

THE IMPORTANCE OF GRAPHIC ACTIVITY IN THE TEACHING OF DRAWING

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Annotation: The article highlights the activation of educational and cognitive activity in students, the formation of private aspects of their personality, such as getting creative when they are given an issue, being able to independently and critically think, develop and defend their point of view, as well as constantly replenishing their knowledge and being able to apply it in their activities.

Keywords: drawing, activity, cognitive activity, education, graphic image, graphic task, activity in education.

Activation of educational and cognitive activity in students, obtaining a creative outlet when an issue is given in them, independent and critical thinking, being able to develop and defend one's point of view, it also helps to form private aspects of one's personality, such as being able to constantly supplement one's knowledge and apply it in one's activities.

Activity in education is characterized by the fact that students have a stable interest in the topic being studied, in the problem that has arisen; the entire focus is on them.

Cognitive activity can be divided into three levels. The first level - regeneration activity-is separated by the fact that the reader memorizes and retells the material as well as applies it to the sample. The reader does not feel the urge to deepen knowledge.

The second level - interpretive activity-is the student's awareness of the material being studied, to associate it with certain concepts; the desire to practice knowledge in a new context is manifested. The peculiarity of this is that in this it is advisable to bring to the end what the student began to show great independence and find an answer if he struggled.

The third level - activity to the creative level - is characterized by the student's interest and effort to find a new solution to the issue. In achieving the goal, the reader is characterized by a diligent, decisive performance.

So activity in education is understood - not the state of activity of the student, but the quality of this activity.

The content of educational material as a means of activation, not only educational methods and forms, perhaps the material base of the educational process, the personal quality of the teacher and much more will serve.

But bari is focused on understanding and solving the student's learning problem based on activating a cognitive activity.

Well so how to wake up the student active thinking activity.

The attitude of knowledge to the feeling appears when it is organized to seek answers to the issue that has arisen in the reader. So the mold of mental activity ~ it's the search for an answer. But not all questions can spy on mental activity. For example, with knowledge of the rules of drawing, feeding questions encourage the search for answers. Cannot force critical thinking.

To educate independent thinking, it is necessary to pair questions that do not have a ready-made one-value answer in the book. But at the same time, such questions should also not lead the reader into the situation without measures. For example, the question in the case of " what clippings do you know " is a broad ambiguous question, not knowing exactly. It is sought to find out the exact answer to the question " what signs distinguish a longitudinal ridge ".

Questions to compare readers, it must be one that forces analysis and generalization. The role of independent work in the educational process is great. When teaching drawing, the following types are used:

1. Mastering the educational material on the basis of working with a textbook. For example, independent study of topics such as grip, dividing a circle into equal pieces will give positive results;
2. Finding the answer to the question that the teacher has drawn up in the new material. In such tasks, students try to draw differently;
3. To distinguish the main aspects from it by reading a paragraph, drawing up a plan for what was read. Bunday ishni murakab masalalarni yaxshi tushunmaydigan o'quvchilarga berish maqsadga muvofiqdir.
4. Work with illustrated materials of the textbook. For example berilagn it is possible to draw a series of questions along the lines of drawings in the picture: what geometric images are shown?, How do they interact? etc.

Work that can be given to students in full is rare. Usually, the teacher's explanation is carried out in conjunction with independent work, which gives a good effect. The inclusion of interesting issues as part of the process also gives a great result.

Graphic tasks play a large role in increasing the cognitive activity of students with independent activity, interest in science.

All of the issues that are obsessed with a graphic image are called graphic issues. Graphic tasks serve as a feeding band in interdisciplinary communication. Graphic tasks need to be an optimally designed system for subject matter. It is necessary to follow some methodological and didactic tasks, depending on the accuracy of the graphic tasks of the general nature specified in the curriculum:

- graphic tasks must be applied at all stages of training;
- it is necessary that it has a solid sequence from simple to complex; har bir masala darsning ta'limiy-tarbiyaviy vazifalariga javob berib,
- the educational material must be directed towards mastering and mastering;
- In the process of completing the issues, the teacher is obliged to give his necessary help advice and take his progress under control.

All tasks performed by students must be checked and evaluated. Mistakes made in the performance of one task or another must be analyzed by the teacher together with the students.

The basics of projection depending on the nature of the grassroots activity, they can be divided into the following groups:

- Drawing and filling out the missing parts of the image;
- Issues of making images on various data given;
- Issues of reading the drawing;
- The delay is related to the change in the number of images.

The detailed types of graphical tasks are, this will serve as the basis for the use of a wide range of opportunities in front of the teacher.

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