

PREVENTION OF TYPICAL ERRORS MADE IN DRAWING

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Abstract:

It is known that the process of education is a two-way process. Both the teacher and the student should be active in this process. If the pedagogue strives to achieve success in his work, he must definitely increase the activity of students, encourage their activity and guide them in the right direction. One of the main means of improving students' performance is teaching them to correct typical mistakes in drawings.

Keywords: traditional, typix error, practical, electronic, appropriate, formation, assignment, modeling, emphasis, cut, section, projection.

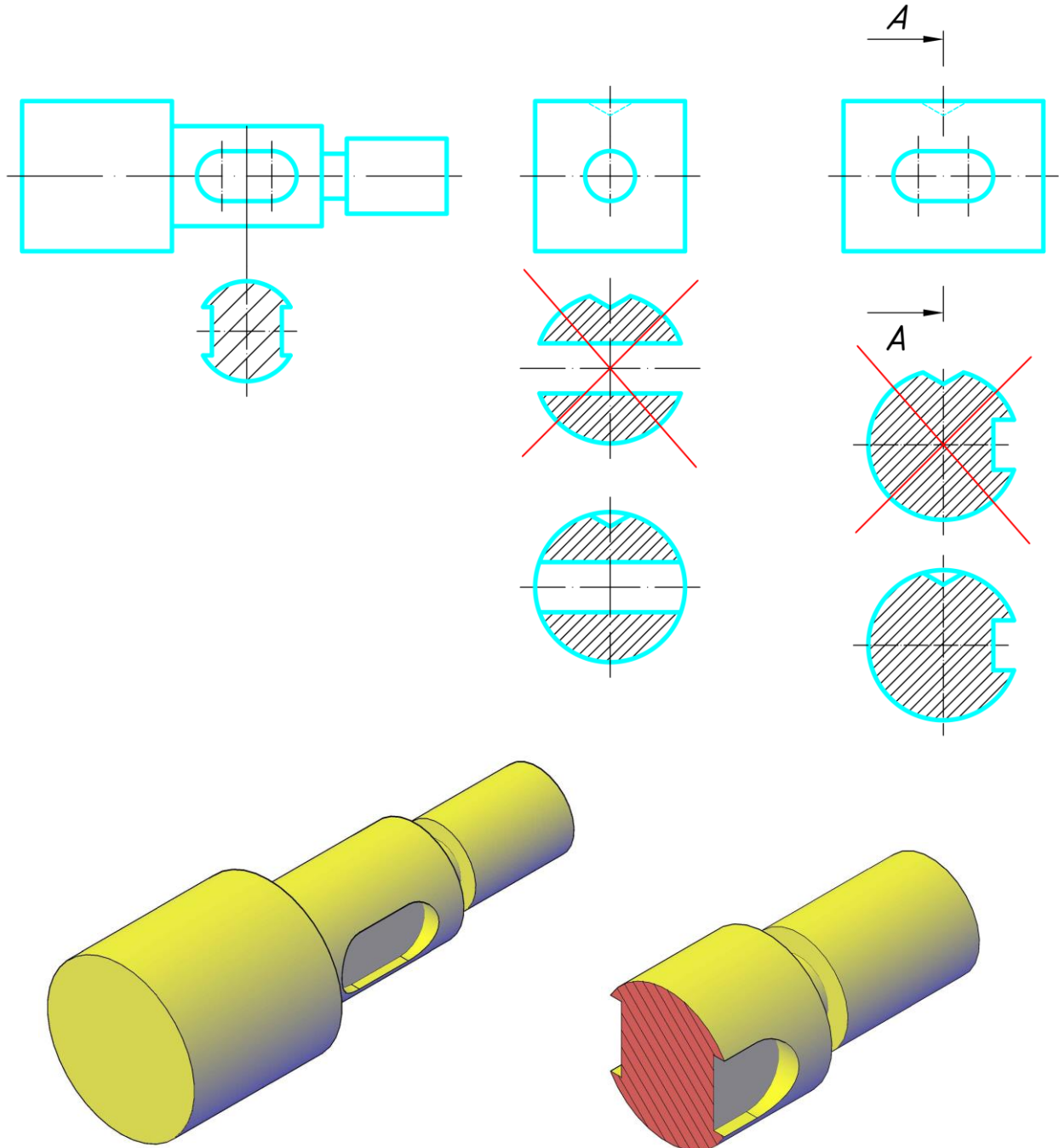
Introduction

Drawing science is one of the exact sciences. However, due to the fact that in general education schools, drawing is paid less attention than other subjects, students entering higher education institutions face some obstacles. School teachers have an idea that they should be talented in visual arts and drawing, and these ideas have a negative impact on the child's learning. The task of the school teacher is to interest the student in his specialty. Fine arts and drawing encourage the child to love and learn. Young children are interested in color and strive for it. Everyone has a strong interest in drawing at a young age. At the same time, the fact that the study of drawing is not up to the required level is clearly visible among the students who applied to higher education institutions. Subjects are not fully covered due to the low level of knowledge of the student or the lack of class hours. This causes some obstacles in the living conditions.

The more we delve into the science of drawing, the easier it is for us to feel the world around us. Each of us drives a lot on the roads and notices some signs. These signs distribute traffic congestion in one standard. If we write the road signs with words, the driver of a fast car will not have time to read it, which will lead to negative consequences. Students make the following typical mistakes as a result of not knowing some of the rules adopted for describing sections when making sections in a drawing; shafts or similar parts are shown in sections showing cylindrical holes or conical grooves. Let's talk about the typical mistakes students make in simple cutting and trimming and the recommendations for their prevention. Before giving students individual assignments on clipping, it is necessary to discuss typical errors in their drawings when performing clipping, and discuss those errors together with students. This



should be done by comparing correct and incorrect drawings. Figure 1 shows the typical mistakes that students often make when making cuts and clippings.



1- drawing

On the educational poster or on the blackboard, you should draw over the image of the incorrect performance and write "incorrect". Many mistakes can be avoided with such a methodical method. Practice shows that it is more effective to analyze students' mistakes during their independent work on this topic. In this case, it is necessary to temporarily stop the students'

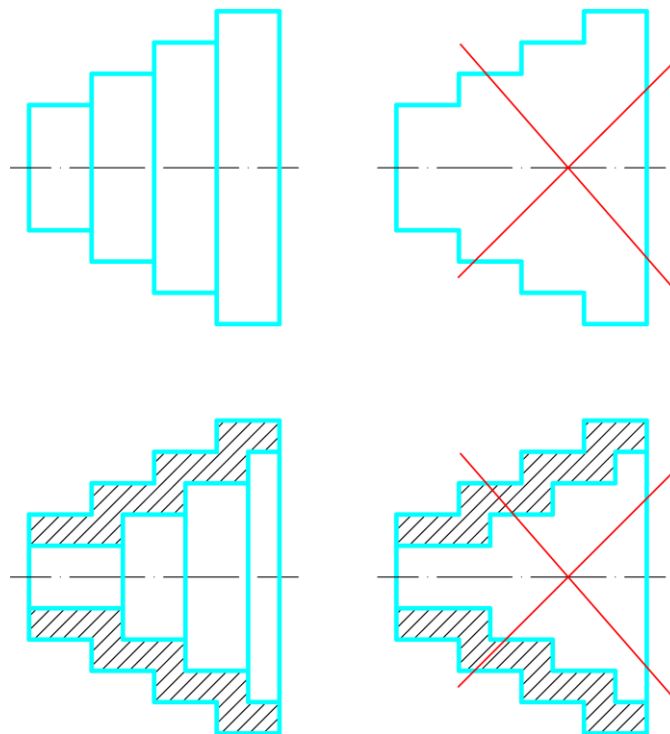


work on the drawing and involve as many students as possible in analyzing the mistakes. To avoid mistakes, it is also very helpful to do exercises on comparison of cut and section.

Sections drawn with a red line on drawing 1 are incorrectly made. The cutting error is that the contour is not drawn (the circle is cut off) in the cylindrical hole and the conical groove. When making a cut, the dashed lines that show the internal invisible contours of the detail before the cut are replaced by adjacent main lines, the surface of the cut, which is part of the cut, is crossed out; lines on the front (visible) half of the item are not displayed. Students, without following this rule, when performing initial cutting tasks, focus more on correctly describing the shape of the cutting contour and often forget the image of the contour behind the cutting plane (Figure 2).

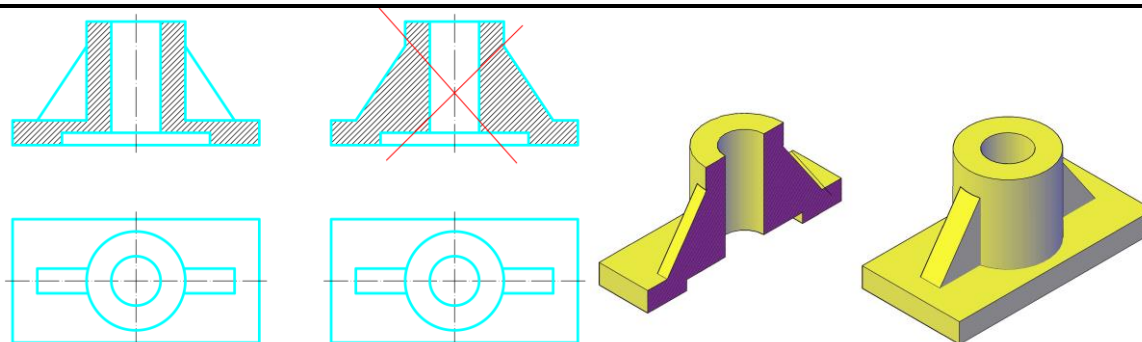
When explaining the topic of haircuts, the teacher should pay special attention to the special rules that are followed when making them. These include reinforcement rib and rib detailing in shear.

Figure 3 shows a detail with a reinforcement rib. A frontal cut is given. The cutting plane passed along the ribs, so they were not cut even if they were cut with a shearing plane (Fig. 3).



2- drawing.





3- drawing.

The same rules apply to thin ribs when describing in shear details (wheels, pulleys, flywheels), that is, if the cutting plane is directed along the length of the ribs, then otherwise, they are not underlined. In this case, even if the kegai is at some angle to the cutting plane, the cutting plane is assumed to pass through the kegai.

The teacher should pay more attention to each drawing of the student, and he should not get tired of explaining the mistakes, otherwise the student will not be able to understand the mistakes and the correct drawings. When reviewing the mistakes of the graphic work, it is appropriate to see the mistakes directly with the student and solve them on the spot. A student drawing graphics looks at a white paper and it causes eyestrain. After finishing the graphic work, if the student looks in different directions for 5-10 minutes and looks at the same drawing again, the mistakes will be clearly visible and noticeable. It has an effective effect on the student when drawing.

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