# USING TASKS THAT CREATE A PREDISPOSITION TO TYPICAL ERROR-MAKING PROBLEMS WHEN ACQUIRING GRAPHIC LITERACY

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| **A R T I C L E I N F O.** | **Annotatsiya** |
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| **Keywords:** Graphic literacy, typical error, error-prone tasks, warning. | This article discusses the typical mistakes made by students in graphic literacy and the use of tasks that tend to make mistakes in their prevention. |
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The mistakes that students make in the types of activities related to drawing and reading a drawing are perceived to have a negative impact on the acquisition of graphic knowledge. The issue of preventing various types of errors that occur for both objective and subjective reasons is to be studied and researched as an urgent problem. This encourages the development of prevention measures, prior warning, and mitigation measures to determine the causes of their occurrence. In its role, it serves to qualitatively acquire graphic literacy in graphic education.

Graphic literacy is understood not only by the ability to draw drawings correctly and read it, but also by the level, level of knowledge of the student. The high level of literacy depends in every way on the teachers of drawing, the means of teaching and its theoretical and methodological support. To teach the requirements of the state standard in the unified system of constructor documents, compliance with its laws and regulations, their correct use, especially when performing graphic images in accordance with the requirements of production industries; achieving that they can independently perform graphic actions associated with any imaging methods; knowing the theoretical foundations of graphic imaging methods, teaching them to appropriate application, correct use; developing modern pedagogical technologies in educational content updating training, applying it and, as a result, improving the quality of graphic language education and achieving literacy of students.

In the case of graphic literacy, it is first necessary to raise the level of functional literacy in order for students to be perfectly literate. To determine what this will consist of, it will be necessary to determine the types of functional illiteracy. That is: inability to perceive graphic images drawn; inability to critically perceive images; inability to draw without error; inability to read without error; inability to characterize or express without error; inability to correctly understand graphic information; this includes not knowing the use of weapons, devices and technical means of work and not following a healthy lifestyle.

In graphic education, in addition to studying theory, there is also the performance of tasks and exercises. Task execution not only helps students to apply the learned theory in production and practice, but also to develop a deeper understanding of the learned theory, thinking. Even in the activities of teaching drawing science, great importance is attached to the performance of graphic assignments, tasks by students. G. in pedagogy for solving and performing tasks.A.There are several carried out works performed by Ball as well as others that have been studied in detail.

Targeted work such as graphic assignment, graphic task, graphic work, graphic exercise and graphic task serve to content graphic literacy as well as to develop it. In this borda we G.I.Comparing the content of the task and exercise concept, we note that saransev's opinion is appropriate that the content of the task concept is wider than the content of the exercise concept.

Even in our work, when using the phrase "predisposition to make mistakes is a generating task", the content of the concept of the task is understood more broadly than the content of the concept of exercises. The task can be difficult or simple: in the first case, its solution is difficult to find, in the second it is easy. The difficulty of completing the task falls within the concept of the task: without difficulty, there will be no problem either.

M.I.Zaikina, V.A.Kolosovas 'work in mathematics is proposed to be" the application of provocative character tasks to all similar tasks with conditions, guidelines or other motivators that encourage students to choose the wrong solution or wrong answer". M.I.Zaikin, V.A.Kolosova distinguished the types of tasks of a provocative nature.

Based on such scientific ideas and views implemented in the field of mathematics in the period 1990-2009, today in the field of graphic education, the tendency to make mistakes serves as a methodological basis in the Prevention of various misconceptions, typical and other types of errors that may arise, using the tasks that create a warning - error. When the lesson uses warning - error-prone tasks, " the reader will feel trapped in a pre-prepared trap, and will admit that the continuation of these actions will definitely end in error. In this regard, the reader is embarrassed, regretting that the continuation of the work he started is a result that leads to error, he gets into an uncomfortable situation because he does not pay attention to the peculiarities of this situation." In the presence of his fellow students or teacher of an error student, this situation makes a strong impression, remembers the wrong behavior committed for a long time, and then a reflex appears that serves as a warning to avoid such mistakes.

As a result of the analysis of the literature of drawing geometry, engineering graphics and other disciplines that are part of them, the positive aspects of using the graphic actions envisaged in them, tasks that warn against making mistakes in the performance of tasks, that is, creating a tendency to make mistakes. In this regard, it is proposed to draw up tasks that encourage reflection with a hidden error that makes a clear erroneous conclusion. Usually the error itself in such issues also meets several parameters of the correct answer. Only some and partially existing trick in it dictates attention, prudence and self-control.

It is also worth noting that the regular use of warning, error-prone tasks contributes to the Prevention of expected errors and a deeper study of the error and its analysis of educational materials at the time of performing the same type of tasks.

The use of methods that can cause problems such as mathematical scientists I.Ya.Subbotin, M.S.Reviewed by the yakirs, they proposed the use of fault-inducing task blocks. This assumes the development of factors that cause error problems with their role.

Therefore, fault-inducing tasks involve an unenforceable task, i.e. "false direction", in comparison to other tasks, i.e. pointing to false direction. This includes a warning in a given position.

We believe that it is necessary to define the concept of a" warning task "through the concept of a" task that creates a tendency to make mistakes".

In the analysis of various dictionaries, it was found that the word "warning" means aware, elegant, alert, calling for awareness, sympathy and alertness: warning is also emphasized in the sense of treacherous behavior, provocative actions that can lead to serious consequences.

In medicine, the term is used in the sense of artificially deliberately provoking or reinforcing certain signs of the disease for the purpose of end-to-end treatment.

Based on the above interpretations of the word" the task that creates a tendency to make mistakes", we clarify the task that creates a tendency to make mistakes. This tendency to make mistakes implies encouraging wrongdoing at one of the stages of completing a task with the assignment of a generating task, and thus warning students against making mistakes.

It follows that tasks that create a tendency to make mistakes can be described based on the name of the tasks that warn. So, we can say that a cautionary task is a task that includes motivators that force it to carry out erroneous behavior in one of the stages of its resolution.

Thus, the types of warning tasks depend on the types of warning..

Analysis of the literature on warning tasks has allowed the following types of warning, namely, to isolate

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motivators that encourage misbehavior or to choose the wrong answer. In this:

1. the task is offered a drawing containing an error.
2. a set of tasks that cause the use of incorrect similarity in the performance of the task.
3. the task has an ambiguous solution.
4. Use of Word Play: is it true?..? Is it possible to do this?..?
5. involves a contradiction in the condition of the task.
6. the proposed answers to the task include several correct answers or do not include a correct answer.

Thus, the warning may be related to:

1. with understanding the task text of students.
2. with the formation of a plan for the completion of the task of students.
3. with the study of the found solution of the task.

So, in conclusion, each type of warning is aimed at preventing a certain type of error. With the help of such warning types, it serves to prevent particularly typical errors of errors that can occur when performing graphic tasks.

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