

## Didactic Principles of Teaching Constructive Design Tasks in Drawing Lessons

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**Annotasia:** The article includes the systematic conduct of science in accordance with its structure and internal logic through the use of constructive design tasks in drawing classes it is described about the need for students to master knowledge, training and qualification systems.

**Keywords:** drawing, constructive design, knowledge, competence, didactic principles, system, graphic knowledge.

The use of constructive design tasks in drawing classes implies the need for students to master Knowledge, Educational and qualification systems while systematically conducting science in accordance with its structure and internal logic. Each part of students' knowledge is firmly mastered only if it is based on previously well-mastered knowledge. For example, without students sufficiently mastering the basics of projective drawing, they cannot read the drawing correctly or divide the object according to the drawing into the geometric elements that make it up. If knowledge is given by the teacher in a strict system, and each subsequent scientific understanding comes from the previous one, whereas previous concepts have evolved in later concepts, only at this time knowledge is consciously and firmly mastered, and the disruption of systemality and sequence in teaching puts students in a very critical position. Most often this case occurs when drawing lessons use various geometric creations that have not been studied.

The systematics of the acquisition of graphic knowledge also ensures the level of knowledge of students as well as the sequential development of their abilities. Students should regularly be guided by the study of technical details so that they perceive the elements of the detail (subject) as fragments of the whole. To readers to see in each subject, its geometric meaning, if the subject is complex, it is necessary to teach to be able to distinguish the geometric shape of each element. Only when these conditions are met will the students successfully develop the ability to analyze and synthesize what they see in the educational process. This quality is of great importance when teaching drawings in a drawing course.

The principle of systemativeness requires the teacher to master the selection of drawings for reading drawings and the choice of pedagogically correct drawings. It is unsuitable to indulge in reading drawings of objects of abstract geometric shape. It is often necessary to practice reading production drawings (of course in a certain system).

Some teachers strictly adhere to the requirements of the program when teaching drawing, passing the material in the sequence given in the curriculum. The main reason for this is that any program will be developed on the principle of systemativeness of training. But systemicity in the program is only an initial condition for students to achieve systematic knowledge. However, whether students are gaining systematic knowledge or reading, this issue can be solved by the teacher only in the process of teaching.

The principle of connection of theory with practice is expressed in drawing lessons in the implementation of close communication of theory with life, labor. In teaching, the connection of the theory with practice is conditioned by the content of the character, the subject of study. In the drawing course, for example, the relationship of theory to practice can be carried out in different forms: excursions to production and project design organizations, practical classes and, finally, socially useful work of students.

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In drawing classes, they draw drawings of machine details related to constructive design and then, according to these drawings, they draw details in factory stations.

Students are very interested in such work, because they see the result of their work directly. To carry out such a connection of drawing with production labor, the reader must know the production and understand the process of processing the details. It is no secret that dopusk and transfers, and not knowing how to determine the purity of surfaces, are the empty side of many readers. The content of constructive design tasks requires compliance with the age characteristics of students and the level of growth.

In teaching, constructive design tasks should not be understood as something light, which does not require any mental work. In this case, the cognitive abilities of students will be very loosely developed, both when reading drawings and when performing them.

In the task to be given, such an element is didactic rules, the following are considered: 1) *from easy to difficult*. 2) *references to unknown* 3) *from simple to complex*.

*Rule one* – from easy to difficult, students require geometric as well as projective drawing to first solve simple graphic issues and then move on to more difficult ones.

*Rule two* – ma'lumotlardan noma'lunga – requires the teacher to rely on the topic previously studied when outlining the new material.

*Rule three* – oddiydan murakkabga – students are required to master more difficult material, which requires a deeper solution to the previously simple then studied issue. For example, if there is not enough solid knowledge from the basics of Projective Drawing, it is impossible to be guided by constructive design maslas, reading spinning drawings and dividing them into details.

How students perceive new material during the teaching process, it is necessary to monitor the assimilation of the new material and to figure out what styles and ways to choose, which will improve the reinforcement of the previously mentioned material.

The application of the general principles of teaching in the teaching of constructive design maslas in drawing classes will have its own concrete appearance, its own characteristics arising from the peculiarities of the science, its educational and educational tasks.

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