Increasing Activity By Students Creativity in Drawing Classes

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ABSTRACT

The article describes methods for increasing the activity of students by involving them in creativity in drawing lessons, as well as methodological recommendations for this.

Keywords: Knowledge, skills, competencies, spatial imagination, pedagogy, creativity, activism, design, design, creative task, literacy.

Nowadays political, social, economic changes and reforms taking place in our country are aimed at changing educational standards, introducing not only new sciences and courses, but also teaching methods. led to the need to apply methods that enable them to participate. Observations show that in world pedagogy, the main focus is on developing these qualities in students. Experiments have shown that it is these qualities and skills that help students develop creativity. These techniques are designed to engage students in a dialogical way of teaching, especially to ensure that students are actively involved in the lesson.

It is known that the development of a person who meets the modern requirements of scientific and technological progress, the development and improvement of "graphic literacy" and creativity has become one of the most pressing issues of today and tomorrow. These include directing young people to design work. Any innovation related to design (device, machine, etc.) is related to creative thinking, that is, the creation of innovation. In this regard, teachers I. Rakhmonov, J. Yodgorov, E. Roziyev, M. Isayeva, Sh. Abdurahmanov and others have mentioned in their research and methodological work.

The process of reducing the number of talented young people with unique engineering ideas in the field of technical creativity is also a matter of concern. It is difficult to create competitive technology without unique thinkers, designers and inventors. It is necessary to bring up such young people from the threshold of school, and if all the subjects of not only secondary schools, but also higher education institutions are involved in this process, the possibilities of drawing among them are enormous. Because the ideas of any great inventor, from the simplest, are transferred from the imagination, first of all, on paper in the form of drawings.

Creativity is the creation of necessary and useful innovations in a certain time and situation. In general, a certain thing can be called a product of creation, and a novelty, in turn, is a product of technical thinking that does not exist in such a form, but at the same time contains an previously unknown element.

Design issues refer to changes in the shape and content of a part, device, machine, or structure. This change includes the addition of

new structural elements to parts, mechanisms, devices and machines; reconstruction of parts is required to build a type that is more efficient, cheaper and more convenient than the previous one. It is a good idea to develop students' ability to apply the topics taught in drawing at an early stage.

For example, in Grade 8 Drawing, if we take the topic "Making corners and dividing them into equal parts, making regular polygons", after teaching the topic (Figure 1), we can ask students to apply the topic directly in practice. rash and several options can be given to them (Figure 2).

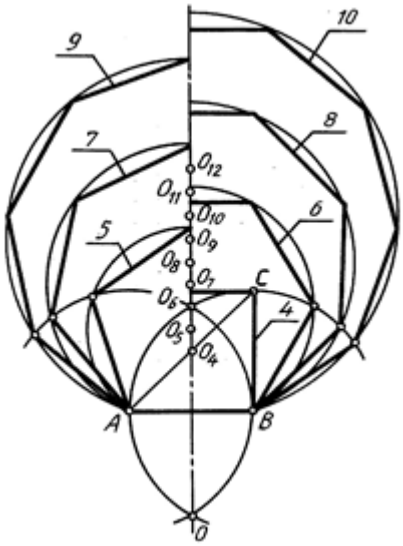
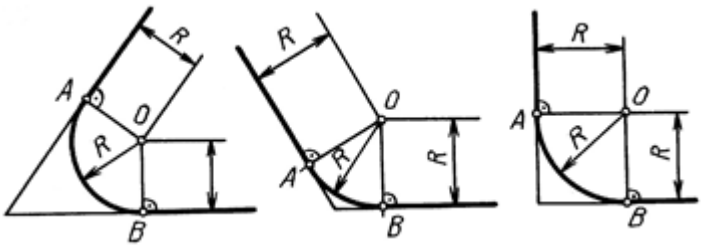


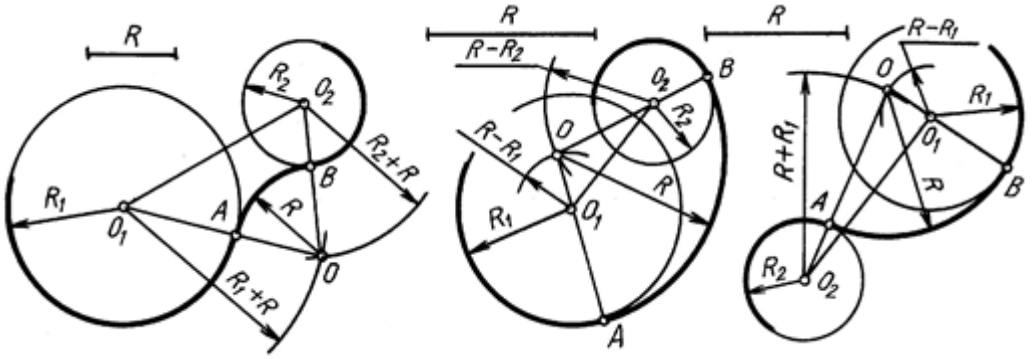
Figure1

Figure 2

In addition to this topic, this task can also be given to the topic of Geometric Pattern-Grix Drawing. Or, for example, "Connections, connecting straight, impenetrable, and acute angles," once the topic is taught (Figure 3), students should be asked to apply the topic directly in practice, and they should be given one. how many options can be given (Figure 4).



a)



b)

Figure 3

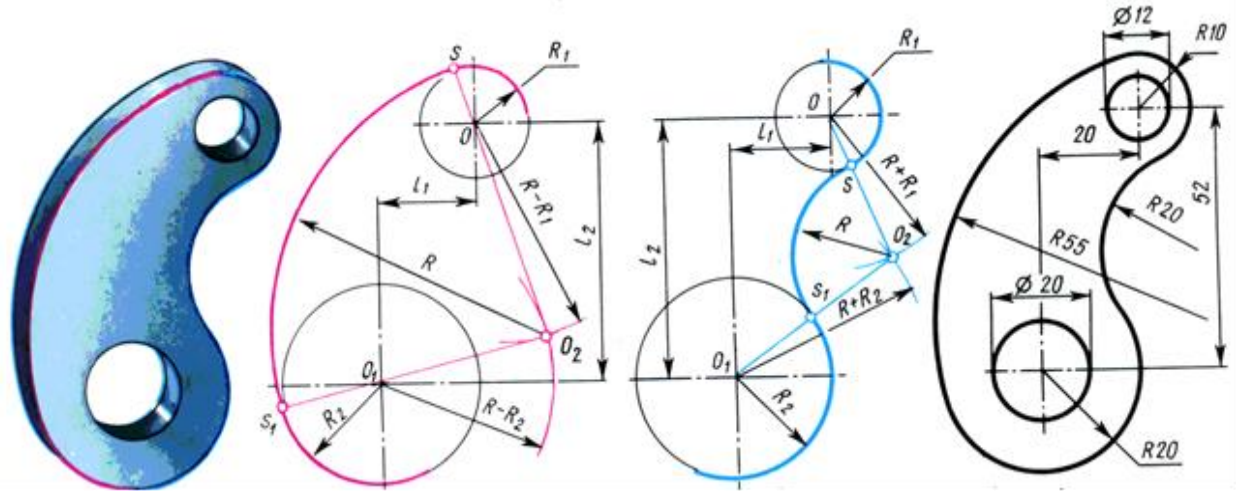


Figure 4

After this stage, students can be given the task of redesigning an existing device that develops creativity. It explains to the student what is the main issue for the redesign of the device, and that the result should be improved so that it is better and more efficient than before. The new idea is based on the function of this device. In accordance with the advantages and disadvantages of the operation of the device, an improved version of the device with a new idea is invented. It goes without saying that the result is not the same, but may be different.

Creative design work in practice is based on graphic literacy, technological knowledge, design skills. The new project is initially an idea, and its design serves as a means of expressing the designer's idea. The idea is to be able to create an image of a new object in the mind's brain and convey it through the mind in a graphical way. This is the successful side of design work in the construction process. In the process of directing the student to design work, the graphic image, i.e. the drawing, performs two interrelated functions. First, drawing is a unique tool for thinking, and second, it is a means of conveying an idea. That's why we focus on the graphic aspects of design. It is natural to change the shape, weight and size of machine parts during this process. The construction process consists of the following steps:

 The first stage is the preparatory stage, in which the technical needs are identified;

The second stage is the stage of thinking, in which the scientific information in this field is analyzed and the means and options for solving the problem are selected in the stages of problem solving;

 The third stage is the research stage, where the ideas are compared and the most suitable ones are selected;

The fourth stage is the implementation stage, where the project information is formalized by a graphical tool, and the solution is checked;

The main feature that distinguishes creative design problems from others is that, although they are multifaceted, they are characterized by the fulfillment of certain technical, technological and economic requirements.

The first part of the observations will be on the subject of projection drawing, and now we will focus on teaching the general students to perform some tasks that encourage creative design work. This requires students to redesign a pre-designed device that is already in use based on a new idea. Here are some of the tasks that require design.

1. Improving the design of the door handle.

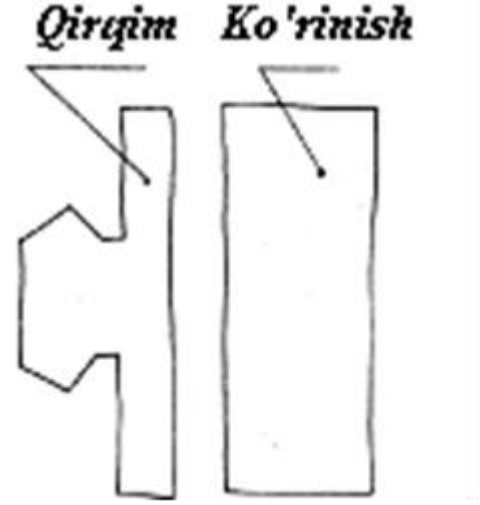
The goal:

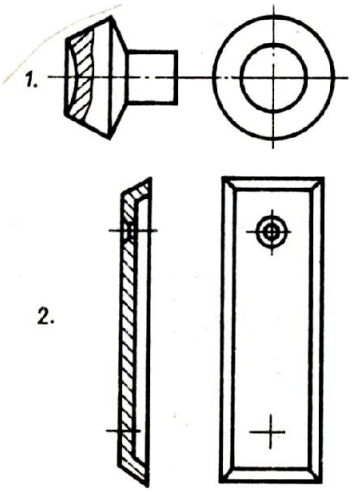
1). Development of the method of fastening (fastening) to the door handle 1st handle base 2.

2). Execution of the fastening place in the form of a certain part of the assembly drawing.

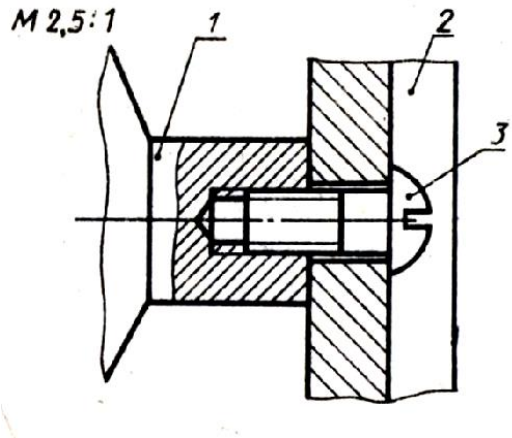
3). Completion of the assembly drawing of the door handle.

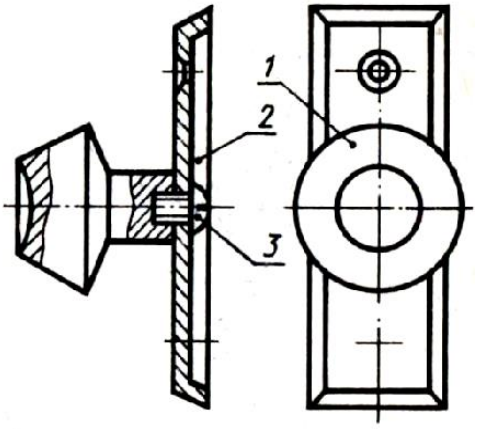
Graphic condition 1 Structural scheme of a graphical condition





Example of solving condition 2 Example of solving condition 3





2. Improving the design of "Dernorez" (crust cutter). In the upper crust of the earth's crust, the roots of the plants are entangled, making it difficult to loosen (run, drive). The cutter cuts the crust and makes it easier to soften (run, drive). The drawing shows the cutting disc of the cutter.

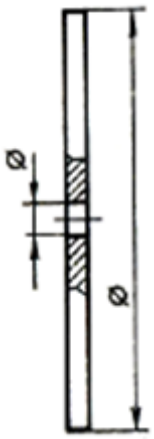
The goal:

1). Develop a disk holder design.

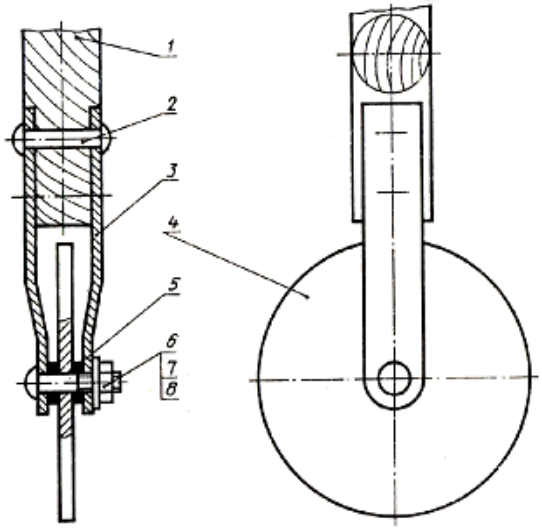
2). It is necessary to develop a drawing of the main details of the structure.

3). Development of assembly drawings of the cutter.

Figure 1 is required



Example of solving condition 3



The main purpose of the above work is to direct students to creative work, to introduce them to graphic tasks in the form of creative research, redesign, and secondly, to create conditions for them to participate not only in various competitions, science Olympiads, but also to create new inventions.

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