

## Methods and Technologies for Using Constructive Design Issues in Drawing Lessons

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**Annotation:** advanced methods and technologies for the use of constructive design issues in drawing lessons in the article, including, it is described about the development of problematic interactive, creative activities, the group Solution of constructive design tasks, cooperation pedagogy and methods of differentiated teaching.

**Keywords:** method, technology, drawing, collaborative pedagogy, creative activity, constructive design, practical training.

Advanced methods and technologies are used in drawing classes when passing issues related to constructive design, including, development of problematic interactive, creative activities, group solution of tasks related to constructive design, cooperation pedagogy, stratification etc.

Taking into account didactic goals, the lesson can be divided into five main types:

1. The lessons of mastering new knowledge are used in the study of new educational material in the information character, which is not familiar to students, is simple enough to master. The main purpose of such lessons is the perception and understanding of educational material, the collection of important facts, concepts and laws into memory. The lessons of acquiring new knowledge in drawing differ from other subjects of study in demonstrating multiple instructional manuals in the statement of material and showing methods of work. Such classes include independent work of students on the initial application of knowledge acquired by the rule.

The purpose of teaching drawing is to also teach students to acquire new knowledge using textbooks and reference books. The purpose of teaching drawing is to also teach students to acquire new knowledge using textbooks and reference books. Such lessons can be of different composition according to the content of the new educational material and the procedure for strengthening it. One of the necessary requirements for classes in this variety is to check the independent work of students.

2. In the lessons of strengthening and improving knowledge and skills, students repeatedly realize and make sense of the material being studied. At this time it is possible to creatively implement the use of knowledge reinforcement v a practice of them.

The most important of the distinguishing features of knowledge and skills, strengthening lessons are exercises and the performance of graphic and practical tasks in different ways. When properly and systematically growing skills and skills related to graphics, it is of great importance in the lesson system to correctly plan these works and clearly set the goal of each one. The practicality, viability of assignments are important in this.

Another feature of these classes is the correct organization of one-on-one work in accordance with the ability and pace of work of students. According to the character of student educational activities (modeling, design, construction, making images, reading drawings, etc.), classes can be of different content. The focus of the teacher should be to show students the methods of rational work in the design of drawings, as well as to educate the creative approach to solving graphic and practical exercises.

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The success of the lesson also depends on its correct completion, assessment of student work. To this end, mutual examination of students' work, discussion of their answers will increase the effectiveness of such classes.

3. Knowledge of the graphic material studied in repeat-generalization classes is recalled and embedded in the system, shortcomings in knowledge are completed, the main purpose of the topic, section is revealed in depth.

Repetition-generalization classes from drawing are held after a subject or department has been studied and at the end of the school year.

If students feel unevenness in their knowledge, it is necessary to try to find a measure to equalize them. In addition, it is useful to use such a lesson after studying large sections of the drawing course (for example, the basics of projection, mechanical engineering drawing). Generalization and systematization of knowledge should not occupy all the time of the lesson. On the contrary, it can be of great benefit to carry out special assignments with the entire group of students, requiring the recall of previously acquired knowledge.

Some teachers and Methodists account for the shortcomings and errors that occur in students' knowledge. As a result, it is determined that these shortcomings and errors are typical or accidental, and in terms of their elimination, it is possible to find ways to improve teacher work methods.

4. The purpose of conducting knowledge, skills and competency verification classes is to have the information to give each student a reasonable assessment of the level of training in graphics, it consists in determining the degree of their awareness and the strength of their knowledge of the graphics they occupy.

The assessment of the level of knowledge, in turn, allows you to set timely measures to increase the level of knowledge of students. Verification helps to systematize and strengthen student knowledge. Thus, knowledge verification work serves to improve knowledge all the time.

The feature of drawing lessons is that in each lesson and throughout the entire academic year, each student can be systematically monitored and their knowledge assessed. In addition, in some classes, the organization of mutual verification of Student Affairs provides great benefits, relieves the work of the teacher.

Verification classes can be organized as follows: ready-made assignment options are distributed to students, in order to more accurately examine the knowledge, the teacher pre-sets the names of some students and verbally asks them. The composition of such classes includes organizing independent work, instructing them to perform them, working one-on-one with some students according to the previously established plan.

5. In mixed classes, not one, but several educational issues are solved. Accordingly, a mixed lesson from drawing includes several types of parts of the educational process. These parts can be combined differently depending on the purpose of the lesson. For example, students are given new knowledge in one lesson itself, they are strengthened, skills and qualifications are formed, the previously mentioned material is repeated, knowledge is checked, etc. In another lesson, some of these parts may fall off. For example, the study of a new material is carried out by adding it with reinforcement, and the inspection may not be carried out entirely. The teacher is confused about the composition of the lesson in order to achieve the set educational goal, standing in preparation for the mixed lesson, for each stage, it is necessary to select the appropriate content and methods of educational work. Such a division of classes by didactic purposes acquires a conditional character to some extent. They are used in the construction of a lesson system on the topic and sections of the educational program.

One of the most complex issues of modern didactics is the content of the lesson. It is necessary that the definition of the composition of the lesson comes from didactic goals regarding the solution of



educational tasks at the stages of the joint activities of the teacher and the student. For each stage, the appropriate content and methods of educational work are selected. From the exact sequence of these stages, the composition of the lesson is drawn up. If the composition of the lesson is not well structured, its educational goal cannot be achieved. Each structural element of the lesson is divided into certain tasks, all of which focus on the achievement of a specific didactic goal of the lesson. Thus, by the composition of the lesson, the logic in the form of successive stages is completed and has content, it is necessary to understand the methods of joint activities of students with the teacher.

The main composition of the lesson applied to the subject of drawing can be as follows:

- marking students who did not come to class;
- analysis of graphic and practical work;
- repetition, strengthening of the mentioned materials, assessment of the knowledge and educational qualifications of the pupils;
- from the lesson to explain the goal that is fulfilled in the eye and prepare jobs for the completion of the task;
- to give new knowledge to the taaba with the aim of stating new material, demonstrating instructional guides or showing methods of work;
- talabalarning ma'lumotnoma, darslik, programmalashtirilgan qo'llanmalardan foydalanib bilimlarni egallashlari;
- organization of independent work of students with reference, handouts and textbooks, control how they work;
- observation of the independent work of students on individual tasks (measuring objects, drawing their images) or the formation of their qualifications associated with reading;
- summarizing the information given, completing the results of independent work of students, strengthening their knowledge, clarifying concepts, showing the most common mistakes and good deeds, answering students' questions;- uyga vazifa berish;
- submission of drawing equipment and teaching aids, Assembly of the workplace.
- According to the content of each study material to be passed, the above lesson elements can be mixed in different ways, or in its composition, all the above-mentioned parts of the lesson can be combined together.
- When determining the composition of the lesson, it is necessary to follow the following didactic requirements:
- the content of the lesson should correspond to didactic tasks arising from the content of the educational material;
- their structural elements must be in such a logical sequence and so harmonized that it must meet the logic of the learning process;
- when determining the composition of each lesson, it is necessary to take into account its role and didactic role in connecting with the topic, section, previous and future lessons in the general system of lessons;
- the elements of the lesson should be connected in such a way that each of them should prepare the teacher and student for the next action, use the results of the previous training in the next part of the lesson. For example, if at the beginning of the lesson it is planned to control the knowledge of students, its content must be linked to the new material to be studied;
- the composition of the lesson should include exercises that are performed in 3-5 minutes, aimed at the development of the activation of students' thinking.



To the content of the educational material of the types of lessons described above, to the specific didactic goal of education, it is possible to choose according to the capabilities of students and the real conditions of the educational process. This puts high demands on the student for deep knowledge, methodological skills, the ability to correctly assess the innovations achieved in the methodology from a didactic point of view in recent years.

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