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Research Article

INTEGRATION PROCESSES IN ARCHITECTS

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ABSTRACT

This article contains the following skills that students of architecture, design, engineering graphics and visual arts need to acquire: prognostic, reflexive, analytical, mobilization, perspective, orientation, informational, artistic skill, projective, communicative, engineer-technician, the ideas and contents of all approaches are fully covered.

KEYWORDS

Integration, development, society, engineering graphics, design, architecture. Skill, approach, prognostic, reflexive, analytical, mobilization, perspective, orientation, informative, artistic skill, design, communicative, engineer-technical.

INTRODUCTION

At present, when the process of integration with the world community is underway, the level of development of social relations of society members is recognized as the main factors of development. In the concept of international education defined by international organizations and most countries of the world until 2030, "acquiring a solid foundation of knowledge, developing creative and critical thinking, strengthening cooperation skills and interests" is noted as an urgent task. The reception of information

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is the main moment of human mastery of the practice. It is the result of collision with the objects of the material world by human senses.

Receiving information reflects the surrounding world in images, while receiving objects of the world, it is manifested in their properties that affect the sense organs. But for a person to find his way in the natural and social environment, it is not enough to perceive with the senses. For example, trying to give a unique shape to an object, product, or commodity in a designer's activity without understanding its content in a realistic way leads to the creation of various incomprehensible and unnecessary items. We will consider the essence of the concept of "imagining" as a specific mental process and its importance in designing or designing activities. It is necessary to familiarize yourself with the sample of the item to be created first.

In design, this is called data collection. It can be getting technical information, getting information from the Internet. Based on the analysis of many works of research scientists, the following skills that must be acquired by a future engineer and designer can be cited: prognostic, reflexive, analytical, mobilization, perspective, orientation, informational, artistic skill, design, communicative, engineer-technical. . A skill has elements of automaticity, but it is consciously implemented in a different way than a skill. The student is required to make the right decision in the changed conditions, to use flexible methods of action.

The purposefully selected system of tasks aimed at the formation of thinking and acting skills in the design educational process will eventually lead to the need to form and strengthen the basic skills of engineering graphics. These skills help to ensure the success of the design work, because the designer works on the basis of the solution of the design problem. Engineering graphics skills can be grouped into 4 groups:

1) skills of setting project issues and clarifying them;

2) design by choosing the form, method and means of its organization

programming skills;

3) engineering-design actions in simple and non-standard situations

implementation skills;

4) skills of evaluating the end of the activity, analyzing oneself and the work progress during the design activity, analyzing the solution of the engineering project task based on the definition of a new complex of the main and subordinate project tasks.

An integrated approach is necessary, and each of its directions has its own idea and content. These are:

1. Competency approach. In this approach, the main idea is that the student brings his personal opinion to the pedagogical process. In this case, personal competencies are contrasted with the presented information. Here, personal competence, as well as the concept of personality, shows not only the process of understanding the material mastered by the student, but also their practical application in real life situations.

2. Activity approach. Its main idea is the process of acquiring a different way of thinking in accordance with this activity, which occurs with the growth of students' cognitive ability and creative ability. The content of this approach is the convergence of new rules, forms and methods, as well as socio-professional tools and communicative activities. The basis of this approach is the content of the educational process and educational technologies, creativity and reflexive

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activities, as well as a dialog carried out with the pedagogically based choice given to future teachers.

3. Contextual approach. The main idea is to sequentially model with the help of all methods, forms and means of education, which the students will learn as social-subject content during their professional activities. Three types of interrelated models of teaching are social, imitative and semiotic, all of which together appear as a dynamic model of the transition from learning to professional activity. Acquisition of competencies by students is carried out by understanding and solving psychological problems and situations in the future teacher. This provides motivation for further professional activity and personal meaning of education.

4. Systematic approach. Its content is the process of acquisition of competencies, which is the main goal of education. The student's mastery of relations from communication competence to professional competences in his work depends on the method of organizing this approach.

The great thinkers of the Near and Middle East (Abu Rayhan Beruni, Abu Ali ibn Sina, Abu Yusuf al-Kindi, Nasir Khusrau, Abu Nasr Farabi, Omar Khayyam, Muhammad ibn Musa Khorezmi and others) are many enlightened scientists. who emphasized the importance of the teacher's role in educating the next generation, especially the importance of communication between the educator and the student.

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