IN FINE ARTS AND DRAWING LESSONS "USING CASE STAGE EDUCATIONAL TECHNOLOGY

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ABSTRACT
Using innovative educational technologies in art and drawing classes will be both understandable and interesting for students. Applying the case-study learning method in the study of various situations in visual arts and drawing classes is an educational process aimed at requiring learners to search for appropriate solutions to relevant problems based on normal situations taken from life or artificially created situations.

Keywords: case, case-stage, method, perspective, central projection, positional, metric.

Applying the case-study teaching method to the study of different situations consists of an educational process aimed at organizing the usual situations taken from life or requiring learners to search for appropriate solutions to relevant problems based on artificially created situations.

Case method (English Case method keys - method, Case-study case-stadi, specific situation method, situational analysis method) is a technique of forming specific skills in students using descriptions of real economic, social and business situations.

The purpose of the case-study method is to analyze a situation arising from a specific work situation, i.e., a case manifested in a specific work process, to develop practical solutions and present them with the generalized strength of a group of students.

This method allows learners to model their practical activities on diagnosing the life situation related to the subject, expressing hypotheses, identifying problems, collecting additional information, clarifying hypotheses and solving problems, and designing specific stages of their implementation.

The use of cases dedicated to specific life situations connects the learning process with real life. In case studies, learners create a learning process. In the process of interaction, their real exchange of ideas occurs. A case gives learners the freedom to analyze, compare, and problem solve.

The meanings of the concepts of case and case-study are multi-faceted, therefore, in order to reflect their main features in more detail, various tariffs have been given below.

Case 1) a statement of the situation in which learners perform life tasks for certain purposes, a set of materials that allow to understand and evaluate it, and to express the problem and search for its appropriate solution;

2) a set of additional information, audio, video, electronic carriers, educational and methodological materials on a specified topic or problem and its solution;

3) actions taken to solve the problem, their results and conclusions.

Case-study 1) is an educational method based on a problem-situational analysis of a specific real or artificially created situation, which directs students to express the problem being organized and search for options for its appropriate solution.

2) from a set of optimal methods and tools arranged in an orderly manner, which ensure the guaranteed achievement of predetermined (predictable) educational results in the process of implementing the

educational goal set in the teaching of education, information-communication, management and other fields and solving the practical problem situation described in the case is a training technology consisting of

By teaching visual arts, not only the theoretical foundations of drawing and drawing objects are organized, but also students' spatial imagination and thinking are developed. It is ensured that students can move from space to plane drawing and vice versa from plane drawing to space. In addition, the solving of positional and metric problems aimed at checking the interrelationships of various geometric shapes and surfaces is also organized. This knowledge will be needed later in the design or restoration work.

Of course, acquiring such knowledge is not easy. For this, first of all, the professor-teacher must be a strong scholar, methodist and guide students to independent work.

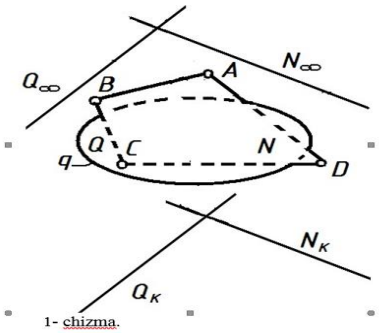
Currently, various pedagogical and information and communication technologies are used to educate the young generation. All tasks, exercises and tasks given to students should be in accordance with the existing state educational standards, and should create an opportunity for students to fully demonstrate their knowledge, skills and abilities. In the process of training, teachers should be able to gradually release students from responsibility to become individuals who encourage independent learning (Fisher, Frey, 2008).

When teaching students how to solve positional and metric problems in the central projection method, “the Case-study” method can be used to direct the student to independent thinking and independent solution of existing problems.

Based on the essence of this method, when solving positional and metric problems in perspective (central projection), it is possible to put the solution process of some problems before the students as a problem and involve them in determining its solution independently. Below is the content of a case study designed to solve one positional problem.

determining the line, or determining the intersection point of a straight line with a plane is a positional problem. The theory (algorithm) of solving these problems is widely used to make shadows of objects and to determine the line of intersection of two surfaces. That is, these issues are basic positional issues. However, in order to solve these problems, a strong spatial imagination is required to identify the invisible parts of the object and correctly depict it in the drawing. Especially in central projection (perspective), solving such a problem is somewhat more difficult than in orthogonal projection.

2. Case assignment. How are the intersecting lines of the Q and N planes given in the drawing 1 in perspective and the corinar-non-corinar parts of the flat shapes located in them determined?



Drawing 1.

3**. Resources to Use.**

1. Sh. Muradov and others. Drawing geometry course. T.: Teacher, 1988.
2. P. Adilov. Solving positional and metrical problems in perspective. T.: TDPU risograph, 1999.
3. A.Valiyev. Perspective. T.: Varisnashriyat, 2012.
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4. Methodological instructions for students. Competing points are used to solve such problems in orthogonal projection.

Consider that the perspective of geometric shapes that are close to the viewer is located close to the image trace of this shape (straight line or plane).

Consider the fact that the perspective of geometric shapes that are far from the observer is located close to the point of descent or line of descent of this figure (straight line or plane).

5. Case resolution process. Students do.

6. Teacher's solution. The line of intersection of the planes is determined by joining the points of intersection of their descent lines and image traces, i.e. Q∞∩N∞→m∞, QK∩NK→mK. So, the planes Q and N intersect along the line m (m∞, mK). The following methods can be used to determine the invisible parts of these planes and the flat shapes lying on them.

1. The image traces of two planes form two pairs of vertical angles. From these, the part between the planes passing through the sides of the vertical angle directed towards the descent lines will be visible (diagram 2, a). Based on this rule, the right side of the Q plane and the left side of the N plane are visible to the observer.

2. In the next method, the spatial position of the geometric apparatus of the perspective is restored. The parts of the parallelism planes parallel to the given planes through the point of view S, which are invisible to the observer, are clearly separated (Figure 2, b). Here, relative to the observer, the right side of the Q plane and the left side of the N plane are visible.

3. In the third method, points belonging to flat shapes and competing in the image are defined. For example, mark the points 1(1 q Q) and 2(2 AD N) (Figure 2, a). Straight lines corresponding to the planes and parallel to the meeting lines are drawn through these points. These lines, in turn, are parallel to the K map plane. The drawn straight lines intersect with line m, giving points 11 and 21. Points 11 and 21 are the closest to mK. Here, point 11 is close to mK and since Q belongs to the plane, the right side of the closed curve q is visible to the observer.

The answer to the problem is the same in all three methods. In the first and third methods, the answer to the problem is quickly reached. When using the second method, the student's spatial imagination grows, that is, he does not solve the problem "mechanically".

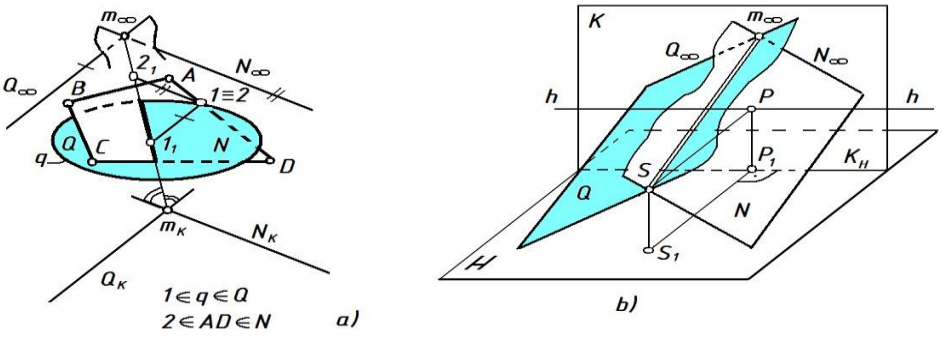

Figure 2

As a result of the use of the case-study method in the teaching process, it will be possible to strengthen the students' knowledge by developing the skills of practical use of conceptual schemes and models, problem analysis with the majority, and decision-making skills while solving pedagogical situational issues. That is, the student develops such qualities as independent thinking, sharing the opinion of the majority, choosing the most correct decision.

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