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TECHNOLOGY OF EFFECTIVE USE OF HANDOUTS IN DRAWING SESSIONS

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Abstract:
This article provides ideas on the development of a person who meets the modern requirements of scientific and technical progress, and on the upbringing of graphic literacy and creativity in them. It discusses the ways of effective use of handouts in the formation of basic graphic knowledge and skills in students when teaching drawing in schools and higher educational institutions, and the requirements for them.

Keywords: Competent, creative approach, handout, test, diagram, drawing, table, presentation slide, crossword.

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Introduction

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, sets out specific tasks to introduce digital technologies and modern teaching methods into higher education processes, widely involve young people in scientific activities, increase the share of students studying in engineering and technical fields of education, introduce a credit-module system, and increase the share of practical training in specialized disciplines aimed at improving practical skills in curricula. According to the Law of the Republic of Uzbekistan "On Education" approved on September 23, 2020, the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026", and the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan dated October 8, 2019, it is established to increase the level of coverage of higher education in the country, to train highly qualified, creative and systematic thinking personnel, capable of making independent decisions, to create the necessary conditions for their manifestation of intellectual abilities and formation as spiritually mature individuals.

Based on this, the training of specialists who can meet the requirements of the time, providing education based on State requirements, is one of the urgent issues facing us. The competent approach in pedagogy is not a completely new phenomenon, but its tributaries have existed in continuously developing educational processes, which were formed gradually. The issues of "skill", "qualification", "competence", activity, as well as the combination of a number of activities, formed the basis of the scientific works of M.N. Skatkin, I.Yf. Lerner, V.V. Kraevsky, G.P. Shedrovidsky, V.V. Davidov and other scientists in the field of pedagogy.

As we know, today the effective use of handouts in lessons is of great importance. Also, their preparation requires patience, aesthetic taste, creative approach and skill from the teacher. The tasks given as handouts allow students to work individually, in pairs or in groups during the lesson,

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to respect each other, to complete the assigned tasks in harmony and to use their time effectively. The simultaneous.understanding of the given problematic question with the help of handouts, the reception of information both by hearing and seeing helps the students to better master the subject and, in turn, to retain this acquired knowledge in their memory for a long time.

Nowadays, the use of handouts in the classroom is becoming increasingly popular, and the positive and effective aspects of their use are becoming increasingly evident. The teacher is required to have great skill in forming the knowledge, skills and abilities of students in the classroom. At such a time, providing information on the topic, texts and drawings as handouts will be of great help to the teacher. Handouts provide the teacher with ample opportunities to present the main content of the topic being taught, to discuss the information received with students independently during and outside the lesson, to attract their attention, to direct students to independent thinking and creative research, and also play a major role in controlling and testing the knowledge they have acquired. Handouts can be conditionally divided into: information-giving, task-giving and knowledge-controlling types in terms of purpose and content.

Preparing handouts requires a lot of time, money, and high skills from the teacher. There are also some disadvantages to using handouts in the lesson process. It is advisable to give each student one handout whenever possible. Increasing the number of handouts can lead to prolonged discussion and reduced attention to other aspects of the topic. However, despite these disadvantages, the use of handouts in lessons is widely used in all methods of teaching, especially in individual work with students and assessment.

The use of handouts in teaching drawing also greatly contributes to improving the quality of education. After explaining some complex topics, it is possible to achieve positive results by effectively using handouts in their place as reinforcement. Also, one of the important advantages of handouts is that they are directly in the hands of learners, increase their sense of responsibility for completing the assigned task, encourage them to participate as actively as possible in the lesson, and allow them to imagine and think freely. It is clear to everyone that working with spatial images and performing various educational tasks on this basis is an important feature of human mental activity.

Handouts are any visual aids, such as tests, diagrams, picture questions, drawings, tables, photographs, presentation slides, etc. When preparing and using handouts, the following should be taken into account:

1. The font size should not be too small;
2. Titles should be written in capital letters;
3. The texts should be clear, concise and simple;
4. The design of the sheet should attract the reader's attention;
5. Pay attention to the norm during the distribution process;
6. Do not use too many symbols.

The use of handouts is also very effective in distance learning, which is a requirement of the current era. In particular, the use of electronic slides that illuminate the topic creates a wide range of opportunities for both the learner and the teacher. After downloading the electronic slide, the student can use it outside the lesson and repeat the topic at a convenient time. During the lecture, the slides themselves display information related to the topic being discussed, so students can master the topic more easily and quickly.

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The use of tests in explaining and reinforcing the topic to students also gives effective results. Tests are tasks aimed at acquiring a certain level of knowledge for performing some activity. The results of adequately structured pedagogical tests conducted using handouts are an objective pedagogical measuring tool that does not depend on the person conducting the control. The test allows you to cover all the main content of the lesson topics. The use of handouts on the topic in lessons helps students better master the topic, quickly repeat the topic, and individually assess all students in less time. The use of test control in intermediate or final control work also allows you to conduct full control of the mastery of certain lesson topics in a short time compared to written or oral control with less effort and tools. Test control in control work is easily checked using computers and takes less time. This is one of the main advantages of conducting pedagogical tests. (Figure 1) Only when conducting test control, the teacher is required to be vigilant and demanding. It is advisable to provide a separate test option for each student.

1. What is a shear formed by a single intersecting plane in a drawing?

A) simple shear
B) complex shear
C) local shear

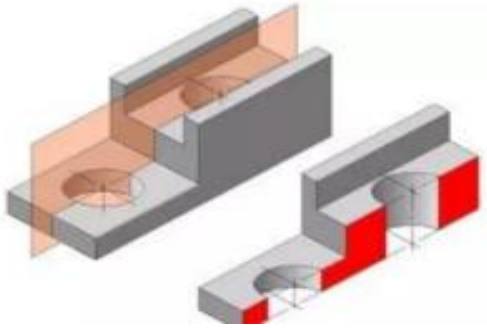

Figure 1

The use of project assignments in teaching drawing courses also gives good results. Such assignments increase students' creativity and lead to independence. Projects should consist of an introduction describing the topic, a single justification for the topic, a set of data based on specific facts, and a conclusion or solution. For this reason, preparing handouts for project assignments is quite complicated. The use of project assignments in the process of teaching the topic of cuttings in drawing develops students' spatial imagination and forms teamwork. Concepts related to the understanding of objects and their spatial relationships and properties do not occur in students by chance, but are formed in the process of learning graphic literacy with the help of a creative approach to the lesson by drawing teachers.

Crossword. Using this type of handout in the lesson helps students work in groups and quickly understand the question being asked. When teaching the topic of cuts in drawing, asking questions about the types of cuts helps students easily distinguish between the types of cuts. (Figure 2)

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Figure 2

In order for a student to have a clear idea of the shape of an object, they must have a clear idea of geometric shapes and their relationships. Various graphic slides will help us with this.

The ability of the student to imagine the geometric bodies in an object plays an important role in visualizing its appearance. Seeing drawings with various details and their cuts, the student forms a spatial image of the detail as a result of synthesizing all the projections in the drawing. By visualizing individual elements of the detail separately, its entire image is embodied in the mind. When visualizing the image of the detail, the student imagines, compares, and draws conclusions based on the imaginary projection.

When determining the shape of the details, a preliminary conclusion is drawn, following the rules of sufficiency of views. If the student cannot visualize the spatial image of the detail shape by combining both views, it is advisable for the teacher to explain using visual materials. (Figure 3). Showing the views of the sections and the sections given in the axonometry through multimedia creates some convenience for the teacher. The teacher only needs to prepare such multimedia in advance for the lesson using the PowerPoint program.

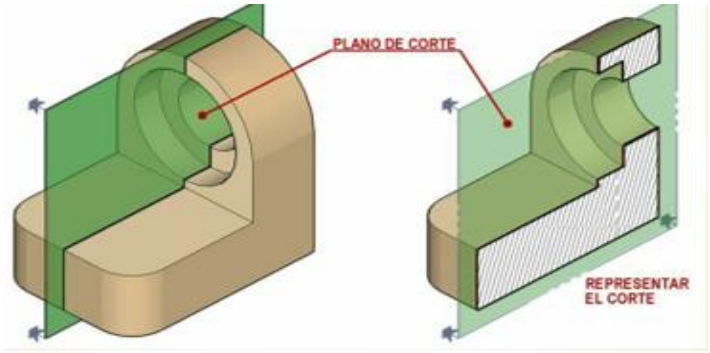

Figure 3

It is known that technical details are made up of individual parts (holes, grooves, cuts), which we call constructive elements. However, in the current educational context, there are different views on this. The composition of constructive parts is formed on the basis of various geometric surfaces and their interaction. This in itself performs different functions according to their function. Accordingly, they are called by different names according to their function and structure.

The correct naming of these and their correct application in the educational process all depend on the methodologically correct organization of the subject of drawing. This, in turn, is based on the creative abilities of students, an interdisciplinary integrative approach. This is where their knowledge base is manifested and in practice it provides great help. Labor education (nowadays

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called technology), fine arts, mathematics and the combination of geometric and other disciplines within it have a special place. These disciplines are a powerful tool in the polytechnic education of students. Based on this, any student can be taught to correctly read a drawing, correctly analyze, describe and write a description, and based on them to perform high-quality graphic images. By making drawings that meet the requirements of the standard, students enjoy the work they do with their hands, are aesthetically educated, and learn cleanliness, diligence, and order. We recommend that the first drawing assignment be on the topic "My Examples of Graphic Images." This assignment is given immediately after completing the first drawing lesson - the introductory lesson. The assignment involves making applications on drawing paper from graphic images cut out from newspapers and magazines on a topic of their choice based on the students' personal interests. First, the teacher learns the students' areas of interest, and second, the teacher can use them when giving other assignments. This increases the students' spontaneous interest in the subject.

It is worth noting that handouts can be used in lectures, seminars, and practical sessions in conjunction with all other methods to increase the effectiveness of the lesson. How to use this opportunity depends on the pedagogical skills of each teacher. It should not be forgotten that using too many or constantly the same handouts can lead to boredom and a decrease in interest in the lesson. Therefore, handouts should be used in their place and in moderation.

In today's rapidly expanding information and knowledge environment, it is difficult to convey all the information only through lectures during classes. By striving to convey information through handouts, textbooks, visual aids, or the like, by attracting the attention and interest of students, the necessary conditions are created for the development of creative and systematic thinking, independent decision-making, and the manifestation of their intellectual abilities.

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