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Methods of Organization and Teaching of Drawing Classes in Educational Institutions

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Abstract: This article describes how to organize and teach drawing lessons. We know that the use of modern methods throughout the lesson will further increase the effectiveness of this lesson.

Keywords: Drawing, Method, Stepped and broken shears, Information, detail.

Information technology in education in developed countries is also important in our society. Information technology, especially computers, has a place in every field of human endeavor. Its main functions are: to provide mental support to the person, to save time, to appreciate human labor, to increase accuracy and labor efficiency.

The basis of any science teaching methodology consists of three main components: the concept, the methodological system of teaching and the evaluation of the results of their impact.

In pedagogy, different types of lessons and different forms of teacher expression of knowledge are analyzed. For example, lessons are divided into the following types:

- ✓ Lessons on learning new material;
- ✓ Lessons to strengthen knowledge, skills and abilities;
- ✓ Repetition-generalization lesson;
- ✓ Mixed or combined course.

The most common and popular type of lesson for drawing lessons is a mixed or combined lesson. In this case, in addition to the teacher explaining the topic, it is important that students do practical work. These hands-on activities help students consolidate the knowledge gained from the textbooks and master the information needed to complete homework.

Today, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. At the same time, while students are still taught to acquire ready-made knowledge, modern technology teaches them to find, independently study and analyze the acquired knowledge, and to draw their own conclusions whenever possible. In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual and at the same time performs the function of management, direction. In such an educational process, the learner becomes the main figure.

Innovation is an English word that means to innovate, to innovate. Innovative technologies are the pedagogical process, as well as innovations and changes in the activities of students and teachers, the implementation of which is based on the full use of interactive methods. Interactive methodology is based on team thinking and is a method of pedagogical influence and is an integral part of educational content. The peculiarity of these methods is that they are carried out only through the joint activity of the teacher and the student.

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A drawing teacher is also required to know modern technologies and have the skills to use them appropriately in their professional activities.

Drawing classes differ from other disciplines in their characteristics. Students do individual graphic work on the main pieces of information studied, and in the process of checking them, the teacher has to work individually with each student.

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In practice, the student learns the art of drawing in a specially equipped drawing room under the guidance and supervision of a teacher. After the teacher explains the theoretical information in the lesson, the students do a graphic work on the workbooks on this topic. The teacher is well aware of the abilities and capabilities of each student and it is good to take them into account in the learning process. However, the time for individual engagement with students is limited.

The teacher has the opportunity to observe the work of each student and show them rational ways of drawing, explain the difficult areas of the topic and check the work done. So a lot depends on how the teacher organizes the lesson. Drawing classes are held in specially equipped drawing rooms.

Equipping drawing cabinets will not be discussed here, as will be seen in the following topics.

The focus of the teacher should always be on the formation of practical graphic work skills in students. The type of course should be chosen accordingly. When choosing teaching methods, it is necessary to take into account the characteristics of the science of drawing. When learning a new topic, ask students, "Is everything clear?" or "Did everyone understand?" It is useless to ask such questions, because rarely does a person admit that he does not understand. Therefore, it is necessary to address specific questions such as “What is the position of the plane forming this section?”, “How to find the horizontal projection of point A on the surface of the cone?”, Or “How to form stepped and broken sections”. In particular, the teacher pauses during the drawing process on the board and asks the students, "How do we do the next construction?" or "How many views will be needed to complete this detail drawing?" throwing questions like that gives good results.

Asking such a question makes students active participants in finding a solution to the task at hand and teaches them to think and choose the most appropriate of their assumptions.

Questions can be asked to the whole class or to the individual student. This means that the teacher should not be overly devoted to explaining or narrating the lesson during the lesson. The teacher should be able to constantly monitor the attitude of students in the classroom during the lesson, the ability to attract the attention of students.

Classes on the simplest classification are divided into oral, visual and practical methods. The oral version of the drawing lessons can be described by the teacher in the form of a lecture-conversation, the class board can make drawings on the topic, and students can show their independent work using textbooks and reference books.

Demonstration methods include the use of educational visual aids such as posters, worksheets, models, natural objects, and electronic versions throughout the lesson. Practical methods include independent reading and performance of sketches and drawings by students, various graphic exercises aimed at strengthening the acquired knowledge and practical skills. In all of these

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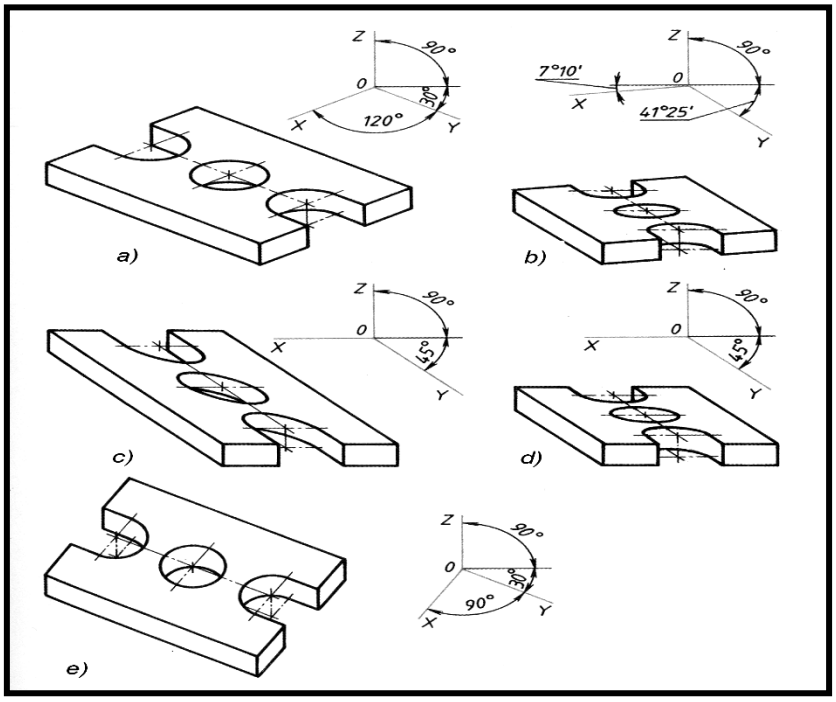
methods, a two-pronged process: teacher-student dialogue should be at the forefront. The teacher is the main organizer of education.

In the process of teaching drawing, the teacher often has to use concepts and terms that are unfamiliar to the students. Students will need to master these concepts in order to learn to draw. On the other hand, the abundance of unfamiliar terms that need to be remembered, the need to grasp theoretical concepts during practical graphic activities, can reduce students 'confidence in mastering a science. But students cannot learn to draw without mastering these concepts. With this in mind, the teacher is faced with the problem of quantity and quality of concepts (terms) of drawing.

There are enough drawing terms that they are not evenly distributed across topics and this is not possible. Terms and concepts in drawing can be conditionally divided into three groups: geometric, projection, and technical. Geometric concepts include horizontal, vertical, parallel, edge, collar, triangle, cross section, beam, angle between planes, names of geometric objects, and so on. All the concepts related to the theoretical analysis of the projection process to the basic projection concepts, the terms related to the drawing and alignment of the auxiliary projection concepts (drawing tools, DST elements, line types, dimensions, conditional designations, etc.). Technical terms in drawing (terms related to the names of details and assembly units) are technical concepts.

The following visual aids will be used during the training:



It would be a great methodological aid, especially for young teachers, if the concepts in drawing were classified according to their complexity, level of accuracy or abstraction, and other qualities. Most of the concepts in drawing are used in a slightly different way depending on whether they are used in the projection process or in reading the drawing. Some concepts are applied without changing their meaning (e.g., connecting lines of a complex diagram). Other concepts can be used in many senses depending on their function in the image (projection plane, syrmetric plane, cutting plane, projection plane, etc.).

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Geometric concepts can be grouped according to qualitative characteristics approximately as follows:

- Concepts of basic geometric figures, objects and their elements: parallelogram, cylinder, edge, base, triangle, etc. They are easy for students to master and remember without in-depth explanations, even in their images.

Graphic concepts related to drawing tools: arrow line, barcode, conditional notation of diameter and radius, and h.

- Metric concepts: scale, length, height, degree, cross-section and arc division, etc.
- Concepts of mutual spatial location: parallelism, perpendicularity, intersection of intersections and the state of intersection, etc.
- Concepts of motion: merging, spreading, intersecting, etc.
- Concepts of construction: perpendicular drawing and removal, angle making, sizing, hatching, etc.

The geometric concepts used in the drawing have been discussed above. Projection concepts can also be grouped and analyzed in this way. This kind of analysis of drawing concepts helps students to master them consciously during the lesson.

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