

# USE OF INFORMATION COMMUNICATION TECHNOLOGIES AT DRAWING AND DIZING LESSONS

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## Abstract

The article discusses the ways of maintenance and gives theoretical materials on the preparation of students of secondary educational schools in the classroom of fine art. Theoretical materials have been developed on various topics that develop students' images that serve to shape the skills of their use of modern computer technologies.

**Keywords:** Picture, computer, technology, color, creativity, memory, attention, teaches, think, analyze, compare, compose, imagine, fine art, reproduction, painting, artist.

## Introduction

From the early childhood children appear demonstrate them to draw. Young children start to draw on whatever they find pen or pencil but they do not care whether that thing they are drawing on is their mother's necessary papers or fathers official documents. If they cannot find such things to draw on they start drawing on the walls or other things like that.

Most children try drawing out considerably earlier than reading and writing. However coming to the end of elementary school, after having gained some knowledge regarding writing, reading and simple arithmetics, children lose their interest in drawing gradually. Especially boys lose their interest in drawing as they get older, therefore their marks also become worse than they were, even they start to make different excuses like having no ability in drawing or having no interest in a new topic, even they excuse their laziness. Why is it so? Lets try to understand it.

Firstly, they have opinion which makes them think that drawing is just childrens activity. But actually it is not so. Most people start working on their drawing after getting retired or on their holidays after working for a while. Because self-development is very useful and it is never late to develop yourself. Drawing not only provides the activeness of hand fingers and its knuckles, but also introduces us with the surrounding world, enhances attention and memory, teaches thinking and analyzing, measuring and comparing as well as creating and imagining.

Secondly, teachers in elementary classes who conduct drawing lessons in their classrooms mostly approach the process very formally, in other words, teachers just announce a new topic, but they do not explain how to work on it. Also most teachers think this subject not as the main but the secondary one. Therefore drawing lessons are easily altered with others like Mathematics or Russian language.



It shows that initially they have problems regarding how to draw surrounding world around them because not all teachers can tell and show how to draw objects or things with their own examples. Besides this we should not forget that drawing lessons demand serious and huge preparation based on a certain plan. For children it is better to see what should be drawn only once rather than hearing about it hundred times. But the most important reason is that teachers can not demonstrate the real importance of this subject. When drawing children develop themselves not only physically but also mentally because activeness of hand fingers' knuckles make difference on the development of left-brain hemisphere

Children that can draw well can analyse better, can understand and notice things more easily, also can listen to more easily, also can listen to more attentively comparing with their peers who do not know how to draw or who do not try to learn drawing. If abilities of such a child is put into an organized way to be enhanced, results can be amazingly astonishing.

Skilled teachers not only teach children how to describe surrounding world properly but also broaden their outlook and make difference on children's ethic as well as moral behavior. Also drawing lessons ease to understand and realize other more difficult school subjects for example it can enhance abstract notion about surrounding world.

Most importantly, it is concluded that responsibility of teachers is to formulate children's drawing and art-related skills and experience with the help of effective methods, information-communication technologies and well-organized tasks. It depends on us, on adults, whether children gain those skills and experiences beautifully or they completely stay away from the world of art.

How can art lessons be organized and teachers' work can make easier with the help of information-communication technologies.

Certainly, computers come to help for the teachers in the century of developed science and high-technologies. For a while let's remember the past times when you started using your own computer but you did not know how to work on it. Which program did you learn firstly at that time? Of course, it was paint that is one of the simple programs on the windows of our computer, standard program of any computer or laptop. Like that little child who tried to draw something on the wall you tried to paint something, change the background colour, use brush, pencil and sprayer, give colours and alter them. Even with the help of this simple program, sequential paintings can be created and demonstrated, for example, fir tree brushes, decorated new year toys. Even it is very possible to go more deeply.

Painting with the help of computer mouse is not very comfortable as whenever we are involved in this process, it is easy to ruin the perfectness of the thing that is being drawn. It is more habitual for us to use pencil and brush. And here digitizer-graphic I-Pad is an item through which pictures can be put into the computer by our hands, comes to help for the teachers. Digitizer consists of a feather and a flat-surfaced I-Pad that works with the touch of the feather. Graphic I-Pad can be differentiated from working with computer mouse by its exactness and it also allows you use traditional drawing techniques.

Contemporary children will not sit in the traditional classrooms with their mouse open. Only the information that is unusual and close to them that can call comfortable and pleasant feelings, do not make them utilize too much effort can interest and attract those children. Here let's say teachers performance how to draw not with chalk and desk but with the help of digitizer, graphic



I-Pad. In this case, they can be motivated to learn new materials and to develop creativity on their own.

Very often even well-skilled teachers are also afraid of painting on the blackboard. Pedagogues are frightened that if pictures are drawn on the board they may not be the same as they should be, for example, pictures of animals or birds

(before preparing to demonstrate). Here also computer may come to help for teachers. Currently in bookshops there are a lot of books that can show sequential pictures of cars, people described in different positions, animals and others.

Teachers can use such books while they are getting prepared for the lessons. Sequential pictures in these books can be put into screen in the form of multimedia presentation with the help of Microsoft Power Point Presentations help to merge great quality of demonstrative materials: reproduction of painters' works, sequence of pictures, typical mistakes and images related to the learning process. In this case teachers can save the time that is usually spent on gathering reproductions and paper presentations.

The most difficult type of work in drawing lessons is painting topical pictures regarding sequencelike demonstration of the pictures of some kind of literary works. With the existence of computer and scanner teachers can create a complete picture of a certain topic by scanning it gradually basing on a specific sequence.

Use of information-communication technologies during lessons is considered as the necessary part for the modern painting process. This is one of the new teaching techniques as the main aim is not the explanation of the fundamental knowledge but is to develop artistic abilities and to create possibility for the realization of individuals' potentials. Computer is one of the most convenient pedagogic instruments which considerably eases drawing process and helps to achieve the main aim of the lessons.

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