



Problems of Teaching Drawing at School

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ABSTRACT

This article deals with the problems of teaching drawing in school, which focuses on the important tasks of general secondary school in developing independent and creative thinking, the ability to work independently, which are important qualities of students.

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Independent and creative thinking, which is an important quality of students, the development of the ability to work independently is one of the important tasks of general secondary education. Therefore, it is important to develop students' learning and effective organization of lessons. In particular, the process of drawing education in general secondary school plays an important role in preparing students for life, career, the formation of their rationalization and inventive activity.

There are more than 9,580 general secondary schools in the country. 68 hours of drawing (8th and 9th grades) are planned. The new curriculum in the field of drawing has undergone some changes in terms of content. In the implementation of the national program, there are more than 1,150 vocational colleges in the country, which teach more than 500 specialties. More than 130 of these majors teach 36 to 180 hours of drawing.

Not all opportunities are being used to further develop the education system. In particular, a wide range of issues such as the introduction of advanced pedagogical technologies in the educational process of drawing, improving teaching in accordance with the requirements of modern science and technology, the current general level of scientific knowledge are still pending. The implementation of these tasks is

related to the development of students' cognitive activity.

In the process of drawing, the development of students' cognitive activity, the appropriate choice of methods used for their independent, creative thinking, will be effective in further improving the training of personnel. As a result, much research is being done to improve teaching.

The problem of developing students' cognitive activity and spatial imagination in the process of teaching science, as well as the formation of skills and competencies in changing the image of spatial objects, has not yet been sufficiently studied.

This section of the dissertation provides a practical analysis of the content of practical and graphic work used in the study of program materials in the field of drawing.

Before analyzing the teaching of drawing in school, we will briefly consider its formation as a science.

Until 1932, drawing was not included in the school curriculum as a separate subject, but became an integral part of the work of a teacher of labor, drawing, mathematics, and other subjects. Although drawing was included in the school curriculum as an independent subject in 1932, its teaching was supposed to be linked to mathematics. Considering the content and essence of the drawing curriculum recommended for use since 1953, we found it expedient to study its analysis in four periods.

Beginning in 1953, it is explained by the reorganization of school work on the basis of polytechnic education objectives.

2. It is time to restructure the content of the old education system, that is, to work on new curricula and textbooks in schools.

Since 3.1980, it has been characterized by a focus on labor education, preparing students for work.

4. Since 1991, it has been characterized by the reorganization of the drawing program and textbook in the new social environment, in accordance with the requirements of the Law "On Education" and the Law "On the National Training Program" (1997).

The total number of practical and graphic assignments in the textbooks published in 1953-1968 is about 300, most of which are related to reproductive activity. Because at that time, the main goal of teaching drawing was to teach students the technique of drawing. It was later found that the literature published from the drawing contained educational ideas that developed students' graphic activities, such as image analysis and replacement. There has been a qualitative change, especially in the school drawing textbook. The number of problems related to reproductive activity in the textbook has decreased. At the same time, the number of topics of interest to students has increased significantly.

Below is an analysis of the drawing textbook. First of all, let's get acquainted with the content of the issues included in the textbook.

Attempts were made to enrich the content of the drawing textbook with a variety of exercises and problems, such as comparing, filling in the missing lines of the drawing, making models from different materials, and reading a drawing of a group of geometric objects. In particular, the textbook focuses on changes in the spatial position and shape of an object, as well as exercises for drawing analysis.

It should be noted that only some literature focuses on the development of students' mental activity in the educational process. This trend is reflected in the book by D. D. Botvinnikov "Collection of practical tasks in the field", in which more than 90% of problems and exercises are aimed at developing students' thinking.

In particular, the issues of comparison are of particular importance, as they reflect the elements of

programmed learning in the method of selective response.

The ideas for the development of education are reflected in the handbook of VV Stepakova, YE Vasilenko and YE Zhukova "Kartochki-zadaniya po chercheniyu."

In addition to graphic problems, assignment maps also focus on practical work, as they increase students' spatial imagination, reading object drawings by analyzing the shape of the object, and so on.

Although the main directions of developmental education have been identified, its ideas have not been fully applied in school practice. Even some of the work in the following years did not pay enough attention to the problems of developmental education.

Teacher developments and guidelines do not pay much attention to improving students' graphic skills.

The analysis of teaching aids shows that the main focus is only on methodological methods that help to improve the quality of graphic preparation of students, increase the effectiveness of drawing lessons.

The manuals provide guidance to young teachers on how to organize lessons, use visual aids, and present program materials in a consistent manner. However, the guide pays little attention to student engagement. One of the main shortcomings of the manual is the uniformity of the lesson plans.

Let's take a look at the content of the exercises and topics in the manuals. It focuses on changing students' learning activities. Of the 35 lesson plans in the book, only one can be considered positive. Students are limited to one graphic or hands-on activity per lesson for more than half of the school year. Only two assignments in 8 lessons are planned. Thus, it is clear that this methodological development does not meet the required requirements.

S.I. Dembinsky's and IO Sevastopolsky's 1975 textbook, *Lessons in the Middle School*, is partially in demand. It outlines a variety of teaching methods. Many lessons begin with practical work and end with a description of the new material, a review of knowledge, and a review of previous topics. Some of the lessons in the handbook address useful issues, such as comparing images, solving problems that lack the condition to draw images while maintaining the original state of the graphic material, and changing the spatial structure of an object.

The guide includes 31 exercises, the solution of which is only for graphic and practical activities. An analysis of the problem and exercise content shows that one-tenth of the problems and exercises in the manual are designed to shape reproductive activity.

It can be concluded from the analysis that the manual does not pay enough attention to the variability of students' learning activities.

If the content of the issues analyzed in the research is considered in terms of activating the educational process, it can be determined that 50% of the exercises and solutions to the problems in it do not go beyond the scope of reproductive activity. Others are issues that have been ingrained in traditional education for years.

The level of complexity of the tasks in the lessons does not allow students to work hard throughout the lesson. Most lessons have to be summarized because many of the topics are too detailed.

Students' learning activities in the classroom are limited to copying the image on the board after the teacher. Naturally, this method of copying reduces the activity of students, limits their creative activity. In addition, the analysis showed that the author did not fully disclose the content of the work, which is included in the mandatory minimum of graphic and practical work provided for in the program, such flaws are sometimes seen in scientific research. For example, according to the second practical scheme

of the program, the modeling of plasticine, cardboard and wire was replaced by the drawing.

Oral reading of graphic works and drawings has been replaced by the spreading of drawings and surfaces of prisms, cylinders, cones and pyramids. The work is planned to be carried out frontally and will take more than 3 hours. It is only after the fourth hour that students are expected to complete the same task on their own. The useful work of spreading the surface of objects from the most important cardboard materials and making models of them has been overlooked by the researcher. The method of drawing graphs and their representation in axonometry is described in the textbook and is not parallel to the right-angled projection.

Observations made while working with the program show that even today, most teachers and methodologists choose the wrong way to use graphics and practical assignments in the lesson system.

In some cases, the mandatory minimum required by the program is not met. The new program requires students to do individual and creative exercises and tasks.

There have been many innovations in the education system in recent years. In this regard, the work of advanced teachers and methodologists is focused on finding ways to improve the quality and effectiveness of drawing teaching. But these activities are different.

We will look at the aspects of the content of assignments in the subject of drawing for 7th grade, created by Methodists YA Vasilenko and YE Zhukova, who have made a significant contribution to the practice of drawing, relevant to our research. The set includes 362 exercises, 30.4% of which can be completed in a short time. Some short-term exercises may include tasks that you do not have complete knowledge of. The set also includes exercises for comparing drawings.

A.D. Botvinnikov's manual "Sbornik prakticheskix zadach po chercheniyu" can be considered a bold step in the implementation of practical tasks. Of the 415 exercises included in the manual, 48.1 percent consisted of exercises that stimulate students' cognitive activity. If we analyze the tasks, it is important that the exercises in this guide are structured, varied, structured, and systematized.

Exercises related to filling in the missing elements of the detailed image, drawings, make up 10%. There are about 120 exercises in the collection to compare images. However, there is very little (0.24%) space in the manual for image simplification exercises. Drawing models is one percent of the total exercise.

Insufficient work has been done in the practice of teaching drawing in the publications of the Republic of Uzbekistan, especially in the field of lesson planning and improvement of teaching methods and techniques. Such works include A.Umronkhodjayev's "Teaching the basics of projection" (1978), "Exercise book on drawing" (1991), "Teaching drawing at school" (1991), "Drawing at school" "Improvement of the unit" (1993), "Fundamentals of technical graphics" (1995), 8th-9th grade textbook "Drawing" (2002), 8th-9th grade textbook "Drawing" and methodical "Ilanma" (2006), P. Odilov et al. Textbook "Drawing" for 8-9 grades (2004), "Elements of descriptive geometry" by J. Yodgorov (1973), I.T. Rakhmonov's "Drawing and Reading Drawings" (1992), "Didactic Games from Drawing" (1992), and M. Isayeva's "Tasks from Drawing" (1987) are published in limited editions.

Let's talk about the use of computer technology in the teaching of drawing lessons.

According to A. Beite, there are five main ways of transmitting information in the education system: 1) live communication (verbal), 2) text (along with graphics), 3) radio, 4) television, 5) computer. One of the most widely used methods is computer technology, which allows students to acquire independent knowledge.

Computer technology is able to visualize the graphical operations performed during the switching process with the help of animated images, which helps students to easily master abstract concepts and increases the efficiency of the educational process.

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