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## CHILDREN'S LEARNING OUTCOMES AND DEVELOPMENT OF PHYSICAL EXPERIENCE IN GRAPHICS

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acquainted with new information at the same time. Thirdly, the degree of the difficulty of the tasks also made the students feel interested in during the process as well because they were introduced with the varied tasks step by step.

#### **4.2. Reading skills**

While analysing the results of the methods which were used for the reading tasks, we obtained different answered from the participants. According to the students' viewpoints, the materials of the reading skills highly interested them because they got acquainted with different sources for intensive and extensive reading processes. To speak more concretely, the learners were provided almost all forms of the reading sources which broadened their knowledge on different topics. Besides that, the learners advocated the discussions which were organized on the main themes of the short stories they provided with on the platforms of the SNSs and messengers.

#### **4.3. Writing skills**

The results of the methods which were implemented to foster the learners' reading skills based on the requirements of the CEFR on the platforms of the SNSs and messengers became very intriguing for us too. At first, the task of writing informal letters made the learners be interested and attentive in practice. Furthermore, the students mentioned that the exact task explanation forms helped them to do the tasks fully and well. After that, the methods and means which were used to improve their critical thinking in writing argumentative essays on the platform of the SNSs and messengers under the teacher's control. Finally, the feedbacks of the teacher towards the learners' tasks on the platform of the SNSs and messenger assisted the students to work on their strong and weak sides.

#### **4.4. Speaking skills**

First of all, the division of the speaking skills into spoken interaction and spoken production helped us to work successfully so as to reach our target. Secondly, the learners mentioned that they learnt how to have interesting conversations in the target language, especially following the basic principles of



the speaking skills according to the CEFR. Thirdly, the learners highlighted the factor of being able to learn how to prove and support ideas and opinions in the target language on the platforms of the SNSs and messengers led the students to work co-operatively in practice.

In general, all the responds of the participants of our research remarkably approved of the methods and means of teaching and learning the English language on the platforms of the SNSs and messengers. In addition to the above-mentioned reasonable outcomes, the functions of the SNSs and messengers in teaching and learning the English language also highly assisted us to finish our research successfully.

### **Conclusion**

Taking all the main points which are mentioned above into account, we can state that following the principles of the CEFR in teaching and learning the English language in the system of higher education leads us to reach the target in a right way and systematic way. In addition to that, we must pay attention to the linguistic and psychological abilities of the today's learners because they can use modern informative technologies almost well, and the teachers themselves must focus on their achievements more than their mistakes or weak sides. For this cause, the CEFR can be used as a guideline to make progress and reach the target successfully. What is more, learning a foreign language should be based on the specific objectives and means to acquire the target language at advanced levels. Besides that, the tasks of the CEFR help the specialists of teaching foreign languages resolve methodological and psychological problems that they may have during lessons, and these factors will be analysed in our future researches based on our experiments and experiences. Moreover, it is important to mention that doing such researches in the education sphere assists us to do one of the most crucial tasks of our President in his Address to the Oliy Majlis in 2018: "We need to educate our young people in a worthwhile way and realize their aspirations for science. To this end, we need to develop the system of pre-school education,



material and technical basis of secondary and higher educational institutions, scientific and educational processes [1]”. As a result of this, we have aimed to develop not only the process of educating our young generation, but also to make them professionals of their spheres by broadening their language and cultural competences. Hence, the importance of the implementation of the CEFR on the platforms of the SNSs and messengers in teaching and learning foreign languages marks the upcoming outcomes of the successful lessons in practice.

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## **CHILDREN'S LEARNING OUTCOMES AND DEVELOPMENT OF PHYSICAL EXPERIENCE IN GRAPHICS**

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**Annotatsiya:** Ushbu maqolada muhandislik grafikasi va chizma geometriya fanlarini o`qitishda talabalarning grafik topshiriqlarni bajarish malakasini shakllantirish, grafik tayyorgarligi va fazoviy tasavvurini faol rivojlantirish masalalari ko`rib chiqilgan.

**Kalit so`zlar:** fazoviy tasavvur, fazoviy obraz, geometrik obekt, geometrik figura, model, detal, dastgox, mashina, geometrik jism, muhandislik grafikasi, proyeksion chizmachilik, chizma geometriya, chapdan ko`rinishi, olddan ko`rinish, ustdan ko`rinish.

**Аннотация:** В данной статье этот курс фокусируется на разработке графических заданий, графического дизайна и активного использования пространства воображение в разработке геометрии и геометрии рисунка.

**Ключевые слова:** пространства воображение, пространства изображение, геометрический объект, геометрическая фигура, модель, деталь, станок, геометрическое тело, инженерная графика, проекционный чертеж, начертательная геометрия, вид слева, вид спереди, вид сверху.

**Abstract:** This article deals with the development of graphic design skills, graphic design and space imagery in engineering graphics and drawing geometry.



**Keywords:** space imagery, space character, geometric object, geometrical figure, model, detail, tool, machine, geometrical object, engineering graphics, projection drawing, drawing geometry, left view, preview, overlap.

### **Introduction**

It is well known that students and students need to learn a lot to better understand and apply their theoretical knowledge and practical skills on drawing.

Teaching students to understand draughts means to give students the ability to view the existing and projected abstract object (model, item, detail, machine, building and construction) as how they are in real life, building it in the spatial, having full knowledge of the substitution, its structure and components and being able to describe it verbally[1].

Developing the ability to design a piece of artwork and to develop a detailed understanding of geometrical objects or geometric structures that are familiar to students can be used to further enhance the formation of spatial representations.

It is not possible to describe anything graphically or accurately, when there is not enough imagination ability. Imagining objects and logical thinking communicate with each other in the same way as they do with speech and ideas[2,3,4].

This chapter outlines the techniques used to enhance student skills on spatial imagination. Our observations and analyzes have shown that the concepts about students' skill of drawing, that is, the ability to draw out what they describe in the spatial and the appearance of a contrasted image has not well studied. Teachers do not provide enough information on drawing lessons at general schools so many students at the first year of higher education institutions lack spatial imagery and graphic literacy[5].

### **Material and research methods**

They have no information on the draught, which is the theoretical basis of drawing, about geometry. As a result, they have difficulties in imagining geometrical figures and subjects in geometry and drawing subjects. It can be

observed that, the need for spatial imaginary increases in project drawing sciences. In learning this subject, the students come across difficulties in building the objects in spatial according to their descriptions in draughts. As we can see from this, it is necessary to teach students to analyze complicated details and to imagine them in spatial, starting from ordinary objects in everyday life, as we have said above. Taking this into consideration, we have been able to divide students' drawing skills into three groups of satisfied, moderate and high-qualified individuals.

If students have the ability to conform simple geometrical surfaces and objects into spatial, using one or two views, their ability to draw graphics is satisfactory.

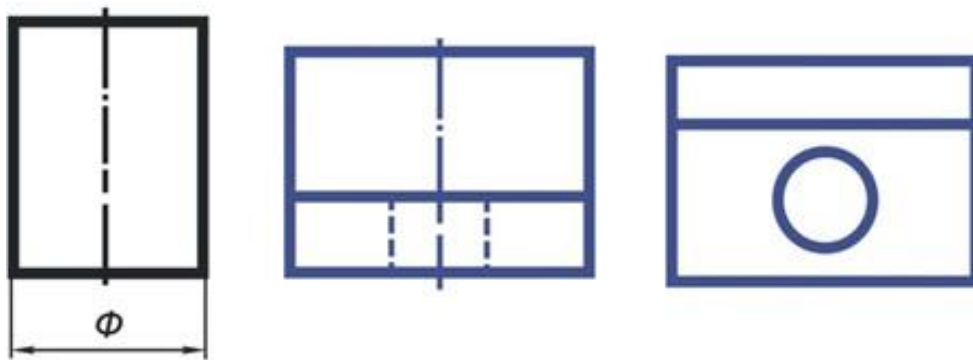


Figure 1.

If students can rebuild geometrical surfaces and objects in medium-sized complexes, their sketching skills will be moderate (Figure 2). If students are able to read complex and high-complex geometric surfaces and details of drawings, their drawing skills will be high (Figure 3)[13,14].

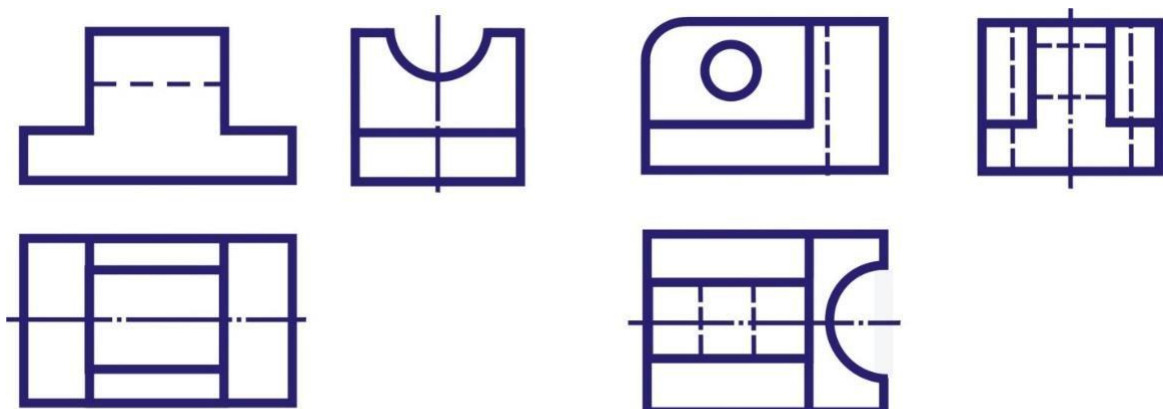


Figure 2

Figure 3



## Results and discussion

Our long-term observations have shown that improving students' skills on drawing is mainly carried out in three ways.

Method 1. The ability reading the drawings, that is, the ability to imagine the objects described in the scheme in spatial can be obtained by comprehending their imagination, and analyzing the drawings given in different variants. Therefore, it takes more time to increase the students' ability to read and draw sketches and spatial imaginatively. As a result, they get bored and lose their independent creative work.

Method 2. Probably, the ability of the students and learners to imagine cosmic imagery can be enhanced through a structured test questionnaire. Because the creative activity of the students and learners has increased in the process of identifying the subject in the light of the findings of the test, with the help of a clear or vague description of things. For example, let's get a simple test image for a simple reel, based on a single view, (Figure 4).

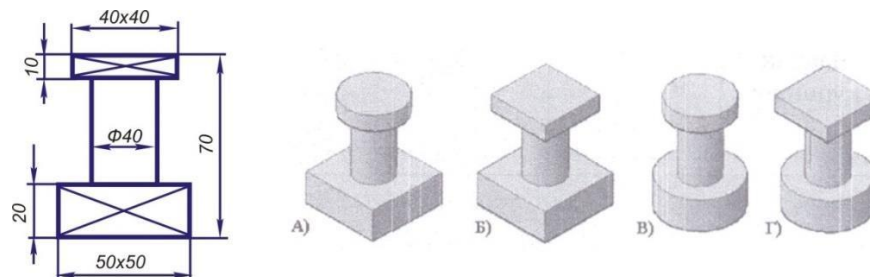


Figure 4

If the student or learner is good at solving similar questions, their ability to sketch is satisfactory. The same test question can be given for a sophisticated object (Figure 6). Students who are good at taking these test questions have a high level of qualification.

Students with a high degree of skill can easily find the following test questions, for example, in which drawings are correctly described in the figure, (Figure 6).

The student or learner who has mastered all three skills, graphic arts and training will be able to solve these problems. work hard and qualify qualified professionals. However, constructing test questions is a tedious process that requires a long time for pedagogues to train and to find incorrect answers to them.



Method 3. The students' ability to draw draughts can also be achieved through the design and projection of subjects that are appropriate for two scenarios, but are slightly different from each other. This method develops the spatial fantasy as you imagine the three dimensional spatial exposed to the above mentioned methods. Because they will be able to imagine many information in a short time and imagine them in the spatial of creative search. This implies that they are interested in the drawing process and the cosmic imagery of the objects described therein[6,7,8,9].

For example, let's take two prizas with two shapes (Figure 7). Let's try to imagine the design of geometric shapes or objects, which are similar to their appearance but that are slightly different from the prism. Students with satisfactory qualifications may find one or two answers to this topic. For example, they can determine that it can be a half prism (Fig. 8).

Students who have a high standard of skill training can find up to three different types of subjects. For example, they can think of two types of semi-prisms and segment images, which have the same look (Fig. 10).

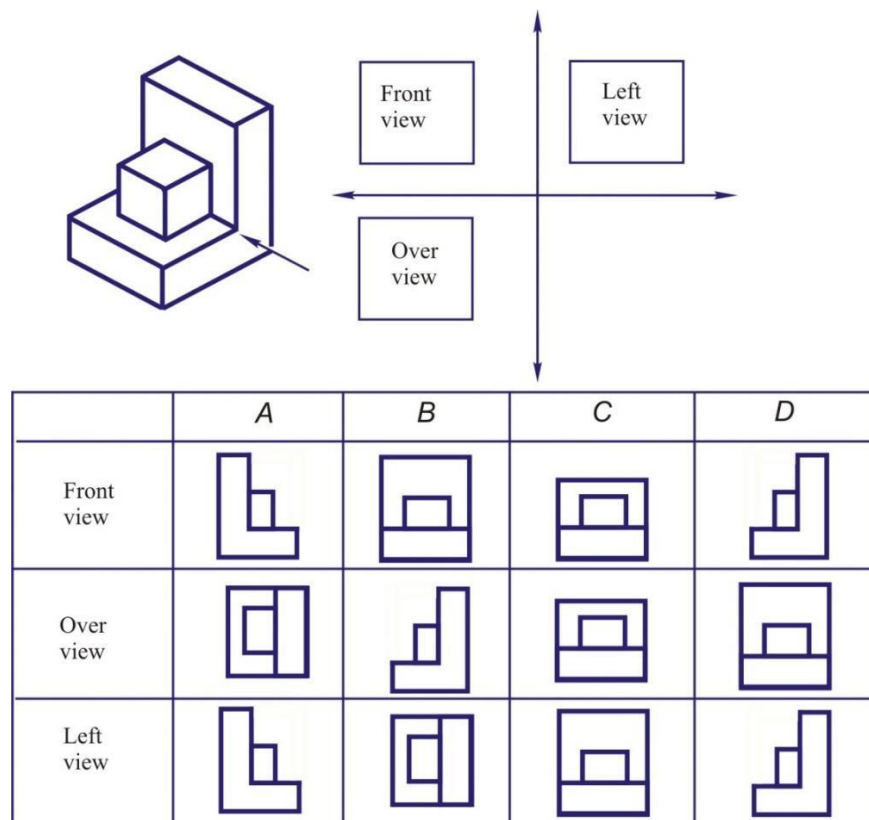


Figure 5