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## **METHODS OF INCREASING THE EFFECTIVENESS OF THE LESSON USING VISUAL AIDS IN THE TEACHING OF DRAWING SCIENCE**

*Annotation: Effective use of modern teaching methods and new innovative pedagogical technologies. Therefore, the teacher's preparation for the lesson is one of the most important issues to make the lesson interesting and understandable for students. Therefore, this article discusses the effectiveness of drawing lessons and how to effectively use visual aids to increase students' interest in the subject.*

*Keywords. concept, methodology, drawing, pedagogy, knowledge, interactive method, independent learning, innovation, interactive method.*

As you know, it is important to use visual aids and handouts in the organization of lessons. One of the main principles of didactics is to ensure that lessons are visual and distributed.

The main task of the education system today is to bring up a harmoniously developed generation of young people who have acquired patriotic, modern knowledge, skills and abilities and are able to take their rightful place in society.

Today, the rapid development of science, technology and industry requires raising the quality of education in all educational institutions to a new level in terms of content. This, in turn, imposes higher responsibilities and tasks on every employee of the system, especially teachers. After all, there is an undeniable fact - all efforts are ultimately reflected in the work of the teacher. Therefore, teachers are required to work conscientiously, to be responsible for our bright future, to respond appropriately to the high attention paid. This is reflected in the quality of lessons, which play a key role in the deep acquisition of knowledge by our children.

The basics of any science teaching methodology consist of three main components: the concept, the methodological system of teaching, and the evaluation of their impact.

There are different forms of organization of education in the world of pedagogical science and practice. Each new stage in the development of society has an impact on the organization of education. Currently, the following forms of education are distinguished: individual, individual-group, class-lesson, lecture-seminar and out-of-class audience, school and out-of-school. They are divided into three main types according to such characteristics as student coverage, the

ratio of collective and individual forms of student organization, the degree of independence, and the characteristics of the leadership of the learning process:

- 1) individual;
- 2) classroom;
- 3) lecture-seminar.

The teaching of drawing in grades 8 and 9 has its own characteristics, depending on the age of the students and their life and work experiences. By this time, students are consciously striving to learn. Therefore, the teacher should analyze the tasks before him, think about the optimal structure of each lesson and try to find a structure that fully meets the objectives of the lesson. The success of the next lesson often depends on how well it has performed in previous lessons, the knowledge and practical skills that students have acquired, and the amount and content of the knowledge that is being explained to them. In doing so, the teacher relies on the level of students' worldview, the ability to read independently from textbooks or popular science and technical literature.

In pedagogy, different types of lessons and different forms of teacher knowledge are analyzed. For example, lessons are divided into the following types:

1. Lesson on learning new material;
2. Lessons to strengthen knowledge, skills and abilities;
3. Repetition-generalization lesson;
4. Mixed or combined lesson.

The most common type of drawing lesson is a mixed or combined course. In addition to the teacher's presentation of the topic, it is important that students do practical work. These hands-on activities help students consolidate the knowledge gained from the textbooks and acquire the information needed to complete homework.

There is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process. At the same time, while students are still taught to acquire ready-made knowledge, modern technology teaches them to search for, independently study, analyze, and, if possible, draw their own conclusions. In this process, the teacher creates the conditions for the development, formation, acquisition and upbringing of the individual, as well as acts as a leader, a guide. In this process, the student becomes the main figure.

Innovation is an English word that means to innovate, to innovate. Innovative technologies are innovations and changes in the pedagogical process, as well as in the activities of students and teachers, in the implementation of which mainly interactive methods are used.

Interactive methods are based on team thinking and are methods of pedagogical influence that are an integral part of the content of education. The peculiarity of these methods is that they are carried out only through the interaction of teacher and student.

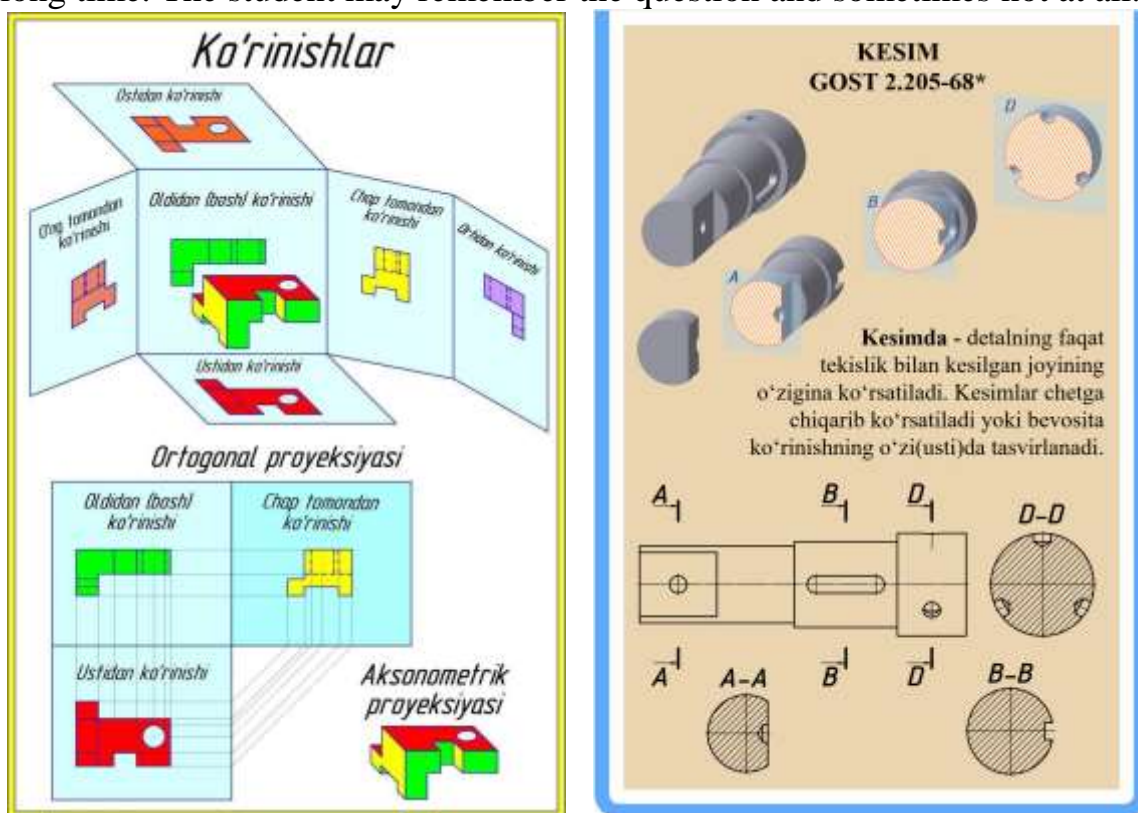


One of the components of the methodological system is teaching aids. These include textbooks, didactic aids, visual aids, and various teaching aids. Teaching aids also include computer, screen and audio, control and training programs.

Due to the nature of drawing, mastering it requires the formation and development of students' spatial imagination. Therefore, the availability of teaching aids in drawing in educational institutions, the ability of science teachers to use them appropriately, and the availability of specially equipped classrooms at the required level will help to ensure the effectiveness of education.

Textbooks (textbooks, manuals, task sets and workbooks, etc.) and visual aids used in the learning process (stands, posters and h.) is of special importance.

Oral-visual approach. It is traditional and is mainly determined by the teacher's presentation of information, the acquisition, accumulation and memorization of knowledge by students. The concept of "knowledge" is understood in the sense of information stored in memory. Such knowledge is tested by the ability to apply them (depending on the answer to the question about this information in the exam). The knowledge in this system is mainly the result of memorization of official information, which can often be superficial. They are stored in the memory, or in other words, they are remembered only when asked a direct question. Knowledge at the level of recollection is not stored in memory for a long time. The student may remember the question and sometimes not at all.



Oral-visual approach is widespread in educational institutions of the republic. In an information system, ready-made knowledge comes from the ability to impart directly to "teacher-students" regardless of their needs and level of

activity. Therefore, the main task of the teacher is to provide the necessary information and work on memorizing it.

According to V. Guzeev, a characteristic feature of the traditional methodology is characterized by some vague idea wrapped in the shell of the concept of "mastering" the educational goals expressed in the requirements of the program. It organizes the learning process based on the generalization of the work experience of the most successful teachers. An example of the pedagogical activity of advanced teachers (pedagogues) is sought for each specific situation, but a number of scientists and practitioners working in the education system say that the era of individual methodologies is over and the generalization of the experience of any advanced educators is systematic and emphasizes that it does not allow for the construction of goal-oriented, effective education.

A number of positive developments in the field of education in the country, the rapid growth of science and technology, the training of highly qualified personnel, the development of the individual, the need to ensure a high level of education leads to the emergence of contradictions between teaching methods. Therefore, it is important to use other approaches in the educational process.

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