PROBLEMS OF FORMATION OF STUDENT GRAPHIC CULTURE IN DRAWING CLASSES

Latipov Rustam Atakhanovich
Independent Researcher, Department of Fine Arts and Engineering Graphics, Urgench State University, Urgench, Uzbekistan.
E-mail address: rustlatipov1980@gmail.com

Abstract. The article provides information on how to use creative tasks in the formation of students' graphic culture in the process of teaching drawing.

Keywords: graphic, design, information, graphic culture, axonometric projection

One of the conditions for a strong and conscious mastering of the material is to cultivate an active attitude of students to learning and increase their interest in the lesson.
It is important to have a thorough knowledge of drawing in the training of graphic knowledge specialists, including teachers of graphic arts, to develop skills in using different teaching methods in order to increase students' interest in science in their future careers important.

Graphics have long been used by humans as a means of communication. In the past, people painted on the walls of rocks and caves. These images depict the events of everyday life: searching for food, hunting scenes, creating a fire. Over time, the content of images became richer, and many types of graphics - art, engineering, design - were formed and put into circulation. Nowadays, it is difficult to show the direction of industry, manufacturing, education, social spheres, etc., which do not deal with graphic images. Graphic creations in the form of various signs, symbols, diagrams, images, indicators on the streets and roads, cardiograms in medicine, images in the form of graphs, diagrams and charts to simplify the complex processes of nature, production and industry per day is taken as simple information. Graphic imagery is also a leader as a source of information due to its simplicity, uniformity for all peoples speaking different languages, and most importantly, the ability to transmit large amounts of information in a small or small amount of material.
Specially selected material for the lesson and its systematic use are important in shaping the graphic culture of students. At the same time, students' spatial imagination and creative activity are developed through the creation of problem situations or the use of various types of independent graphic work in the stages of the lesson, their interest is turned into a stable passion.
Graphic images are a link between many types of creative activities. That is why there are so many potential opportunities in the drawing course that shape an individual's creative abilities. The polytechnic features of science allow students to use a variety of objects that help them discover their individual interests and abilities. To date, most practical drawing teachers use the task of changing the shape of the detail, making simple additions to it, in order to develop students' creative abilities (Figure 1). First, changing the shape of the detail and designing a new product, these are interrelated, but different types of activities.

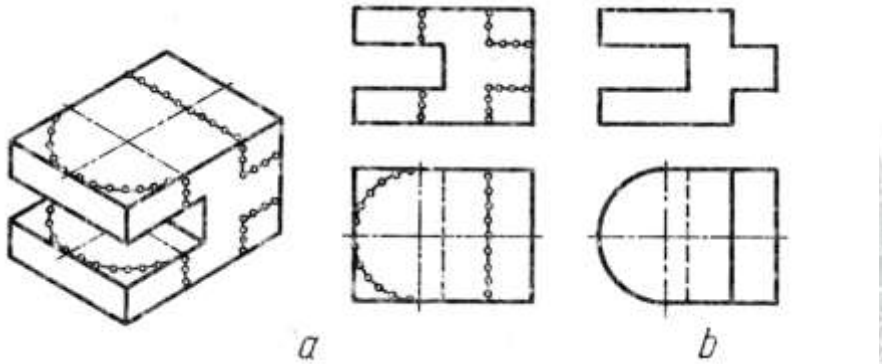
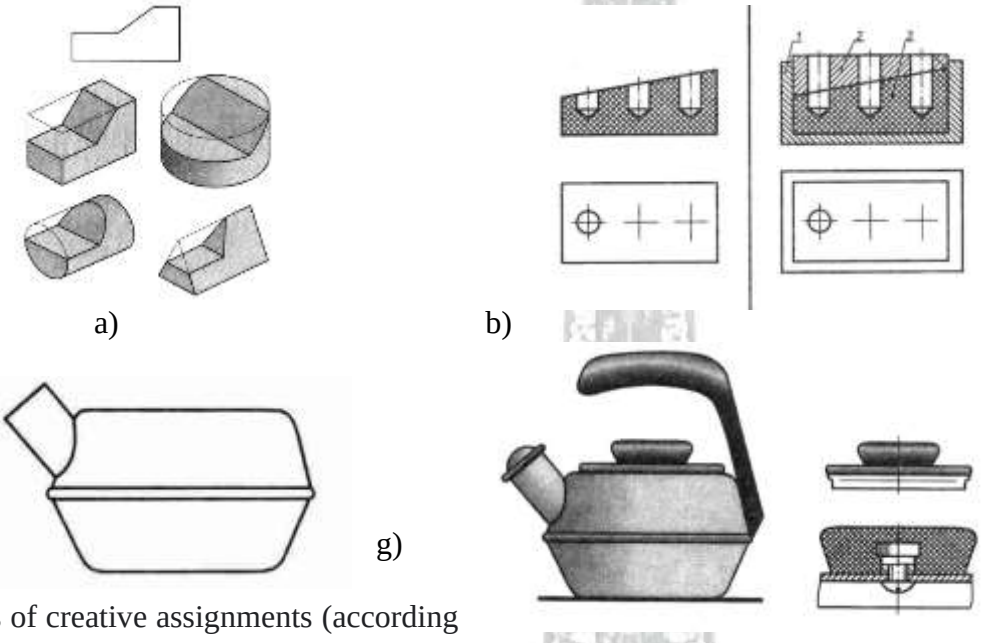


Figure 1. Change the shape of the detail along the marking line

Second, there are no creative elements in the task of changing the form of details, as they require a unique solution to their condition. These assignments develop students' figurative thinking skills, but do not increase their interest in the lesson.



a) b) g) v)

Figure 2. Examples of types of creative assignments (according to V.A. Gerver):

a) make technical drawings of other objects with a similar orthogonal projection (initial stages of teaching creativity); b) a graphical condition of the task for the design of a device for drilling a hole in the inclined plane and a variant of its solution; c) graphic condition of the task of designing the shape of the teapot detail; g) An example of a solution to this problem

However, tasks related to an elementary practical problem that develop students' design skills have not yet been included in the content of graphics in secondary schools and vocational colleges. To develop students' creative abilities, we recommend that the teacher of graphics use the book "Creativity in the lessons of drawing" by V.A. Gerver in class and extracurricular activities (Moscow, Humanitarian Publishing Center VLADOS, 1998). This handbook for drawing teachers provides a detailed analysis of the essence of creative tasks in drawing, the content of students' creative graphic activity and methods of its development, as well as specific instructions for teachers. The manual contains 11 types of creative assignments, most of which are not found in the published literature and have an original character. Here are some examples of these tasks:

Let's look at one of the ways to figure out a graphical solution to a plug design problem in Figure 3.

Homework. Draw a clear picture of the plug that tightly closes any of the holes in the board and passes through them at the same time (Figure 3). Draw the plug in right-angled projections.

Procedure for solving the problem. For plug plugs, the hole-closing device with the largest cutting surface is selected. This piece can be cut, cut and engraved to fit the contours of a small hole. In the example under consideration, the surface of the square hole 1 is large. This hole can be tightly closed with a cube with equal sides (Figure 3). Excess pieces are cut so that the cube can pass through 2 holes in the board (Figure 3). Finally, the resulting product must be ground and ground in a cylinder so that it passes through the round hole 3. A clear picture of the shape of the plug that meets the condition of the case is given in Figure 3.

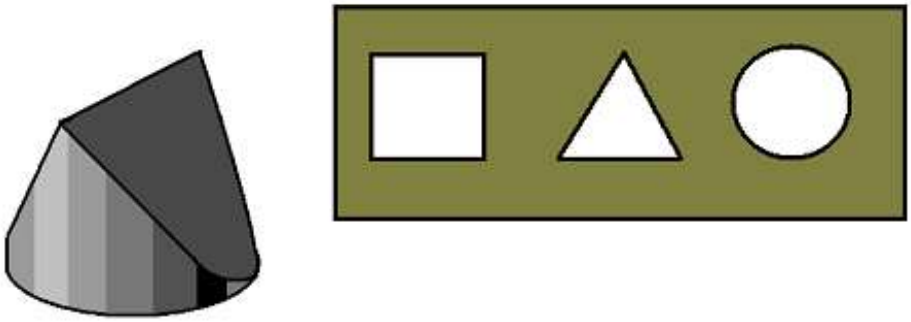


Figure 3

There are many examples of graphics being widely used in all walks of life. This means that everyone, regardless of their profession, must have acquired certain graphic knowledge and the ability to apply it in practice. Graphic literacy of anyone whose profession is not directly related to engineering or graphic arts activities, practical useful topics of technical drawing: "Views, cuts, cuts", "Sketches", "Assembly drawings", " Construction of spreads ",“ Axonometric projection and technical drawing ”.

A person's graphic culture is assessed by his general graphic literacy, acquaintance with the "Perspective" section and artistic graphics (drawing), knowledge of the basics of computer graphics and an understanding of general issues in the history of graphics and its current state. Graphic literacy develops figurative and logical thinking skills in people.

It was found that the level of graphic culture of the members of the society depends on the level of technical development of the society. Therefore, from the very beginning of the formation of the education system in schools in the territory of Uzbekistan, students began to be taught the basics of drawing. If we look at the history of graphic culture in the territory of Uzbekistan, the images of historical architectural monuments, examples of folk arts and crafts prove that graphic culture is highly developed here since ancient times. Although the prohibitions and restrictions of Islam have been reflected in the predominance of geometric and floral patterns over the last millennium, they have demonstrated the great achievements of folk art, handicrafts, construction, and applied sciences.

In addition to drawing, the humanities, polytechnics, creative and general cultural disciplines are taught in the school in the form of drawing, folk arts and crafts, technical creativity, artistic design and technical and artistic design. have to go. Then, along with a thorough graphic knowledge, students will develop a high graphic culture.

References

1. Ruziyev E.I, Ashirbaev A. Methods of teaching engineering graphics., "New Age Generation" T .: 2010.
2. Rakhmonov I and b. A set of exercises and problems from drawing. “Teacher”. T .: 1990. - p.
3. Ruziev E.I. Problems of formation of students' graphic literacy and creative abilities in drawing lessons. Training of pedagogical staff: historical, modern and perspective. Republican scientific-practical conference, T .: 2015. - 439 - 440 b.
4. Achilova D.A. Modeling the educational process at the university (on the example of the discipline "descriptive geometry and engineering graphics"). Diss. Doctor of Philosophy (PhD) in pedagogical sciences. T.: 2020. - 180 p.
5. Vorotnikov I.A. Entertaining drawing. Book. for students Wednesdays. school, M.: Enlightenment, 1990. - 223 p.
6. Rassokhin V.V., Rozov S.V., Tselinsky S.A. Entertaining tasks for projection drawing. Publishing house of machine-building literature, M.:, 1962. - 169 p.
7. Gerver V.A. "Creativity in drawing lessons". Moscow, VLADOS Humanitarian Publishing Center, 1998.
8. Pugachev A.S. Drawing puzzles. Leningrad, 1965. - 164 p.
9. Ruziev E.I. Graphic training in the system of continuous education of the Republic of Uzbekistan. Tashkent: Fan Publishing House, Academy of Sciences of the Republic of Uzbekistan, 2003 - 170 p.