

CONTINUITY OF THE FORMATION OF THE SPATIAL IMAGINATIONURNI IN THE TEACHING OF DRAWING SCIENCE

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ABSTRACT

The article reflected the ideas of the continuity of the formation of the spatial imagination of the requirements in the teaching of drawing science.

Keywords: Fine art, engineering graphics. spatial imagination, teaching, methodology, age periods.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In order to develop the economy of our country, together with many foreign partners, production enterprises were launched. Construction, landscaping work is on the rise throughout the country, in particular throughout the capital, modern buildings, bridges, rural construction, parks and markets are being built and launched.

For work in such modern factories and factories, as well as for the design, construction of architectural buildings full of novelty, it is required from our youth to have technical knowledge. That is, now there is a need for strong educated young people who are able to “deal” with any modern technology, manage and use it, create projects of magnificent buildings through their new ideas.

Such specialists are required to perfectly master drawing geometry, drawing science, its maturation, goals and objectives of science, achievements and problems, laws and graphic literacy.

As you know, any innovation that is being created in living and technical, is first executed in the drawing. On the basis of this drawing, the advantage, disadvantage of the novelty is determined. Also, the piece is assembled through its drawings, the elements of which are divided into details or repaired. His vivid image is the most favorable in his consolation through the drawing of the work. Scientific research work on improvement of axonometric projections on the basis of advanced pedagogical technologies on the basis of new requirements is necessary in teaching.

Object of the study: the process of achieving the formation of the students spatial imagination by the example of teaching axonometric projections.

Subject of the study: the content, structure of the formation of the spatial imagination of students in the process of teaching engineering graphics subjects.

The purpose of the study: it is known that all technical, drawing geometrics and engineering graphic sciences are taught in many pedagogical universities. To inform students about axonometric projections in the teaching and working programs of these disciplines.

The scientific novelty of the study: is the use of axonometric projections in the educational process of Fine Arts and engineering graphics Sciences, the determination and application of the most optimal method of making axonometry of objects, buildings and others.

The practical significance of the study: according to the result of the study, the present study deals with the extent to which students have theoretical knowledge of axonometry, their interest in the study of the subjects of Fine Arts and engineering graphics is increased, their creative thinking skills, spatial imagination and experiences such as coming to conclusions on the basis of independent analysis.

1. Dressing students the rules of making drawings throne and the skill and skill of using drawing tools in place leprosy.

2. To educate students such qualities as proper organization of work place, discipline and preservation of social property.

3. Dressing technical skills on curved lines performed using geometrical clamps, sirkul and lekalo.

4. Improving the methods of proxying, mastering the skills of performing technical details in orthogonal and various axonometric proxies.

5. Analysis of the composition of drawings and improvement of reading skills.

6. Develop students ' spatial imagination and graphic thinking.

7. Teach drawings to dressing skills and qualifications for effective use in the execution of technical projects from cutting, clipping types, conditions and simplifications.

8. Detachable and non-separable compounds, detailed information on assembly drawings.

9. Excellent knowledge and skills in the scheme and construction drawings, forming skills.

10. Provide excellent knowledge of computer graphics and comprehensively organize the drawing of technical projects on computer.

11. To teach the use of reference literature.

These educational standards determine the degree of knowledge, skills and skills that are given to students from drawing, ensure the performance of the tasks set before drawing and carry out the control.

The content of the drawing course is determined by the scientific disciplines “drawing geometry” and drawing. In determining the content of graphic education in vocational colleges, based on the knowledge necessary for the preparation and study of modern drawings, it is based on the following subjects:

- the content of the course of drawing in professional colleges is based on didactic principles and is a theoretical basis, standardized on the reading and execution of drawings (classical methods of drawing geometry, necessary for spatial solutions);

- directing the content of graphic practical work on the study of drawings and coordination of design issues in the educational process with conditional and symbolic signs adopted in the case of use, international standards;

- in the context of professional drawing education, when choosing the appropriate drawings for the allocated method of images, pay attention to the technical and practical merits of the materials, the extent of their application in life, playing a decisive role;

In addition to the above-mentioned basic principles, the following conditions are noted:

- a system of knowledge, skills that reflects the main directions that are now inextricably linked with the tasks of Production Development, developed science and techniques;

- proportion of experience at the level of content of graphic education of developed foreign countries in educational materials;

The content of graphic education and prospective technical colleges should be applied in accordance with the material-technical and didactic tool capabilities.

When we look at the history of the development of a person, he seeks to formulate and develop in his imagination, focusing on one area in his development as an expert and absorbing into his mind all the information relevant to that area. For example, the process of carrying out various activities in communication and cooperation between people, first of all in the era of otherness, the influence rendered from the outside is not mastered in a simple, mechanical way, it is also subconsciously perceived in terms of the inner spirit of a person, the features of reflecting the world. To say this simply, when a person looks at the objects around him and sees shapes similar to different geometrical shapes, in the imagination of the child initially imagines these geometrical bodies and according to the image of, the shape shamoili, role and essence are formed. We can call this the first stage of the adjective, which is formed in the child's imagination on a continuous scale. When the child begins to draw all sorts of geometrical shapes on white paper, holding a pencil in his hand during the period when he began to receive primary education, this imagination begins to take its first steps from the stages of formation. Now, when the child begins to receive education in the subjects, including as a result of mastering the subjects in the drawing science, the stage of formation begins to reach the middle and upper stages. In this way, the spatial outlines are found in harmony with the formation of the individual, in continuity between the stages, in continuity.

The stages of the formation of the spatial imagination are the first (the period from three to six years old), the middle (the period from the first to the seventh grade), the upper (the period from the eighth to the higher educational institution), the development (the period that includes The Bachelor's and master's education in higher educational institutions), the ingenuity (the qualified

During the period of study and study of drawing science, students' spatial imagination continues to form in a continuous manner. This ensures that the qualitative-spatial imagination in which the content is found in the process of formation is effective in terms of content, the continuity and continuity in the compounding of the elements in the educational content.

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