EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS)
ISSN 2660-9630
www.ejlss.indexedresearch.org Volume 15, 2022 ||

Organizing Independent Education to Increase Graphic Knowledge of Students in Drawing

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Abstract: *In order to develop students' knowledge and thinking, it is advisable to increase the role of independent learning outside the classroom. In the classroom, the teacher should guide the students to independent learning by providing them with a novelty and introduction to the topic, as well as resources on the topic. First of all, it increases self-discipline and responsibility.*

Keywords: *student, knowledge, thinking, independent learning, teacher.*

Date of Submission: 20-02-2022 ***Date of Acceptance: 14-3-2022***

As far as we know, among the subjects taught at school, drawing is taught in grades 8-9. During this period, students reach the age of independent thinking and are able to perform tasks independently. Because the subject of drawing has graphic forms, it is advisable to teach this subject in the upper grades. Drawing is the basis for students to master the technical field in the future.

In order to develop students' knowledge and thinking, it is advisable to increase the role of independent learning outside the classroom. In the classroom, the teacher should guide the students to independent learning by providing them with a novelty and introduction to the topic, as well as resources on the topic. First of all, it increases self-discipline and responsibility.

In the case of a single scene, the details of the scene (6 views) are described to the students and analyzed using a single problem. Figure 1.

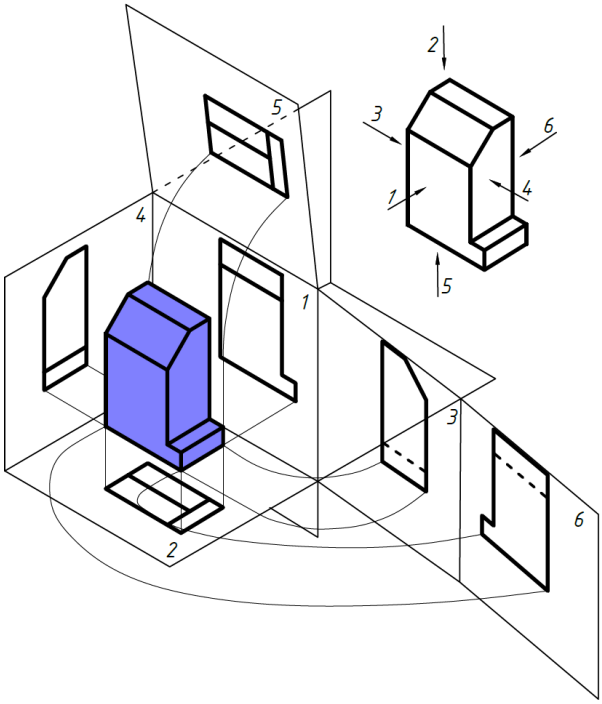

Figure 1

In the first stage, after describing the 6 views of the detail, the students are given an idea of the details.

In the second stage, the teacher explains to the students how to draw a detail in a convenient way by describing three aspects of the detail according to the original to make it independent. Figure 2.

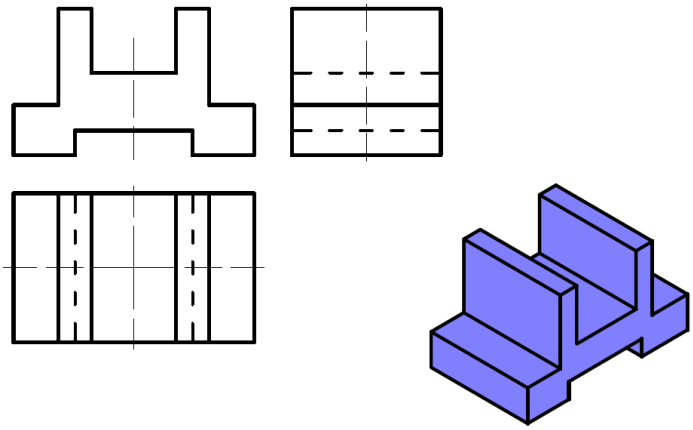

Figure 2.

Students are given the task of sketching ready-made details and scenes that guide independent work as tasks of the teacher's detail. Figure 3. This develops students' knowledge and skills about projections and their placement.

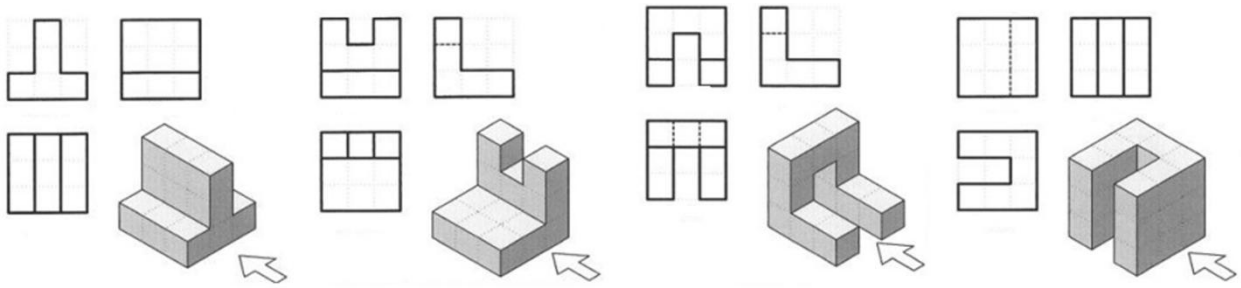

Figure 3.

In the third stage, using the didactic principles of science, examples of vivid descriptions of various details are given, and students independently determine the suitability of the projections of the given options. Students' interest in the topic is enhanced when independent assignments are given as examples of interesting assignments. Figure 4.

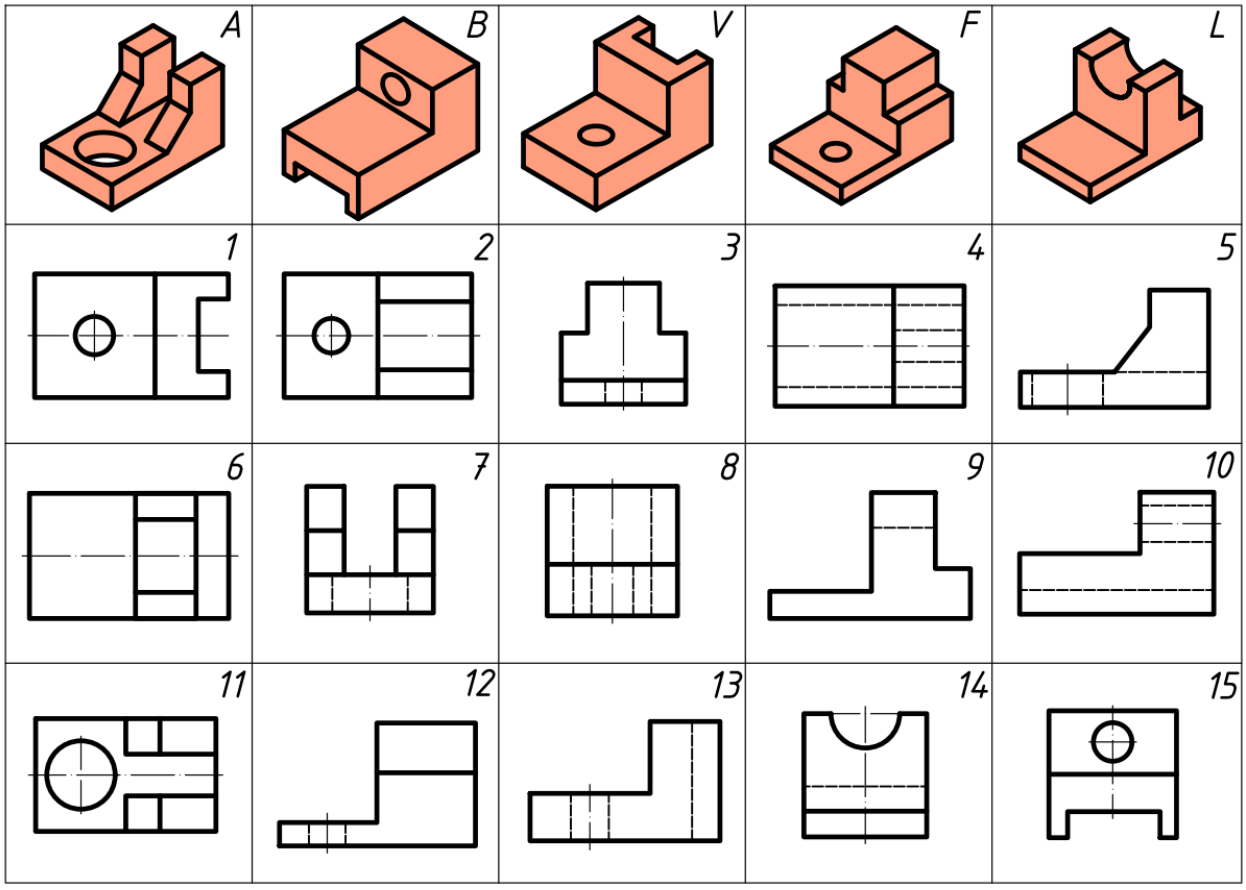

Figure 4

In the fourth stage, students are given a visual representation of a detail as a graphic task. At this stage, students independently project the given detail. Based on the knowledge and skills acquired in the early stages, students will be able to draw details more easily.

High efficiency is achieved if the subjects of drawing science are organized using the steps mentioned above.

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