

## METHODS OF CREATING A SYSTEM OF GRAPHIC DESIGN ASSIGNMENTS FROM DRAWING

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### ANNOTATION

In the theory of graphic assignments, such terms as "assignment", "teaching assignment", "knowledge assignment", "creative assignment", "practical assignment", "usual assignment", "problem" are also used side by side with such terms as "exercise", "independent work". To determine the essence of the "creative graphic task", to give it a didactic, methodical definition, we first give a description of the definitions given to the concept of teaching assignment in psychology, didactics, methodology.

**Keywords:** Graphic assignments, material production, creative graphic assignment, object, social assignment, test, educational problems, contemplation, imaginative thinking, psychology, methodological principles.

### INTRODUCTION

Conscious activity of people, thinking, mastering and improving knowledge is a phenomenon that is inextricably linked with assignments in a broad sense, with teaching assignments within the framework of our subject. The task is closely connected with the educational tasks of all spheres of human activity – material production, science, the basis of science – as it relates to the mastering of educational subjects, each direction of the activities of the reader – both recalling and creating, the study of knowledge and its application to various educational situations, and the generalization and self-assessment of knowledge. For this reason, assignments are regarded as an educational goal, tool.

In the theory of graphic assignments, such terms as "assignment", "teaching assignment", "knowledge assignment", "creative assignment", "practical assignment", "usual assignment", "problem" are also used side by side with such terms as "exercise", "independent work". To determine the essence of the "creative graphic task", to give it a didactic, methodical definition, we first give a description of the definitions given to the concept of teaching assignment in psychology, didactics, methodology.

When scientists analyze the concept of assignment, they analyze the categories of motivation, attitude, purpose, circumstances: motivation – it creates the relationship between the student and the teaching assignment, leads the students to the goal, and the actions-to-work. According to the attitude, purpose, conditions given in the assignment, the assignment is accepted, charged. Attitude, purpose, conditions of action constitute the internal content of the assignment. To the concept of assignment was again described as follows: assignment is a goal, which is given on the basis of a certain condition. They used such concepts as "need", "motivation", "activity" in the exercise of the characteristics of assignments. The need, they say, triggers activity, while the motivation motivates the person to the activity. In human activity, behavior, methods of activity are distinguished. The first of these – the behavior is aimed at the

goal to be achieved, the second-the methods of activity are aimed at the conditions for the realization of the goal.

In the case of assignment, theekt (acting on the assignment) and the obyekt (the assignment given to perform) are valid within the framework of interaction, satisfying the emerging need. This phenomenon is valid only in the presence of an assigned position. The assigned position determines all the actions of theekt, yangect updates the given position, o'zgar change seeks to satisfy its own needs.

In the assignments, the experiences of mankind are recorded, at the same time they are considered a means of renewal and further enrichment of material and spiritual wealth. They are used by all professionals. Based on the idea to study assignments in the same source divided into three groups:

a) Socio-production assignments. All professional people put such assignments before themselves and solve them. By setting socio-production tasks, the environment that surrounds us, society is developed;

b) Assignments on scientific knowledge. They say that these are usually scientific problems. The problem is that the question seems to be such that its answer can not exist among the knowledge of science. From solving the smallest problems in science, to solving tasks of World importance is to put and execute scientific problems. The main task of scientific problems is to explore new knowledge, methods of activity by studying the phenomena of Nature, Society and consciousness;

C) Educational-cognitive assignments. Such assignments are put in the educational process. They are developed through the personality of the reader.

Based on the following research, it is possible to base a system of creative assignments on the subject of drawing. To do this, it becomes necessary to further clarify, limit the meanings of the basic concepts used in the theory of assignments. This kind of imagination allows you to note the following types of "task".

1. Social task-tasks aimed at further development of the material basis of society, further improvement of material production. All occupants of this kind of assignments are put before themselves, perform.

2. Assignments in the field of science. Such assignments are determined by the personnel of the science for himself and perform them. They are considered science problems. By answering the question posed in the form of a problem izlash, the use of Science and its use in practical activities will be further improved.

3. Assignments used in educational and educational conditions. Representatives of all educational subjects apply such assignments to education, realizing the goals set out in the education.

The term "teaching assignment" is a general, contextual, multifaceted category applied in the field of psychology, didactics and Mathematical Sciences. Taking into account what the teaching assignments are intended for (the knowledge and thinking studied), we divide them into two groups: tasks designed for recall (memory) and tasks for creativity (thinking).

In the application of memory-oriented assignments to education, the preparedness of students in the context of this or that subject is taken into account.

Exercise is a teaching assignment in which knowledge, methods of activity are performed under the same conditions of training, either in the context of this or that subject. In the process of training, knowledge is reduced to memory; the knowledge that is reduced to memory is applied to the training state in which the method of activity is said (given); as a result of the exercise, the subyekt (person) activity is improved. Referring to this phenomenon, some experts use the phrase "exercises are done". The training task is performed, exercises are performed. By carrying out the teaching task, the student will be able to find a solution to the issue, improve his knowledge, methods of activity by doing exercises.

Training is the same knowledge, it means repeating the method of activity under the same conditions. The essence of it is a simple repetition of behavior, through which he or she further improves the quality of activity.

Test assignment-" test " (English-test-means to test, check, study, learn). In psychology and didactics, "standardized assignment" means an assessment of the readiness of students, depending on the result of the examination. The Test is a means of checking the knowledge, skills and competency of students, experience of creative activity, relationships formed in the student.

In the application of thought-provoking assignments to education, students engage in creative activities. Educational tasks, structured in memory, serve for further improvement of the sections studied (as well as being studied), educational tasks, structured in thinking, for the development of creative abilities of students.

Creative tasks are diverse, they differ from the types of tasks that are performed by memorizing the teaching tasks, because they are structured with the purpose of the thinking of the students, the development of creative abilities in the studentstirishga is directed.

We aimed at analyzing creative assignments into three groups according to the activities of the students. These are creative independent work, creative exercises, training problems.

- A) creative independent work differs from other types of creative tasks in two aspects: the availability of operational (immediate) organization and the ability to continue educational and cognitive activity. Consequently, creative independent work is such a means of education that by applying it to education
- Reading, enthusiasm for learning will continue, motivation generated within the framework of the lesson will continue to be provided;
- Brings knowledge, knowledge, skills to know the circle of students;
- Prepare the ground for the independent continuation of students ' activities on the educational material under study;

□ Facilitates students to the head of the activity to a certain extent.

b) Creative exercise. one type of exercise-exercises for training, which were designed for memory, was characterized by examples. Always remembering the knowledge and practicing will cause boredom in the education of the students. In the process of training, creative exercises are used to eliminate the boredom of students. Well, how to understand a creative exercise?

Creative exercise differs from non-formal exercise in its two characteristics: testing the learned knowledge in a new way in training situations; expanding the range of learned knowledge. The next feature is seen in didactics as a cumulation phenomenon: "according to the cumulation phenomenon, when the reader repeatedly returns to the previously studied educational

material, he enriches the scope of his understanding with new knowledge, imagination, facts, connections."

C) Educational problems – "set of educational tasks", which can be imagined in the form of a system of creative tasks.

In order to further clarify the methodological features of creative assignments, which are used in drawing lessons-we bring the table:

Creative graphic task types from drawing

Types of creative tasks	Distinctive features of creative tasks	The task that creative tasks perform in the educational activity
Creative independent work	Development of the euristics capacity of educational and cognitive activity	To ensure the continuation of knowledge activities within the framework of the subject under study
Creative exercise	Expansion of the phenomenon under study with new information	Application of the learned knowledge in New learning situations
Educational problem	One purpose-oriented learning assignment system	Finding new knowledge, methods of activity within the framework of the topic

2.3 table Taking into account the stages of the educational process, we note the following functions of creative assignments: readiness to receive new knowledge at the preparatory stage; analysis of the main features of the phenomenon under study at the stage of direct perception of knowledge; application of the knowledge learned at the stage of consolidation to similar educational situations; use of knowledge and skills in From these it becomes clear that, like other types of teaching assignments, creative assignments also perform tasks of solving a variety of tasks. So, creative assignments are a multifunctional methodological phenomenon. Understanding the content of creative tasks, understanding the stated goal in them, interpreting the work that the task performs in the activity, applying the methods of activity to the performance of the task(s) also increases the opportunities for managing educational and cognitive activities. Management of educational and cognitive activities-this is "... it is the leadership of the student to move from one type of activity to another and on this basis to move from the lower level of mastering the instructional materials to the higher level."

In the theory of teaching assignments, the problem of preparing a system of assignments is considered one of the most urgent.

Bunda educational assignments, in the same case, various points of view of the preparation of the creative system of educational assignments are analyzed: F.B.Sushkova studied the didactic requirements that must be observed in the preparation of a system of graphic meaningful assignments. He wrote that one of the most basic points of view of the application of assignments to education in the literature is that tasks described in a natural (Live) language are of little importance to explain in an artificial language, for example, by means of graphs, teaching students to interpret graphs drawn up on the content of the assignment has been ignored. "Any assignment consists of a specific condition, a question, an unknown to be sought. These are the components of the assignment. It is possible to substantiate their system by studying the construction of teaching assignments."

F.B.Sushkova studied the composition of teaching assignments and divided into three types of graphically meaningful assignments:

- 1) Prepare a graph of the given task;
- 2) Structured graph interpretation;
- 3) Prepare a new graph based on the commented graph.

So, F.B.Sushkova studied the composition of the teaching assignment and put forward the idea of preparing their system.

In the organization and implementation of drawing lessons, it is necessary to pay attention to the content of a number of activities, such as cognitive activity, spatial imagination, logical and imaginative thinking, creativity. Creativity in this regard is the main factor in the development of the ability to create innovation.

Innovation can be subektiv and weather. If the novelty is only relatively new to the creator-subektiv, the first created innovation-obektiv is called innovation. Accordingly, bringing innovations to vjudu, that is, designing something new, requires special knowledge in many sciences, including architecture, design, etc. In the drawing lessons, the practical introduction of the design elements implies a new form of their technological process, weight reduction and design requirements with the replacement, sliding and twisting of the spatial States of various parts and details, constructive elements in the composition. This is of course a subjective novelty.

The use of creative issues in the development of the student's creative activity in drawing lessons is one of the most optimal, productive and effective tools.

**From this point of view, in the preparation of a system of creative assignments from drawing, it is necessary to rely on the following methodological principles:**

- Compliance of educational tasks with the educational material creative thinking;
- Compatibility of educational assignments with the age, interest of students, opportunities to know creative / <url>;
- Consistent assignments;
- Logical linkage of assignments in educational literacy;

Finding logical end of assignments.

In the preparation of a system of creative teaching assignments from drawing, the following methodological principles are observed.

**1. Compliance of creative teaching assignments with instructional material.** The teacher manages the activities of the pupils, proceeding from the requirement of equality of the assignment with the content of the teaching material. This principle is carried out by observing the logic of full mastering the content of the training material.

**2. The relevance of creative teaching assignments to the age, interest, cognitive abilities of students.** This principle is designed to implement the requirements for the organization, management, control of educational and cognitive activities of students.

**4. Consistency of assignments.** This principle determines the characteristics of the interaction and order of processes.

**5. Logical linkage of teaching assignments .** By adhering to this principle, the duration of the pupils' assimilation is carried out. At the same time, this principle is considered the criterion for managing the ease and difficulty of teaching assignments, simplicity and complexity.

**6. Logical completion of educational tasks.** This principle was based on the idea of the systematization of students' assimilation and studied the pedagogical requirements for the set of educational tasks. Eksex, he wrote, states that there should be all types, types of teaching assignments that can meet the requirements for the formation of knowledge, skills, skills that correspond to the creative and non-creative work of students, are inextricably linked with the types of lessons and its stages, providing the cognitive needs of both the classroom community and the individual student.

- In addition, it is possible to distinguish the following types of creative tasks that are used in the process of drawing education:
- Examples and issues by the authors to draw up and change them in assignments to read the denial Dior;
- Assignments and issues according to one character groups examples lesson;
- How to compare homework;
- Failure to perform tasks that are insufficient;
- Multi-tasking solution;
- Assignments with a non-standard solution;
- Assignments of a logical character logical reasoning;
- Change of the spatial state of the subject (change of the form of the subject or the state of the spatial object);
- In connection with the execution of assembly drawings, reconstruction of the image is performed,
- Partial replacement of them;
- Design issues with elements of design application;

Objects of creative nature, to which it is desirable to perform all the drawings necessary for them and descriptions.

These issues are based on the didactic principle from simple to complex, a system of differentiating them according to the level of complexity has been developed.

**Level 1:** issues with reproductive character;

**Level 2:** students' creative ability issues at a low level;

**3-level:** issues that enable a high level of students' creative abilities.

In the organization of drawing lessons, it is necessary to direct students to creative activity. Consequently, drawing education is entrusted with the task of educating an active, creative aspiring person.

The development of creative activity is necessary not only in the successful execution of the educational process, but also for the implementation of educational tasks, which ultimately plays an important role in the development of the intellectual abilities of studentstirishga, respect for labor and the upbringing of their enthusiasm.

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