

FORMATION OF SPATIAL IMAGINATION THROUGH DIDACTIC GAMES IN DRAWING CLASSES

Madaminjon Ergashev

Teacher of Kokan State Pedagogical Institute

I. A.Raxmonov

Teacher of Fine art and Drawing of the 1st General Education School of the Okkorgon District of the Tashkent Region, Youth Coach Who Served in the Republic of Uzbekistan

ANNOTATION

In this article, opinions were expressed about the formation of spatial imagination through didactic games in drawing classes.

Keywords: drawing technology, game, find the most correct, quick opening of imagination to help teachers to organize drawing classes based on pedagogical technologies in order to achieve efficiency through didactic games in forming students' graphic ability and spatial imagination in drawing classes, to achieve creative results in the lesson provided. It describes methods of working with students in drawing classes. It is appropriate to teach graphic design tasks, use didactic games and exercises, work with tasks that increase students' interest in drawing, conduct practical and theoretical work.

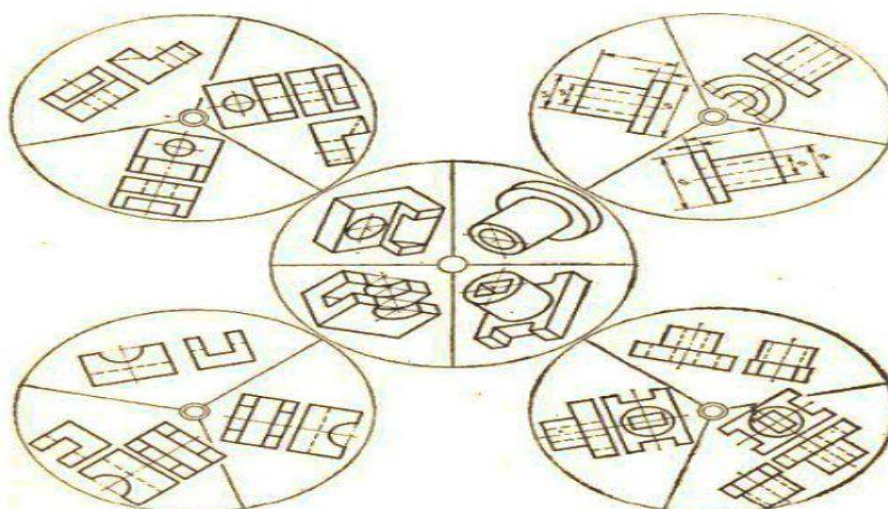
The use of didactic games in drawing classes is important for developing students' minds, for practical independent work of graphic drawings and improving their skills.

In the process of didactic games, students learn to strictly follow the rules of the game, their feelings of intelligence and worldview are formed.

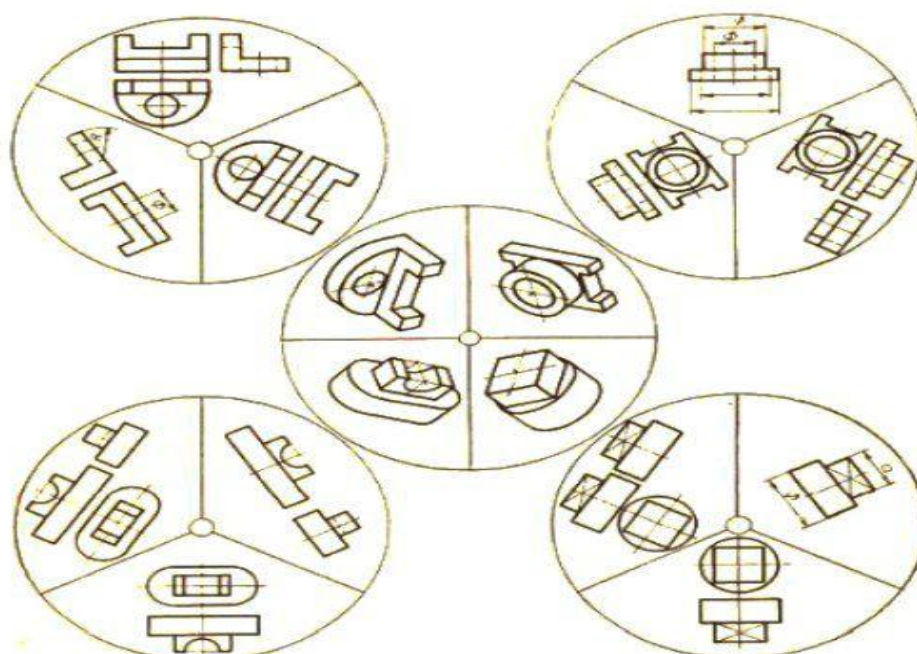
In the educational process, didactic games should be organized according to the characteristics of students. and this is aimed at facilitating the provision of knowledge to them, providing demonstration, and making it possible not to bore or bore the students

Didactic games help students to effectively manage learning activities, to easily acquire graphic knowledge from drawing, and increase their interest in learning.

Of course, this topic, which has a short volume, cannot cover all the questions fully and in detail, but the methodical recommendations and examples of tasks given in it will help the teacher to organize drawing classes using different methods and these we can see in the example of the following didactic games. the game of finding the most correct one: the condition of the game. To find the most correct one among several views corresponding to the clear image of the detail. Purpose. Formation of students' knowledge and skills of reading and analyzing drawings, content of knowledge about standard requirements. details. five circles with a diameter of 300 mm are made and one is divided into four by its diameter, and the others into three. Clear images of four different details are drawn on one. three different views of each detail are drawn in the remaining circles and placed as shown in Fig. 1 a, b. The circle in the middle should not move, but should rotate around the axis in the center of the surroundings. (Figure 10)



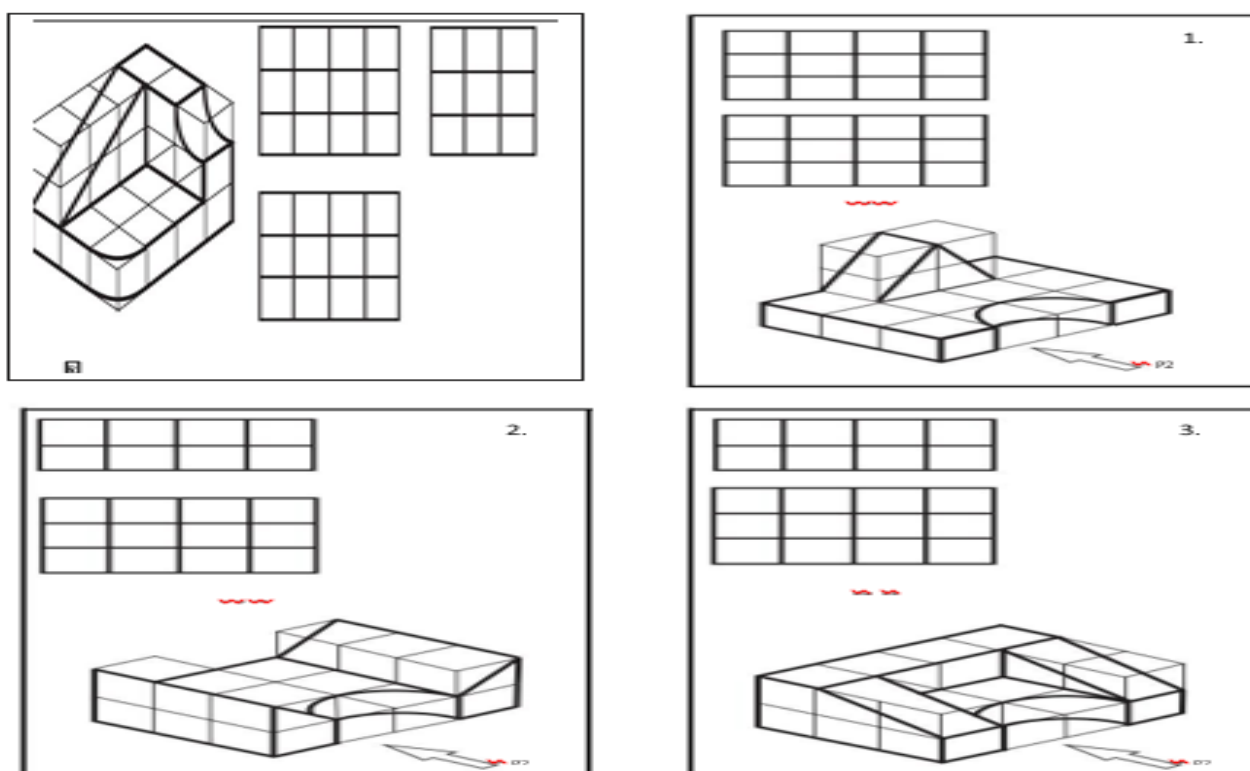
Game details. The teacher shows the clear images of the four different details drawn in the fixed circle in the middle, finds the most correct view among the three different versions depicted in the surrounding rotating circles, and chooses the middle detail says that it should be adjusted to the obvious image. It is emphasized that it is necessary to pay attention to all the standard requirements in drawing when performing this work. If students struggle to find the most correct option among the three different views, they are reminded that the standard requirement, that is, to try to describe the detail through the least number of views. The student who is the first to determine the most correct views corresponding to the clear images of the details is the winner.



Game to increase the imagination: The condition of the game is to build an orthogonal view of the detail based on the axonometric projection of the part, through its frontal and horizontal projections, the missing projection through its views, that is, the profile through the indicated arrow to find the appearance. The goal is to teach students to think correctly about their

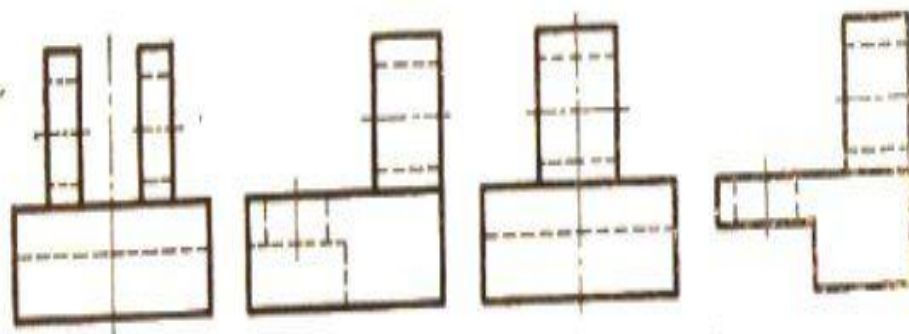
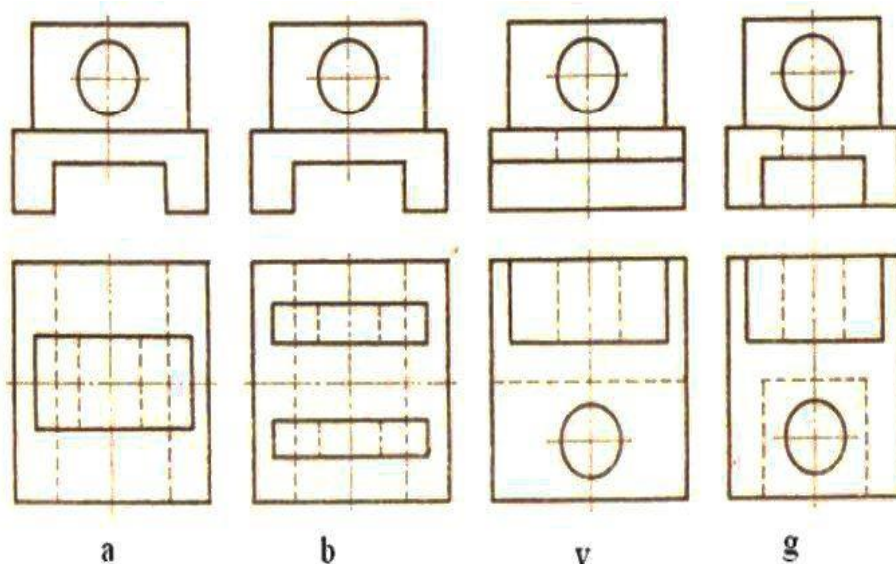
appearance in the drawing and to inculcate the skills of doing this work and to explain how they can be prepared and processed in other ways.

Detail of the game: the teacher says that it is necessary to correctly choose the head view of the detail or model, based on the original copy or clear image, and the teacher gives the students a handout, and the students start working on the given graphic task. but it is better to draw on the board to improve students' drawing skills. Before starting the game, it is recommended to conduct several exercises with the students on determining the head view of the detail. the teacher ends the game by announcing the winning students and summarizing the mistakes made.



Guess: The condition of the game. Finding the third view of the detail based on the given two views. The goal. to teach students to read drawings and analyze their views, intelligence and resourcefulness. Improving their drawing skills. Equipment. poster-drawings in which two views of the details are clearly visible to all students in the class (Fig. 1). facilities for placing third views next to each main view. the third views of these details are drawn and mixed (Figure 2). In order to help the students to identify the third views of the details, clear images (Figure 3) or models of these details are prepared and hidden. Details of the game. a drawing depicting two views of details is hung on the board. The teacher calls one of the students and asks them to quickly find the third view of one detail in the drawings. and the student reads two views of the detail from among the drawings, finds the corresponding third view and places it in the device in the drawing. The game will continue in this order. during the game, if the students have difficulty finding the third views of the details, they are shown clear images or models that have been prepared and hidden in advance, and they are asked to show the details that match

these two views. if the student can find it correctly, it will be easier to determine the third view of the detail. The teacher declares the students who completed the work quickly and accurately as winners. Note. before starting the game, if you choose details that are very different from each other and practice finding their third appearance through two appearances, then if the difference between the details decreases, it will be easier to find the third appearance of the detail. it is recommended to pay attention to gradually increasing the complexity of the details selected for the exercise.



In short, the main goal of teaching drawing in general secondary schools is to teach students to make simple technical drawings, read them and express their thoughts through graphic images. In this regard, the effect of games like the above is huge.

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