

## DRAWING TEACHING METHODOLOGY AND PEDAGOGY INTEGRATION

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### ABSTRACT

In this article, opinions were expressed about the relationship between drawing teaching methodology and pedagogy.

**Keywords:** pedagogy, drawing, didactics, material, teaching, spatial forms, general methodology, special methodology

It is known that the science of teaching methods is called didactics. Drawing teaching methodology is a branch of pedagogical science and it is considered a scientific science.

The process of knowledge of the objective world requires knowledge of the laws of education and training. Drawing methodology is a science that organizes the learning process that ensures the commonality of education and upbringing, the content of materials, teaching methods, rational methods of performing graphic works in increasing the graphic literacy of students.

Drawing methodology has a special place among other disciplines as a branch of pedagogical science. Drawing methodology is divided into general and private. The general methodology of drawing is considered the theory of private education. The general methodology of drawing includes the following issues.

1. Drawing as a study subject, its knowledge and educational content determination; The role of drawing in the school education system, its tasks and specific features.
- 2 To reveal and confirm the content of the rationale and education of the drawing education program.
3. Development of methods and forms of education organization to ensure students' knowledge, skills and competences.
4. Inspection of educational-methodical tools and development of drop-down methodical tools.
5. Develop methods of verification in the field of drawing methodology: defining concepts, terms, determining the relationship of drawing methodology with other sciences. In this way, the general methodology of drawing examines the laws of purely pedagogical phenomena.

The special methodology of drawing has special goals and tasks, and based on the laws given in the general methodology, it solves the problems that show the practical aspects of teaching drawing, i.e. specific ways. In the special methodology of drawing, the sequence of learning topics, recommendations on training manuals, graphic tasks and exercises for independent work are given. The process of teaching drawing is seen in connection with all its components, that is, the content of the course, in connection with its issues, teaching methods, in connection with its content, equipping and organizing the learning process, its content and it is necessary to build with methods.

The task of the general methodology of drawing is to develop the theory of education and reveal the laws of teaching drawing as a subject.

Drawing methodology is connected with didactics, because the specific aspects of drawing teaching are revealed on this basis.

Specific issues of the theory of education are seen in the drawing methodology in relation to didactics. That is why drawing methodology is private didactics

they say

Pedagogy and methodology are closely related to psychology as a branch of pedagogical science, because drawing is based on the laws of engineering and pedagogical psychology in improving the teaching process. These are manifested in mental processes such as perception, reduction, memory, development of observation and spatial thinking, formation of an image of spatial forms. It is necessary for the teacher to always check the students' response to the pedagogical influence on the students and make corrections to their work. Educational and methodological issues and checking the students' activities are closely related to the mental activity of the students. In turn, psychology relies on the results obtained through observations during the formation of graphic knowledge, skills and competences in students.

Methodology interacts with psychology in the same way as its connection with didactics.

At the same time, the drawing methodology must be connected with drawing geometry, which is the theoretical basis of drawing, because in the process of developing the methodology of passing topics, theoretical foundations cannot be bypassed.

Special forms of scientific investigation are conducted to improve the teaching process and create effective teaching methods.

The method of drawing has the important importance of checking the process of formation of the ways of educational works and the formation of movement skills of a number of students in the process of performing graphic works.

It is known from the observations of the tests that students who have just started drawing require a lot of effort to complete the drawing. Therefore, it is very important to develop the student's movement methods while drawing.

Common methods of motion graphics testing include: hyclography recording motion kinematics: genzometry and piezometry to record the level of light consumption or construction, chronometerage to record the time;

oculography - recording of the cost of the eye in the process of visual perception;

One of the main goals of modern lessons is to teach students to think creatively. The problems of improving the teaching methodology are related to the careful selection of the most effective methods and methods of teaching, the activation of students' thinking activities, and the formation of spatial imagination in the process of reading and making drawings in students.

The improvement of graphic preparation of students depends on how quickly and successfully the restructuring of education is carried out on the basis of advanced ideas received in recent years.

Currently, in addition to the creation of a new drawing program, scientific and methodical works are being carried out in the field of searching for ways to develop the mental activity of students. It is related to the improvement of teaching methods and the improvement of the effectiveness of the pedagogical process, as well as the determination of ways to improve the students' cognitive activity. In the implementation of this task, an important role is played by the proper organization of the students' educational activities and the creation of rational methods of graphic activity in them. This requires great pedagogical effort from the teacher. The pedagogical efficiency of teachers can be increased by involving them in new forms of work, by identifying the most effective teaching methods and testing them in practice.

In recent years, teachers have achieved great success in the field of organizing students' independent work on handouts, activating students' educational activities and engaging them in solving creative problems.

In the process of teaching, further improvement of the work done in the field of development of students' thinking is related to the rational organization of students' educational work. It is necessary not only to provide these students with a system of knowledge, but also to form in them rational methods of thinking related to solving various graphic problems.

In methodology and pedagogical psychology, great importance is attached to the selection of the most basic methods of learning, students use such methods as solving common tasks, analyzing drawings, and reading with the help of these methods.

Graphic works affect the activation of mental activity of students from two sides. On the one hand, it depends on the development of visual thinking of students, and on the other hand, it depends on the development of logical thinking.

In the process of teaching drawing, importance is attached to the development of visual thinking and spatial imagination of students.

It is necessary to work on the development of logical thinking, the methods of comparing different views of imagination, various objects, objects and images, etc., their important signs on the basis of distinctions and comparisons, combining new material with induction in the presentation of new material.

One of the main issues of teaching drawing in secondary general education schools is the development of spatial imagination in students. Due to the insufficient development of the imagination of spatial forms, it is very difficult to teach and teach students who have entered higher technical educational institutions.

The development of spatial imagination in drawing lessons can be as follows: firstly, to develop the ability to clearly imagine the geometric shape of an object familiar to them when completing the task of making a drawing of an object and reading a given drawing of it;

Secondly, to expand the range of spatial concepts, to make them solid and systematic.

Another important issue of drawing education with the development of spatial imagination is the issue of developing students' spatial imagination. If the ability to imagine new spatial images based on the accumulated reserves of spatial imagination during the execution of drawing lessons is not sufficiently developed, it is impossible to fully depict something graphically, and training in drawing techniques will not help in any way. The graphic image, which is a means of imagining and expressing forms, and the activity of the mind relate to each other in the same way as to the thought of speech, that is, if there is no thought, no eloquence will help.

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