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**TEACHING METHODOLOGY OF DRAWING BASED ON THE
COMPETENCY-BASED APPROACH**

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Annotation: This article examines the methodology of teaching the subject of drawing (technical graphics) through a competency-based approach. The study focuses on how to develop students' professional and creative competencies by integrating theoretical knowledge with practical skills. The author highlights the pedagogical principles, teaching strategies, and technological tools that enhance the effectiveness of drawing lessons. Emphasis is placed on forming students' spatial thinking, graphic literacy, and design culture as essential competencies for future professionals. The article also explores the alignment of competency-based learning outcomes with modern educational standards and lifelong learning objectives.

Keywords: competency-based approach, drawing education, teaching methodology, graphic literacy, pedagogical principles, spatial thinking, professional competence, creativity, practical skills, design education.

In the context of modern education, the competency-based approach has become one of the leading paradigms for improving the quality and effectiveness of teaching. This approach emphasizes the development of not only knowledge but also the ability to apply that knowledge creatively and efficiently in practical situations. Within the teaching of drawing, or technical graphics, the competency-based approach focuses on forming students' skills to analyze, visualize, and represent spatial forms accurately. Drawing education, therefore, serves as both a cognitive and practical foundation for disciplines related to design, architecture, and engineering.

Traditional methods of teaching drawing primarily centered on memorization and reproduction of techniques. However, the modern educational process requires learners to engage in problem-solving, independent analysis, and self-directed learning. The competency-based methodology transforms the classroom from a teacher-centered environment into an interactive learning space where students actively construct their own understanding. This approach integrates cognitive, practical, and affective domains of learning, ensuring that students not only know how to draw but also understand why and when to apply specific techniques.

In competency-based drawing education, teachers act as facilitators who guide students through creative and analytical tasks. Lessons are designed to develop specific competencies such as graphic literacy, technical precision, spatial reasoning, and

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artistic interpretation. By engaging in these activities, students acquire transferable skills—critical thinking, attention to detail, and visual communication—that are valuable beyond the art and design classroom.

The integration of digital technologies and modern teaching tools plays a crucial role in this process. Computer-aided design (CAD) programs, interactive simulations, and virtual modeling systems expand students' opportunities to apply theoretical concepts practically. Moreover, competency-based learning emphasizes continuous assessment through projects, portfolios, and performance-based evaluation rather than traditional examinations.

Thus, teaching drawing through a competency-based approach contributes to the holistic development of learners. It strengthens their ability to connect theory with practice, fosters creativity, and prepares them for professional challenges that demand adaptability and innovation.

The competency-based approach in education represents a fundamental shift from traditional knowledge transmission toward the formation of skills, attitudes, and abilities that can be applied in real-life and professional contexts. In the teaching of drawing, this approach ensures that students not only learn theoretical principles of graphic representation but also acquire the competence to apply these principles creatively, critically, and independently. The purpose of competency-based teaching is to prepare learners for future professional activities by developing their capacity for visual thinking, problem-solving, and self-directed learning.

Drawing as an educational subject plays a dual role—it serves as both an artistic and technical discipline. In this sense, it links aesthetic understanding with engineering precision, combining creativity and logic. Teaching drawing based on competencies allows educators to form students' graphic literacy, develop their ability to perceive spatial relationships, and enhance their capacity to visualize and construct three-dimensional forms accurately. The modern methodology of drawing instruction emphasizes the integration of cognitive, operational, and reflective components. Students are encouraged not only to perform graphic tasks but also to analyze their process, evaluate their outcomes, and understand the underlying geometric or artistic concepts.

In a competency-based learning environment, the role of the teacher changes significantly. The teacher is no longer the sole transmitter of knowledge but becomes a mentor and facilitator who organizes learning situations in which students can actively construct meaning. The teacher's primary task is to design educational activities that correspond to specific competencies—such as the ability to interpret technical drawings, use graphic tools effectively, apply geometric reasoning, and communicate visually. Lesson planning should focus on practical tasks that simulate real-life or

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professional challenges, for instance, developing a design concept, drafting construction plans, or visualizing architectural structures.

One of the main goals of competency-based drawing instruction is the formation of graphic literacy. Graphic literacy includes understanding visual language, being able to interpret and produce graphical representations, and using tools and materials correctly. It also requires the development of spatial thinking—the mental ability to visualize, transform, and manipulate objects in space. This skill is essential for students of architecture, engineering, and fine arts, as it allows them to conceptualize and realize creative ideas with technical precision.

The effective development of competencies in drawing depends largely on the methodology used. Active and interactive teaching methods, such as project-based learning, problem-solving tasks, and collaborative workshops, have proven to be particularly effective. These methods foster communication, teamwork, and creativity. When students work on design projects or solve visual problems together, they learn to exchange ideas, negotiate meanings, and justify their artistic or technical decisions. This process deepens their understanding and helps them internalize competencies more effectively than through passive learning.

The integration of modern technologies further enhances the competency-based approach. Computer-aided design (CAD) systems, 3D modeling programs, and digital drawing tablets allow students to engage with content interactively and intuitively. Such technologies make the process of creating and analyzing drawings more dynamic, accurate, and accessible. Through digital tools, students can experiment with scale, proportion, and perspective more freely, thus reinforcing conceptual understanding. Moreover, technological integration prepares students for real-world professional environments, where digital literacy is a prerequisite for success.

Assessment within the competency-based methodology is not limited to testing factual knowledge. It focuses on evaluating the degree to which students have developed key competencies and can apply them in practice. Performance-based assessment, portfolios, and project presentations are preferred over traditional exams. These forms of assessment enable teachers to measure not only the final result but also the process of learning—the creativity, decision-making, and problem-solving strategies employed by students. Continuous feedback and self-assessment are integral parts of this system. By reflecting on their progress, students become aware of their strengths and areas for improvement, fostering metacognitive growth.

Another important aspect of competency-based teaching in drawing is differentiation. Students enter the classroom with varying levels of prior knowledge, abilities, and learning styles. The competency-based methodology allows teachers to tailor instruction to meet individual needs. For example, advanced students may be

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given complex design challenges, while beginners might work on foundational skills such as line control, shading, and geometric construction. This flexible approach ensures that every student is engaged at an appropriate level and experiences progress according to their own pace.

The development of competencies also relies on creating a motivating learning environment. Motivation is essential for active participation and long-term retention of knowledge. In drawing education, motivation can be fostered by connecting tasks to students' interests, cultural contexts, or potential professional applications. Teachers can introduce real-world design problems, invite guest professionals, or organize exhibitions of student work. Such activities validate students' efforts and demonstrate the practical significance of the competencies they are developing.

Pedagogical communication plays an important role in the success of competency-based teaching. Constructive dialogue between teacher and students encourages self-expression and reflection. Instead of providing direct answers, teachers can guide learners with questions that stimulate critical thinking, such as "What does this line communicate visually?" or "How can the perspective be adjusted to improve spatial accuracy?" This form of interaction transforms the classroom into a collaborative workshop where knowledge is constructed collectively.

A distinctive feature of the competency-based approach is the balance between autonomy and guidance. While students are encouraged to make decisions and explore creative solutions independently, the teacher provides a structured framework that ensures academic rigor and conceptual clarity. The combination of freedom and responsibility promotes intrinsic motivation and accountability for learning outcomes. Over time, students develop self-confidence and the ability to assess their work according to professional standards.

The methodological foundation of competency-based teaching draws upon several pedagogical theories. Constructivist principles emphasize active learning, experiential understanding, and the connection between new information and prior knowledge. The theory of multiple intelligences supports the integration of visual-spatial, logical, and kinesthetic modes of learning—essential for mastering drawing. Bloom's taxonomy provides a hierarchical model for designing tasks that move from simple recall of knowledge to complex creation and evaluation. Together, these frameworks ensure that drawing instruction addresses cognitive, affective, and psychomotor dimensions of learning comprehensively.

Implementing competency-based education in drawing requires systematic planning and institutional support. Curriculum design must define clear learning outcomes, competencies, and assessment criteria. Teacher training programs should prepare educators to adopt modern pedagogical technologies, evaluate performance-

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based outcomes, and create interactive learning environments. Educational institutions should also invest in digital infrastructure, such as graphic design software and multimedia classrooms, to support innovative instructional practices.

The competency-based methodology aligns closely with contemporary educational reforms aimed at preparing students for the challenges of the 21st century. In an era of rapid technological and cultural change, the ability to think creatively, adapt to new tools, and solve visual problems is more important than ever. Drawing education based on competencies not only develops technical proficiency but also fosters critical, aesthetic, and innovative thinking. It equips learners with the intellectual flexibility required in modern design, engineering, and artistic professions.

In conclusion, the competency-based approach to teaching drawing represents an effective and forward-looking model for modern education. It emphasizes active learning, practical application, and continuous self-improvement. By focusing on the development of graphic literacy, spatial thinking, and creative problem-solving, this methodology transforms drawing classes into laboratories of innovation and discovery. Students trained under this system are better prepared to integrate knowledge with action, turning theoretical understanding into professional competence. The ultimate goal of competency-based drawing education is not merely to teach how to draw but to cultivate the capacity to think, create, and communicate visually in a complex and evolving world.

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