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FORMATION OF SKILLS IN DESIGNING DRAWINGS OF SEWING PRODUCTS FOR STUDENTS IN TECHNOLOGY LESSONS

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Abstract:the article discusses the tasks of labor education of schoolchildren in Uzbekistan in accordance with the Concept of development of the public education system of the Republic of Uzbekistan until 2030. In particular, the issue of the formation of skills in the design of drawings of garments is studied at the lessons of "Technology". Recommendations are given for the preparation of the curriculum "Technology" for grades 5-9 of secondary schools, concerning the formation of skills in the design of drawings of garments. The importance of the development of the creative principle in schoolchildren and the student's awareness of their abilities and orientation in the further choice of a profession is emphasized.

Key words:design skills, garment drawings, formation of competencies, tasks, career guidance.

It is impossible to imagine our people, who have a great history and past, without work and professions. In the independent Republic of Uzbekistan, the role of teachers in the labor education of schoolchildren is an important factor in the structure of the country's economy and is largely based on thousands of years of experience in the customs and traditions of the Uzbek people. According to the sage Yusuf Has Hajib, every active member of society should learn a craft so that the desire to work becomes his vital need. In Mineralogy, Abu Rayhan al-Beruni asks the question: "Does a person who has achieved fame and a career without a job deserve respect?" [1]. The Concept for the development of the public education system of the Republic of Uzbekistan until 2030, adopted in 2019, is aimed at raising the spiritual, moral and intellectual potential of young people to a qualitatively new level. Among other tasks, the need for students to be motivated to study from an early age, as well as to develop the ability to choose a profession, independently plan professional growth and master modern professions was noted [2]. In this regard, the lessons of "Technology" in school are the most important condition for educating young people in respect for professions, creating the basis for the successful realization of youth in an innovative economy.

The planning and implementation of Technology lessons should take into account the continuous improvement of students' professional education and adaptation to the continuous development of production processes. Guided by state educational standards, teachers of labor education should build a methodology for teaching the discipline "Technology" in such a way that school graduates can avoid mistakes in choosing a future profession, as well as master general professional competencies at the level of modern educational and industrial requirements [3].

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In connection with this, it is proposed to allocate the volume of mastering the topic "Design and modeling" in the framework of the discipline "Technology" and its section "Creation of sewing products" for 5 years – from 5th to 9th grade. The hourly workload for the formation of design skills in sewing, according to the curriculum, should be distributed approximately as follows:

• 5th grade – 8 hours,

• 6th grade – 6 hours,

• 7th grade – 4 hours,

• 8th grade – 12 hours.

• 9th grade – 12 hours.

Competence structure for designing sewing drawings

At the end of the school course "Technology", in which the skills of designing sewing products are acquired, the student must master the general cultural [4] and general professional [5] basic competencies. Without general cultural competencies, any professional activity cannot be successful, since any training should not be reduced to the primitive accumulation of knowledge, skills, and abilities, but should lead to a psychological willingness to constantly accumulate, creatively apply, improve, thereby leading to personal self-development [6]. General professional competencies are expressed in:

1. Removing dimensional features.

2. Designing sewing drawings.

3. Individual sewing of garments according to a ready-made sketch.

As part of the first general professional competence, students should learn information on how to take measurements taking into account the features of the figure, the number of measurements, and deviations of the figure from proportional parameters.

The practical result of mastering the skills of designing clothes in the framework of the school program "Technology" should be the mastered variants of objects of labor – drawings and patterns of the corresponding products:

• in 5th grade – an apron.

• in the 6th grade, straight, conical, and wedge–shaped skirts.

• in Grade 7, a shoulder product with a one–piece sleeve.

• in the 8th grade: the basics of designing a dress on a scale of 1:4 in a workbook; the basics of designing a turn-in sleeve (straight, narrow, individual model based on them); The basics of designing a stand-up collar, flat-lying.

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• in the 9th grade – the basics of designing women's and men's trousers When formulating tasks within the competence of "Individual sewing of garments according to a ready-made sketch", the teacher needs to establish the depth of mastering the material depending on the goals of the Technology course and the creative abilities of students. The initial stage of the formation of this competence will be the ability to check the availability of cut details in accordance with the model drawing.

The techniques of designing and the sequence of building drawings become more complicated as the learning section "Creating sewing products" is mastered with each subsequent year. If in the 5th grade students learned how to use their work space efficiently, use a centimeter, scale and meter ruler competently, and accurately execute a drawing, then in the following grades it will be easier for them to master more complex tasks [7]. In the process of practicing drawing design skills in Technology classes, students will benefit from the knowledge gained in teaching drawing, geometry, human anatomy, and drawing.

Dynamics of formation of drawing design skills

As the objects of labor change and become more complex every year, the set of skills necessary to design the drawing of the next garment and design its pattern increases. Let's consider the dynamics of the formation of skills in designing sewing drawings by class.

5th grade

1. Taking measurements for making an apron: hip circumference, waist circumference, chest height, product length.

2. Work on the pattern (construction, modeling, preparation for cutting).

6th grade

1. Taking measurements for sewing skirts: waist circumference, hip circumference, hip length, skirt length on the side. 2. Calculation of additional measurements: skirt length in front and back, allowances for loose fit.

3. Construction of drawings of skirts of different shapes: straight, conical, wedge.

4. Modeling, finishing and decoration of a given version of the skirt.

5. Quality control of the pattern.

7th grade

1. Taking measurements for sewing shoulder products.

2. Mastering the formulas for calculating a one-piece sleeve.

3. Modeling of the style: creating a sketch of the model, copying ready-made patterns, changing templates in accordance with the individual characteristics of the figure.

8th grade

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1. Taking measurements for designing drawings of parts and the base of the dress.

2. Construction of drawings: the basics of dresses, turn-in sleeves (straight, narrow), collars (racks, flat-lying).

3. Preparation of patterns for subsequent operations.

9th grade

1. Taking measurements for designing drawings of parts and the basics of women's trousers.

2. Modeling of the style: creating a sketch of the model, copying ready-made patterns, changing templates in accordance with the individual characteristics of the figure.

3. Drawing of women's trousers, pockets, and belts.

4. Drawing of men's trousers, pockets, and belts.

5. Preparation of patterns for subsequent operations.

Innovative methods of forming skills in designing sewing drawings

When drawing up a lesson plan for designing drawings, the teacher should use innovative forms of teaching. Such as building drawings in computer graphics programs, Didactic games, and the Project method.

Computer-aided design

With the help of the Paint program, 5th grade students will learn how to change the drawing of a future product and will do it with passion. In the 7th grade, it is worth showing the possibilities of using LECO and RedCafe programs, through which the student can set the following parameters:

• The type of clothing to be able to: get the constructive basis of the dress, change it using the built-in modeling tools.

• Dimensional characteristics. After creating the pattern in electronic format, the student will be able to print it on a printer [8].

Didactic games will help to take into account the interests and developmental characteristics of students when creating game moments in simulated work situations:

• "Order acceptance".

• "Style selection".

• "Taking measurements".

• "Collective construction".

• "Creative ideas".

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Project method

To ensure the dynamics of the formation of skills in designing clothing drawings through creative design, it is necessary to provide at least one project per year for each group. Individual training and work assignments are also needed to create a planned product with a subjective novelty of design and finish. The project method is based on the process of joint creativity of children and the teacher. The creative task of the project is to create a sewing product design that has not been found in individual or mass production.

Project objectives:

1. persistent interest in technological creativity,

2. understanding the structure and composition of the technological process,

3. transfer of acquired knowledge into personal practice,

4. a sense of aesthetic taste and observation,

5. The concept of beauty and style,

6. create your own unique model that will emphasize all the advantages of the figure and hide the age-related imperfections of the student.

Conclusions

The most important task of teachers of labor training is the disclosure of children's creative potential and its improvement within the walls of the school as the pupils grow up. The student will be able to transform from an object of pedagogical activity into a subject of creative experience generation, without which it is impossible to imagine a fully developed personality. As the skills of designing sewing drawings are formed, the younger generation will become familiar with the nature of work in production. Creatively developed and self-confident children will not be led by family and public opinion, which talks about the prestige and prestige of a career. They will choose a profession consciously, in accordance with a stable interest, personal inclinations and abilities – these qualities become the key to professional growth and improvement of the educational level.

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