PEDAGOGICAL AND PSYCHOLOGICAL BASIS OF TEACHING ARCHITECTURE DRAWING IN TYPES OF EDUCATION

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Annotation: In this article, theoretical data, rules, drawing methods based on the state standard, which is one of the main factors in teaching typing in educational institutions.

Key words: Standard, blueprint drawings, spontaneous thinking, pupils, lesson reproduction, didactic standards, rules, readings, duration.

As you know, people differ from each other in many ways. For example, some people remember what they saw and remember very well when they need it. Some people have the ability to describe any object they see with the naked eye. Others think more clearly about what they hear, while others are able to express their feelings in simple, fluent language, while others rely on fantasies of different content and form. The field of construction drawing is no exception, which means that some people tend to add elements of fantasy to each drawing. This means that people have different impressions of the outside world and different abilities to organize them in their minds. On the other hand, there are professions that allow a person to perfect one or another of these qualities. For example, if an operator working on large automatic control systems learns to focus on even the smallest changes, the designer will become a master of abstract mathematical calculations. This means that a person's ability to reflect the properties and characteristics of the external world in his mind depends on the growth of his abilities and the development of his professional skills. That is why we focus on the role of cognitive processes, which are important forms of reflection of consciousness - perception, intuition, memory, attention, thinking, imagination, will and emotions - in human life and professional development.

The human mind is a whole at a glance, in fact it is made up of some separate processes. These processes are perception, cognition, memory, attention, thinking, speech, imagination, skill, and so on. These processes are so interconnected that it is difficult to imagine one without the other. For example, don't think about what you see and understand, do you know what it is? You will remember the drawings you saw or read carefully. Or to think about graphic geometry, we need both previous perceptions, our memory, and our inner speech, will, and attention. Even when we accidentally come across problems of descriptive geometry, our reaction, in addition to emotions, triggers a series of thought processes, such as how those things came to be here. It's all about psychological operations, processes. Therefore, they are regularly studied as a problem in both pedagogy and psychology.

With the advent of sophisticated computer technology, people's interest in their own mental processes has increased. We now talk a lot about receiving information (similar to the process called traditional cognition), reusing it (thinking), and storing it (memory). But it also raises the question of the importance and upbringing of natural human processes.

A similar situation often occurs in our memory. When we come across science, we think: where did I see it? You may not remember, but the structure of the problem, the principle of operation and other aspects seem familiar. This

It should also be explained that what a person sees and experiences is actually stored in the brain through exercise, and we can only bring some of it into the realm of consciousness. It's just that when we're sick or worried about something, we think about it. They are the involuntary restoration of what really exists.

From our observations, it is clear that the rate of mastery of the subject by students in the teaching of construction and drawing is declining. For example, some theoretical knowledge and graphic skills included in the content of graphic education are formed in a school drawing course. Therefore, in the process of entering higher education, students will have some knowledge of the subject. When geometry is taught in school, it also forms the basis for the art of construction and drawing. However, the ratio of knowledge acquired in the field of drawing is very low. Therefore, 30% of them and up to 60% of others do not have spatial representations. This is a very important issue for the art of drawing. This is due to the fact that, as a result, students do not develop spatial imagination, which is the main basis of the science of drawing, which leads to a lack of qualified personnel in the field. The essence and basis of this science can be mastered and understood only by those who have formed, developed, skills and abilities of spatial imagination. This can be caused by the following psychological, pedagogical and methodological aspects:

- The information in the description of the new topic is familiar to the student and is repetitive, that is, does not arouse any interest;
- lack of spatial imagination;
- does not fully understand the topic;
- Lack of spatial imagination on topics that require imagination;
- Students who are interested in graphic education are interested in its expansion, growth, improvement and development;

Such cases are rare in the work of experienced teachers, but they do occur.

The topics covered in the educational institutions are taught in a wide and complex way. Therefore, this subject allows students to be interested in graphic education. In traditional education, the teacher organizes the lesson mainly for low-achieving students. In this case, the excellent learner in the classroom finds the topic statement boring and diminishes their interest, while students who have difficulty mastering it are left behind in the learning process even when they want to.

This is because differences in learners' mastery do not allow the learning process to become more active. This process can even be observed in the spatial imagination of learners. This is because the low level of interest in graphic learning among learners, the moderate level of formation, and the variety of formative learning processes create problems for the teacher. Therefore, the development of spatial imagination in learners should be studied as both a pedagogical and a psychological problem.

In the process of teaching different levels of drawing to teachers of graphic education, if the teacher organizes the lesson taking into account the lack of interest in graphic education and the mastery of low-level students, the interest in graphic education is not formed. arouses in students a lack of interest in the lesson and boredom. If the teacher does the opposite, students with a low level of interest in graphic education will have less mastery. This requires the development of factors that motivate learners to take an interest in graphic learning based on their psychological characteristics.

In psychology, the concept of imagination, the perception, the embodiment of a perceived perceived object or event in the human mind. The purpose of these disciplines' interest in graphic education was to limit the knowledge of science to paper, which would require tons of papers and teaching materials. Because of the complexity of the relationship between the educator and the learner, it is very difficult to make the case between them on paper.

Therefore, an interest in graphic education can strengthen and master knowledge. The teacher communicates his / her knowledge to the students through teaching aids and activates the lesson with the help of factors that stimulate interest in graphic education. With the help of these tools, they acquire knowledge and, in turn, try to form and develop in their imagination the information given through an interest in graphic education. In a construction drawing class, for example, the views of a building, a clear image, building a section based on two views, drawing a clear image based on the views, or the cutting planes in sections and sections in

imaginary objects are based on the learners' imagination. is done. The interest in graphic education plays an important role in this. Therefore, the interest of students in graphic education is considered to be a major problem of psychological and pedagogical significance in the learning process. This is an important factor in developing students 'interest in graphic learning in solving an important psychological and pedagogical problem. Using your interest in graphic education wisely is an effective way to solve this problem.

The study of these problems in the education system, the factors that negatively affect the activation of the learning process in the above order are somewhat highlighted in the research of psychologists and educators. They emphasize that the introduction of new methods and tools in the field of education will lead to further improvement of the educational process in the future. The learning process is the intellectual activity of the student, that is, the activity of thinking. To do this, students are given challenging tasks, and as a result, they are taught to sharpen their mental activity, to strive. In normal lessons, the teacher spends a lot of time in the allotment of time explaining a new topic. As a result, in many cases, the reinforcement of the previous topic, its relevance to the new, and, most importantly, the lack of control over their knowledge. Unfortunately, many of our educators believe that the organization of the teaching process is only the transfer of new knowledge, and thus the secondary activity of the student, the development of their intellectual potential. As a result, the student becomes bored with the subject and has to wait for a call.

The degree to which the learning material is comprehensible, reflected in their minds, and the formation of knowledge based on this information is determined by the principle of instructional learning. It improves the quality of the teaching process and makes it easier for students to learn. Because from a psychological point of view, as a result of the active work of all the sensory analyzers of the student in this process, the scientific knowledge of the object is reflected and stored in memory. The formation of this or that event, historical memory in the brain, firstly, increases the level of psychological readiness of the student to learn, and secondly, the expected result from it (education) is pedagogically guaranteed. After a long time, the same image, that is, an architectural drawing, is displayed, which awakens the information in his memory. However, many universities today do not have the tools required for traditional teaching methods.

In the process of learning, we can observe the following features in the students based on their interest in graphic education:

• The student develops individual activity;
• opportunities for self-control;
• teaches self-assessment and independent thinking;
• develops students' knowledge and interest in graphic education;
• Forms national ideas in students and educates them in the spirit of patriotism;
• teaches advanced educators how to use the products of interest in graphic education and apply them in their future activities;
• stability of attention is ensured;

A person's ability to think, that is, to think, is developed through the act of thinking. These are actions such as comparison, analysis-synthesis, generalization, abstraction, concretization.

In conclusion, it can be said that direct drawing lessons serve to improve the interest in graphic education, to master each subject and to increase the level of development of spatial imagination in students to 100%. This activity is evident in the learning process, which is organized through an interest in graphic education. Their mutual independence, their ability to take into account their personal views, and their desire to learn the art of drawing are good examples of this. Its use in the classroom also increases efficiency and activism.

Grafik ta'limga qiziqishlar vositasida tashkil etilgan dars jarayonida quyidagi ijobiy holatlar vujudga keladi:
xotira va diqqatning uzviy aloqadorligi oshadi;
o'quv jarayonidagi o'zaro hamkorlik vujudga keladi;
o'qituvchi va o'quvchining bilim saviyasini tez va ob'ektiv boholay oladi;
mustaqil bilimlarni o'zlashtirishga undaydi;
adabiyotlardan, o'quv–uslubiy qo'llanmalardan, Internet–tarmog'idan, tavsiya va elektron darsliklardan foydalanishga chorlaydi.

Bu kabi imkoniyatlar bilan uyg‘unlashgan dars jarayonida talaba nafaqat mavzuni, oson o‘zlashtiradi, balki u bilan bog‘liq bilim, voqea–xodisalarga individual yondashishga o‘rganadi.

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