

## METHODS OF USING INNOVATIVE TECHNOLOGIES IN THE TEACHING OF DRAWING IN THE CONTINUOUS EDUCATION SYSTEM

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<b>A B S T R A C T</b>	<b>KEYWORDS</b>
Mazkur maqolada uzuluksiz ta`lim tizimida chizmachilik fanini o`qitishda innovatsion texnologiyalardan foydalanish usullari haqida fikr-mulohazalar bildirildi.	method, lesson, conversation, debate, data bank, "Brainstorming", "Cluster-Network", "Sunflower", "Boomerang", "Muzyorar", "Presentation-Presentation"

The subject of drawing, along with other subjects in general secondary schools, serves to educate students in a comprehensive way and make them perfect people. The science of drawing is a science that teaches to perceive the internal mental experiences of a person, thoughts, dimensional and shape changes in nature in spatial imagination and express them through drawings. Using the impressive power of his lesson, the teacher can achieve his goal through various methods, forms and tools in order to increase the spiritual, moral and artistic culture of students. Today, the interest in using new pedagogical and information technologies, interactive methods and innovative lessons in the educational process is growing. One of the main reasons for this is that, until now, in traditional education, students were taught to acquire only ready-made knowledge, while modern technologies allow them to search for, independently study and analyze the acquired knowledge, and even draw conclusions. also teaches them to create themselves. Nowadays, in teaching using modern methods, it is required that the teacher strives for skill and creativity and thereby contributes to the development of the field of education. Identifying gifted students through the use of non-traditional teaching methods, creating an atmosphere of self-confidence from idle students, friendship, mutual affection among students in the class As a result, a factor for the formation of consensus is created. When using new pedtechnologies and interactive methods, the teacher first familiarizes himself with the purpose, content, methods of application, and conditions of these technologies, and then, based on the methodological features of his subject, fully, partially, or will be able to apply some aspects to their lessons. Training conducted in an unconventional way has a positive effect on the quality and effectiveness of the lesson. In this regard, methods such as classification, working with a group, conversation, debate, data bank, "Brainstorming", "Cluster-Network", "Sunflower", "Boomerang",

"Muzyorar", "Presentation-Presentation" are used. based on the essence of the content - a good result according to the principles of attracting the child's attention, not boring him, working in harmony, encouraging him to study, comparing his opinion with the opinion of others, starting a sincere debate, and encouraging him to be active will give. In drawing classes, interactive methods can be used in control work, organizational part, asking for homework, strengthening a new topic, repeating and identifying the BKM acquired by students.

## **Brainstorming method**

"The phrase "brainstorming" is derived from the English word "Brainstorming". "Brain" means brain, "Sterling" means attack, storm, excitement. Calling this technique "Brainstorming" reveals its true meaning, but it is more appropriate to call it "Brainstorming". This technology can be used in drawing classes. For example, recent and long-passed topics are asked in the form of quick questions, students' memory is strengthened through short answers, knowledge given in the lesson is sharpened, and skills and competencies are formed. Ingenuity and sense of responsibility are inculcated in students.

## **"Presentation-Presentation" method**

In the presentation, the work done by each student is evaluated through his demonstration. The teacher creates conditions and importance for the presentation of the activities, knowledge and achievements of the participants. Qualities such as self-management, learning through mistakes, and learning through demonstration of one's work are formed.

According to the success of the presentation, the renewal of thoughts and ideas, the development of free thoughts, and the conclusion of the audience, the student will learn about his achievements and shortcomings. The creative "Exhibition" of students' drawing works, organized during the quarterly supervision, testifies to the importance of this method. The reason is that it is more convenient and positive to determine the creative, practical and theoretical knowledge, skills and abilities of students acquired during the quarter through the "Presentation" method.

## **"Networks" or "Cluster" method**

Brainstorming is a pedagogical strategy that helps students learn about a topic in depth by teaching them to freely and openly group relevant concepts or specific ideas into a coherent sequence. Thematic branching is organized as follows.

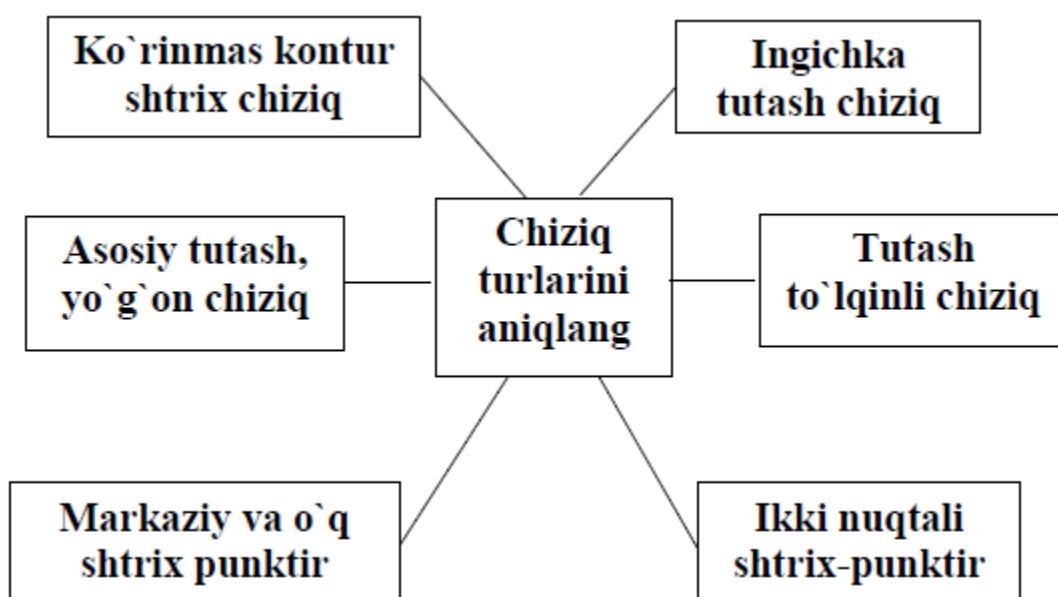
Any thought on the topic that comes to mind is expressed in one word and written in sequence.

Thoughts continue to write concepts.

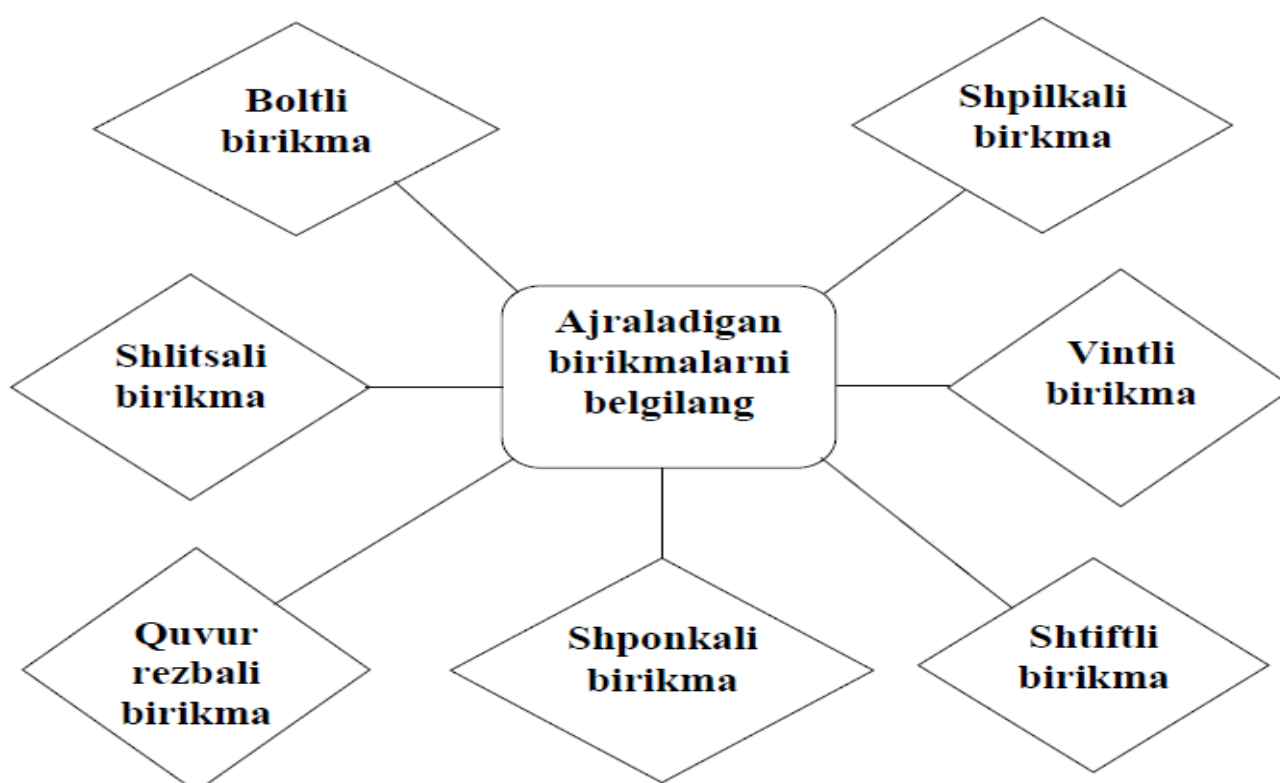
In the lesson, it is necessary to try to increase the interdependence and sequence of thoughts as much as possible.

After the proposal, idea, thoughts are written down, the teacher reveals the true nature and content of the problem or topic raised on the basis of the notes.

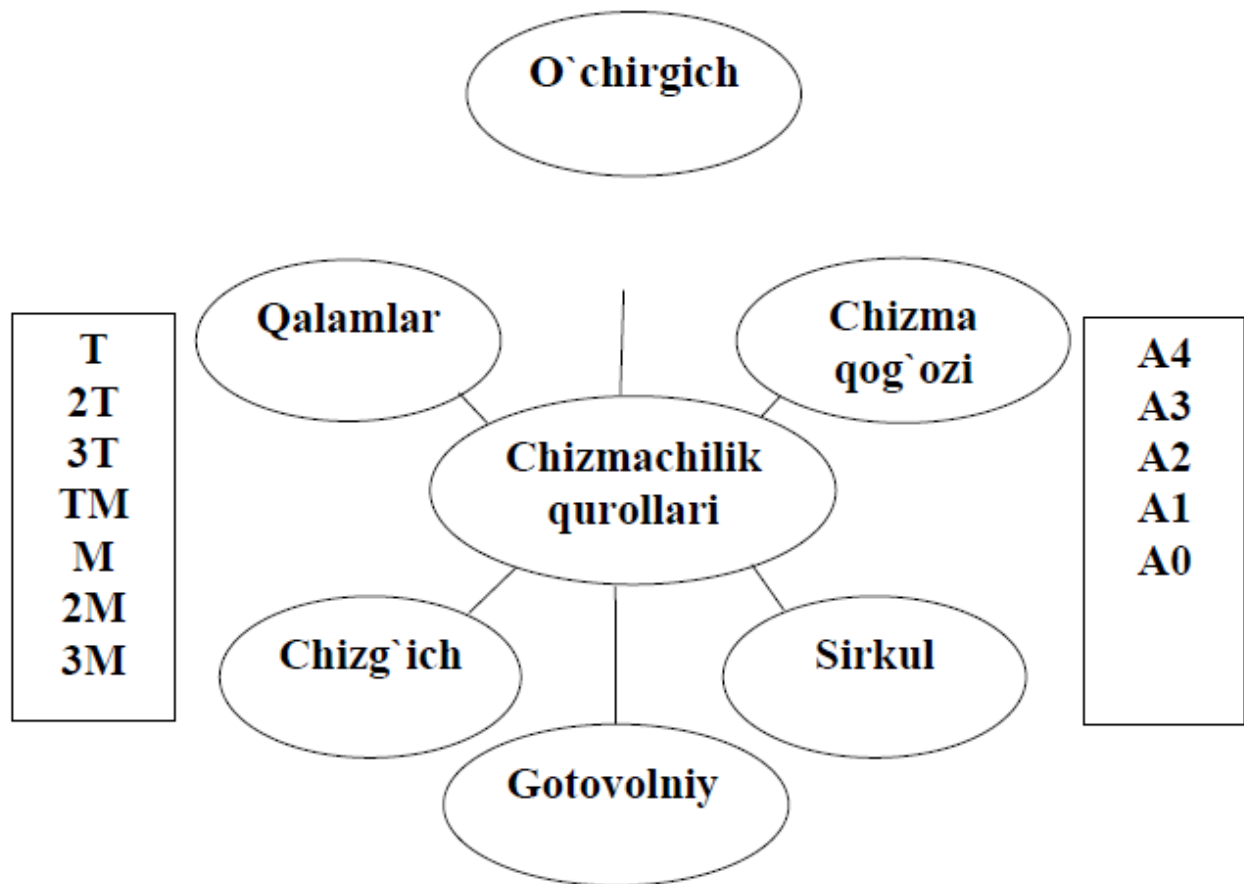
**For example:** "Define line types? **8th grade**



For example: "Mark the separable compounds? 9th grade



"Sunflower" technology



First, students are divided into groups. These groups can be named by drawing terms. For example, "Dimetry", "Isometry", "Axonometry", "Bolt", "Nut", "Format", "Circle", etc. Then, based on the topic, the teacher gives one problem to each group. Each group makes a sunflower, and in the center of it, the answers written on the leaves are glued around the circle. (A sufficient amount of paper leaves should be prepared in advance). As the answers increase, the group's "Flower of Problems" will grow over time.

1. group "Axonometry". "Types of pens".
2. group "Isometry". "Types of drawing".
3. group "Dimitriia". "Format Types".

**For example:** "Identify drawing tools?"

Pupils who actively participated in the question and answer were encouraged. The problematic situation created by the "Sunflower" technology is the student's conscious struggle for new knowledge, new methods, new modern technologies and actions. If the student is not given the starting points for his creative search to overcome adversity, he will have no food for thought. So, the reader will not accept it for solving. A learner's thinking starts with describing the problem and defining it. Now, in this case, a problematic situation becomes a problem. The problem does not indicate the direction of the solution, nor does it limit it. It is a problematic issue that specifies some parameters for the solution. During the course of the lesson, problematic situations appear in the activity of the student's thinking about the topic he is learning, which motivate him to search for and master logically correct scientific conclusions.

By creating problem situations in students' thinking activities, it helps to educate formal qualities such as desire to know everything, interest, understanding, independence and creativity.

When the time comes, it should be said that today's students are children of the 21st century. At the time when globalization is taking place all over the world, science and technology are developing, it is becoming difficult to attract the attention and interest of students to the lesson with a simple lesson. This requires each of us to use new pedagogical technologies and interactive methods, modern information technologies - Internet, computer, multimedia, slides, di-projectors, etc. That's the only way every teacher can achieve his goal.