

INTEGRATION OF DIGITAL RESOURCES IN TECHNICAL DRAWING INSTRUCTION

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Introduction

The digitalization of the educational process significantly transforms the way technical subjects, including technical drawing, are taught. In the context of vocational education, digital resources facilitate the development of students' visual and autonomous learning skills. This study focuses on the development and integration of a digital curricular support tailored to the current needs of students.

Material and Methods

The methodology included an analysis of the specialized literature on self-regulated learning and visual instructional design, as well as the use of questionnaires to identify the difficulties encountered by students and teachers. Digital support materials, differentiated worksheets, interactive tests, and 3D models were developed and integrated into the Moodle platform. The curricular support was structured progressively, combining theoretical content, applied exercises, and self-assessment tools.

Results

The integration of digital resources improved the understanding of complex graphic concepts through the use of 3D models, animations, and interactive visual materials. Students demonstrated significant progress in completing graphic tasks due to the graded worksheets and step-by-step guidance. Interactive tests with automatic feedback supported self-correction and strengthened autonomous learning. The use of the Moodle platform simplified access to resources, progress monitoring, and task organization. Teachers reported increased student motivation and better engagement in individual activities. The digital curricular support proved to be accessible, easy to use, and adaptable to different levels of preparation.

Conclusions

The integrated digital resources in technical drawing instruction have a significant impact on the development of students' professional, visual, and autonomous skills. The developed materials demonstrate the potential of an interactive and differentiated curriculum adapted to vocational education. Future research should examine the application of this model in other technical disciplines and explore advanced digital solutions for graphic instruction.

Keywords: *digital self-assessment, self-directed learning, curriculum support*

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