'lim jarayonida uning qay darajada rivojlanganligiga bog'liq.

Har qanday shaxs kasbiy bilimning rivojlanishi natijasida muayyan faoliyat tajribasini egallaydi. Shuning uchun ham shaxs o'zining ijodkorligi bilan kasbiy faoliyat tajribasini yaratishi, boyitishi, to'ldirishi lozim bo'ladi. Bunday tajribalarni bo'lajak o'qituvchi oliy pedagogik ta'lim muassasalarida o'zlashtirib, butun hayoti davomida boyitib boradi. O'qituvchi shaxsi har doim muhim ahamiyatga ega bo'lgan ijodiy faoliyat ko'nikmalarini shakllantirish orqali o'z kasbiy faoliyati davomida ijodkorligini namoyon eta oladi.

Turli yondashuvlarning tahlili shuni ko'rsatdiki, bo'lajak o'qituvchi kasbiy faoliyatining ijodkorlikka yo'naltirilganligini to'laqonli tarzda o'rganish uchun munosabat nazariyasi nuqtayi nazaridan yondashish kerak. Shuningdek, shaxsning kasbiy yo'nalganligini aniqlash imkoniyati vujudga keladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Bugungi kunda o'qituvchining shaxsiyati va faoliyatiga bo'lgan talablar bilan oliy ta'lim muassasalari bitiruvchilarining tayyorgarlik darajalari orasida sezilarli ziddiyatlar mavjud. Shu jumladan, o'qituvchilar tayyorlashning mavjud tizimi bilan bo'lajak o'qituvchi faoliyatining shaxsiy ijodiy xarakteri orasida ham nomutanosibliklar kuzatilib kelinmoqda. Pedagogik ta'limga nisbatan texnokratik hamda ekstensiv yondashuvlardan to'la xoli bo'lmaslik natijasida bo'lajak o'qituvchilar uzoq vaqt mobaynida jamiyat hayoti va xalq madaniyatidan sun'iy tarzda uzoqlashtirildi. Buning natijasida o'qituvchilar bilan o'quvchilar orasida to'siqlar va bo'shliq vujudga keldi, o'qituvchining ta'lim jarayonidagi yakka hukmronligi qaror topdi. Ular, asosan, o'quv dasturlari va darsliklarga bog'lanib qolishi natijasida ijodiy faoliyatlarini rivojlantirishga yetarlicha e'tibor qaratilmadi. Bu esa, o'z navbatida, o'qituvchilik kasbining ijtimoiy mavqe va obro'siga putur

yetkazdi. Chunki bo'lajak o'qituvchilarni tayyorlash tizimi jamiyat ehtiyojlari va uning o'tkir muammolaridan uzoqlashgan edi.

Ta'lim tizimidagi o'quv jarayoni talabalarning inson va jamiyat, tarix va madaniyat haqidagi bilimlarni o'zlashtirish, tayanch fundamental bilimlarni egallash, ilmiy faoliyatga yo'naltirish, kasbiy pedagogik bilim asoslarini singdirish, pedagogik ijodiylikni rivojlantirish imkoniyatlarini kengaytirishdan iborat. Shu bilan bir qatorda, u bo'lajak o'qituvchilarning ta'lim olish va ijodiy pedagogik faoliyatini davom ettirish huquqini ta'minlashdan ham iborat.

Yuqoridagilar asosida shunday xulosaga kelish mumkinki, bo'lajak o'qituvchilarning o'ziga xos pedagogik yo'nalishi uning kasbiga bo'lgan munosabatining o'ziga xosligi bo'lib, bunday kadrlar o'quvchilarga ham, o'ziga ham pedagogik jarayonning subyekti sifatida ijodiy yondasha oladi.

MUHOKAMA VA NATIJALAR

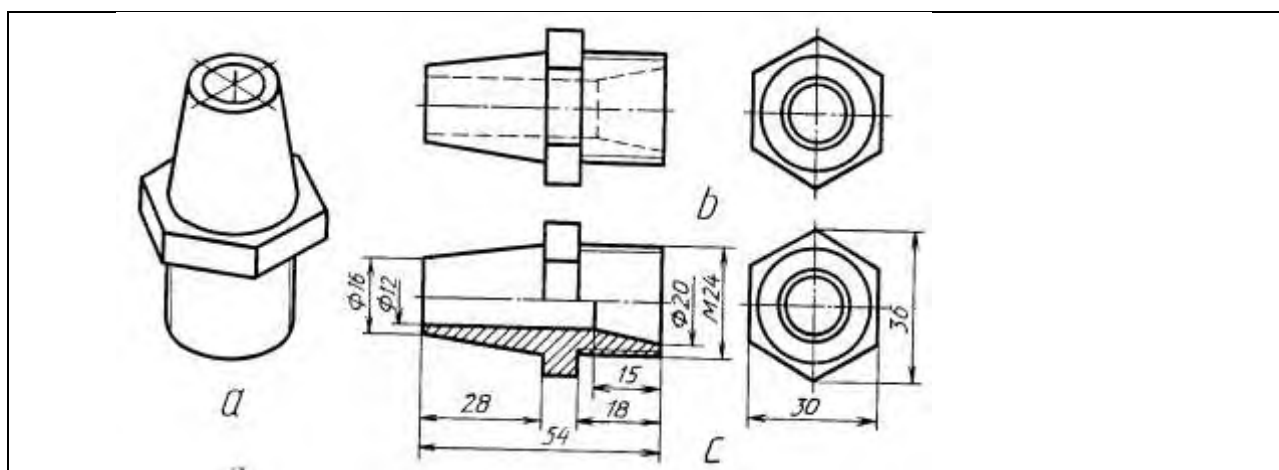
Bo'lajak o'qituvchilarda ijodkorlikni shakllantirishning muhim pedagogik sharti uni mustaqil bilim olish va ijodiy fikrlashga yo'naltirishdan iborat. O'qituvchining o'zi o'qitadigan o'quv predmetlariga bo'lgan munosabati o'quvchilarning o'quv predmetiga bo'lgan munosabati va o'quv jarayoni oldiga qo'ygan maqsadga erishishga bo'lgan intilishida o'z aksini topadi. O'quvchilarga bo'lgan munosabat ularga oliy qadriyat sifatida yondashish, ta'lim oldiga qo'yilgan maqsadga erishishga intilish, jamoaviy maqsadlarga erishishga intilish yo'lida o'qituvchidan ijodiy faoliyat ko'rsatishni talab qiladi.

Bo'lajak o'qituvchining o'zining kasbiy ijodiy faoliyatiga bo'lgan munosabati uning qadriyatli yo'nalishlarini egallaganligi bilan bevosita bog'liqdir.

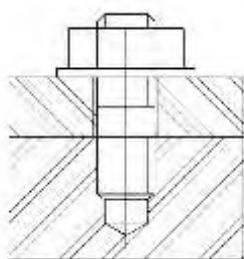
Bugungi kunda oliy ta'lim muasasalarining ba'zi o'qituvchlar hozirgi kunda xam, eskicha qarashlardan voz kechmay ta'lim sohasiga yangi inovatsiyalarni joriy etilishiga to'sqinlik qilib kelayotganlari xam uchraydi. Har qanday fan o'qituvchisi o'zining mutaxassisligi bo'yticha izlanmasa o'rganmasa bo'lajak kadrlarni salohiyatli kadrlar bo'lib yetishishiga salbiy ta'sir ko'rsataveradi.

XULOSA

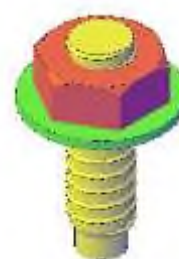
Chizmachilik va chizma geometriya fanlari misolida zamonaviy texnologiyalardan foydalanib talaba va o'rganuvchilarga fazoviy tassavurlarini rivojlantirish, berilgan grafik masalalarni yaxshi tushunishi uchun turli detallarning fazoviy xolatlarini ko'rsatish orqali maqsadga erishishlarini ko'rib chiqamiz, (1-rasm a,b,).



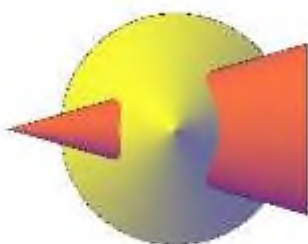
1-rasm a,b,c



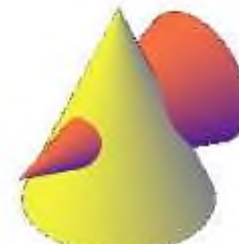
2-rasm a.



2-rasm b.



2-rasm c



2-rasm d

Birinchi va ikkinchi yani (1-rasm a,b va 2-rasm a,b,c,d) misolimizda berilgan detallning fazoviy xolti va uning qirqimi to'g'risida ma'lumot berildi. Talaba va o'rganuvchilar bu misllar orqali ijodiy yana xam ko'proq yondashishiga qo'shimcha topshiriqlarni bajarishga turtki bo'ladi. Shu tariqa, bo'lajak o'qituvchilarda ijodkorlikni rivojlantirish ko'ptarmoqli va ko'pbosqichli jarayon hisoblanadi. Bu hodisa ko'p jihatdan bir qator pedagogik shart-sharoitlarga bog'liq. Mazkur shart-sharoitlarning bajarilishi natijasida talabalarda ijodkorlik tarbiyalanadi va rivojlantiriladi.

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