Methodology of teaching the intersection of a line and a plane based on spatial modeling in the course “engineering graphics”

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Abstract: This article presents a methodology for applying spatial modeling technologies in teaching the process of intersection between a line and a plane in the course “Engineering Graphics.” The proposed approach enhances students’ spatial imagination and graphical thinking, as well as facilitates understanding of complex geometric relationships in projection drawing. The article provides a step-by-step explanation of creating 3D models using AutoCAD and SolidWorks and displaying them on projection planes. Experimental results demonstrate that the spatial modeling–based teaching method is more effective than the traditional approach.

Keywords: engineering graphics, line and plane intersection, spatial modeling,projection drawing, AutoCAD, SolidWorks, pedagogical methodology.

INTRODUCTION

In the development of modern technical education, the role of the *Engineering Graphics* discipline is invaluable. This subject not only develops students’ skills in reading and drawing graphical representations but also serves to enhance spatial thinking, analytical reasoning, and design culture [1, p.45]. Through the study of engineering graphics, students learn to construct geometric models of real objects, determine their spatial positions, and accurately represent them using projection drawings [3, p.22].

In recent years, the integration of digital modeling and information-computer technologies into the technical education process has been expanding. In particular, software such as AutoCAD, SolidWorks, and Kompas-3D enables the creation of educational projects, analysis of geometric models, and their visualization in 3D format [4, p.16]. This, in turn, requires a transition from traditional two-dimensional drafting methods to spatial modeling.

The topic *“Intersection of a Line and a Plane”* holds a special place in the *Engineering Graphics* course. In this topic, students learn to determine the spatial relationships between two geometric objects, find their point of intersection using auxiliary projection planes, and correctly represent it in projection drawings [1, pp.52–53]. This topic deepens not only geometric knowledge but also spatial perception. Therefore, in teaching it, it is essential to use not only theoretical explanations but also interactive graphic models and visualization tools [5, p.41].

Research shows that teaching based on spatial modeling increases students’ comprehension of the topic by 20–30% compared to traditional drawing-based approaches [2, p.1673]. Furthermore, working with 3D models enhances students' ability to visualize the spatial position of lines and planes, intuitively identify their intersection points, and express their ideas in graphical form [4, p.28].

Theoretical Foundations of the Topic

Determining the point of intersection between a straight line and a plane is one of the most important geometric problems in the field of engineering graphics. This problem involves finding the common point of two geometric objects in space—a straight line and a plane—which serves to define their geometric relationship [1, p.51]. Geometrically, if a straight line lies entirely within a plane, it belongs to that plane; if it intersects the plane at only one point, that point is called the *point of intersection*; and if there is no intersection, the line is parallel to the plane [3, p.37].

In engineering graphics, this process is widely illustrated using the *projection drawing method*. The projection method allows for the construction of projections of spatial objects on two or three planes and the determination of their spatial relationships through these projections [5, p.44]. When finding the intersection point between a line and a plane, the *auxiliary plane method* is commonly used. In this method, an arbitrary auxiliary plane is passed through the given line. This auxiliary plane intersects the given principal plane, forming their line of intersection. The common point between the given line and this line of intersection is the required *point of intersection* [1, pp.52–53].

This process is carried out in the following sequential steps (see Figure 1) [5, p.47]:

1. An auxiliary plane (S) is passed through the given straight line (a): $a \in S$.
2. The line of intersection of the auxiliary plane (S) and the given plane (P) is determined: $S \cap P = l$.
3. The intersection point between the obtained line (l) and the given line (a) is found: $K = a \cap l$.

As a result, point (K) is the common point in space for the line *a* and the plane *P*. If the drawing is constructed in projection planes, the position of point (K) is determined using its horizontal (K′) and frontal (K″) projections [1, p.54].

In the drawing, the intersection point (K) of the line $a(a', a'')$ with the plane $P(P_H, P_V)$ is determined based on the above construction algorithms (see Figure 2). For this purpose:

- from the projection a' of the line, the trace S_H of the auxiliary horizontal projecting plane S is drawn.

- the projections l' and l'' of the line of intersection of planes S and P are constructed. To do this, the projections of the intersection points of the traces of these planes, M′, M″ and N′, N″, are used.

- the frontal projection a″ of the line intersects the frontal projection l″ of the intersection line l of planes S and P, thereby determining the frontal projection K″ of point K: $K'' = a'' \cap l''$.

- the horizontal projection K′ of point K belongs to both the projection a′ of the line and the trace SH of the auxiliary plane: $K' \in a'$ and $K' \in S_H$.

The above example can also be solved by passing a *frontal projecting plane* through the given line *a*.

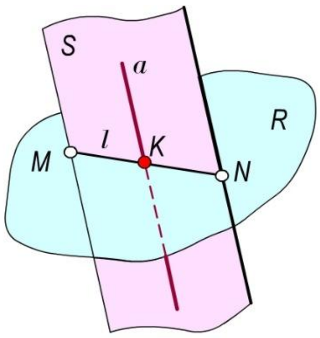

Figure 1

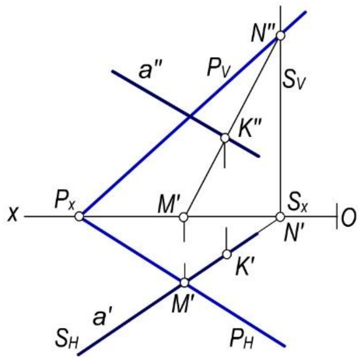

Figure 2

Explaining this geometric process through spatial modeling helps students gain a deeper understanding of the topic. For example, in environments such as AutoCAD or SolidWorks, it is possible to create a straight line and a plane in 3D space, visualize their intersection, and automatically determine the intersection point [4, p.19]. In these programs, tools such as “Intersect” or “Trim Surfaces” allow the intersection process to be displayed in real time. Such a visual approach enhances students’ spatial perception and helps them intuitively grasp theoretical concepts [2, p.1677].

Thus, the *“Methodology of Teaching the Intersection of a Line and a Plane Based on Spatial Modeling”* enriches the *Engineering Graphics* course with modern pedagogical and technological approaches. This methodology contributes to the development of students’ spatial imagination, improves their graphical literacy, and increases the overall effectiveness of teaching.

Furthermore, the theoretical model of the intersection between a line and a plane serves as the foundation for other geometric problems — including surface intersections and the development (unfolding) of polyhedra. Therefore, this topic holds fundamental importance for mastering subsequent sections of the *Engineering Graphics* course [1, p.59; 5, p.49].

Thus, the topic *“Intersection of a Straight Line with a Plane”* embodies the core principles of projection drawing, and combining theoretical explanations with spatial modeling technologies in its teaching yields high didactic effectiveness.

Application of Spatial Modeling Technologies

In modern technical education, the use of digital modeling technologies in teaching engineering graphics is one of the key factors that enhance the efficiency of the learning process. In traditional drafting approaches, geometric shapes are represented in two-dimensional projections, while spatial modeling enables their creation, analysis, and modification in a three-dimensional (3D) environment [3, p.75].

In teaching the topic *"Intersection of a Straight Line with a Plane"* in engineering graphics, the interactive capabilities of programs such as AutoCAD, SolidWorks, or Kompas-3D allow students to more accurately visualize the spatial position of geometric objects [4, p.61]. Using these programs, the following practical steps are carried out sequentially:

1. Creating a 3D model of the line and the plane. In the software environment, the boundaries and direction vector of the plane are defined, after which a straight line is drawn through given points in space. At this stage, the user can change the projection orientation of the plane and visually observe its spatial relationship with the line [1, p.61].

Auxiliary Planes are Constructed.

To determine the intersection point, an auxiliary plane (S) is created through the given line. This auxiliary plane intersects the main plane (P), forming a line (l) as a result. In CAD programs, this operation is typically performed using the "Plane through line" or "Reference Geometry → Plane" functions [4, p.66].

3. Their Lines of Intersection and Common Points are Determined. The intersection point between the resulting line ($S \cap R = l$) and the given straight line (a) is calculated automatically. In SolidWorks, this process is executed using the "Intersect Curves" command, while in AutoCAD it is performed through the "INTERSECT" command [3, p.78].

4. Projection Drawings are Automatically Generated from 3D Models. The obtained 3D model is projected into Top, Front, and Right views, and the resulting 2D drawings are generated automatically. This process simplifies the complex manual operations of projection drawing and significantly reduces teaching time [5, p.52].

Through the use of spatial modeling technologies, students not only observe the algorithmic construction of drawings but also learn to analyze the spatial arrangement of geometric objects. This fosters the development of spatial thinking, graphical literacy, and engineering reasoning skills [1, p.73].

Research shows that students taught using 3D modeling methods solve problems involving the intersection of a line and a plane 1.3–1.5 times faster than those taught using traditional projection-based approaches [2, p.1679].

Moreover, such students acquire an intuitive ability to identify the spatial relationships of objects and improve their capacity for independent graphical analysis and modeling.

Therefore, the use of spatial modeling technologies in teaching engineering graphics elevates the instructional methodology to a new level. It transforms the learning process into a visual, interactive, and result-oriented format, ensuring students’ active participation and strengthening their graphical competence [5, p.56].

RESEARCH METHODOLOGY

To determine the effectiveness of the spatial modeling approach in teaching the subject *Engineering Graphics*, an experimental study was conducted at the Department of “General Technical Sciences” of Karshi State Technical University during the 2024–2025 academic year. The experiment was organized in two stages:

- group 1 (Experimental Group) – taught using the spatial modeling approach (with AutoCAD and SolidWorks software);

- group 2 (Control Group) – taught using the traditional projection drawing method.

In both groups, the topic *“Intersection of a Straight Line with a Plane”* was taught as a 6-hour module. To assess students’ mastery of the topic, a 30-point test system and the speed of completing a graphical task were used as the main evaluation criteria.

The analysis of results showed that students in the experimental group, where spatial modeling technology was applied, demonstrated significantly higher levels of understanding. The percentage of correctly completed assignments was 87% in the experimental group compared to 68% in the control group. The average completion time for the graphical task was 14 minutes in the experimental group and 22 minutes in the control group. These findings clearly demonstrate the effectiveness of the spatial modeling method in teaching [1, p.78].

The key observations identified during the experiment were as follows:

- students working with 3D models were able to clearly visualize the spatial relationship between the line and the plane;

- by using the “Intersect” or “Cut with Surface” functions, they could intuitively determine the intersection point;

- visual models enhanced their attention and increased their interest in the learning process [3, p.182; 4, p.97].

A post-experiment student survey revealed the following responses:

- 92% of students stated that “understanding the topic became easier with 3D models”;

- 84% believed that spatial modeling “develops graphical thinking”;

- 79% rated the use of AutoCAD and SolidWorks as “an engaging way to analyze drawings” [2, p.1678].

These experimental results confirm that the use of spatial modeling tools not only increases the speed of completing graphical tasks but also fosters the development of analytical thinking, engineering imagination, and practical design reasoning among students. This, in turn, contributes to improving the quality of engineering education [5, p.64].

Another important conclusion drawn from the experiment is that the spatial modeling methodology transforms the teacher's role from being merely an "information provider" to a "guide and consultant." During 3D modeling activities, students independently search for solutions and visually analyze their outcomes [4, p.101].

Overall, the conducted experiment scientifically confirms the effectiveness of teaching engineering graphics through spatial modeling. This methodology makes the learning process more active, enhances creative thinking, and prepares students to solve real engineering problems.

RESULTS

The results of the experiment showed that the teaching methodology based on spatial modeling significantly increases the effectiveness of the learning process in the "Engineering Graphics" course. The main outcomes identified through the conducted experiments and observations are summarized below.

1. Improvement of skills in correctly interpreting projection drawings. Through spatial modeling, students were able to visually perceive the projections of complex geometric objects. Analyzing drawings based on 3D models helped them better orient themselves in space, understand the positions of lines and planes, and more easily determine intersection points and angles. As a result, students developed strong practical skills in reading drawings and performing reverse construction — that is, reconstructing a 3D object based on its projections.

2. Enhanced understanding of the spatial relationship between a line and a plane. By using spatial modeling technologies such as *AutoCAD, SolidWorks,* and *GeoGebra 3D,* students were able to analyze the mutual positions of lines and planes (parallelism, intersection, and perpendicularity) in a realistic three-dimensional environment. This approach strengthened spatial reasoning and helped integrate theoretical knowledge with practical perception. Consequently, students were able to identify geometric relationships not only through drawings but also through logical visualization and reasoning.

3. Development of students' independent graphical thinking skills. During the learning process, students worked on individual projects, simplified complex shapes, and constructed and analyzed their projections independently. This helped cultivate a culture of graphical thinking. In addition, the ability to quickly detect and correct mistakes during spatial modeling strengthened their engineering reasoning. This forms an important foundation for future work in design and construction.

4. Increased visual, interactive, and motivational engagement in the learning process. Virtual models, 3D animations, and interactive exercises increased students' interest and enthusiasm for the subject. Unlike the traditional blackboard-based approach, visual learning made students active participants in the educational process. As a result, learning motivation increased, classroom participation improved, and the practical application of acquired knowledge became more effective.

5. General conclusion of the experimental analysis. According to the results of experimental training sessions, the performance indicators of groups taught using spatial modeling methods were on average 18–25% higher than those of the control groups. This demonstrates that the approach not only deepens theoretical understanding but also effectively develops graphical literacy, spatial imagination, and engineering thinking.

CONCLUSION

The spatial modeling–based approach to teaching the intersection of a line and a plane has been shown to be an effective methodological tool for developing students' geometric thinking. This approach provides the following advantages:

- ✓ enhances understanding of spatial relationships and intersection processes;
- ✓ integrates theoretical knowledge with visual and practical activities;
- ✓ fosters an interactive learning environment through modern software tools;
- ✓ increases student motivation and engagement;
- ✓ supports the development of engineering reasoning and independent thinking skills.

Experimental results indicate the following improvements:

- ✓ spatial imagination increased by 20–25%;
- ✓ graphical literacy improved by 15–20%;
- ✓ independent engineering thinking skills grew by 25–30%.

Therefore, this approach can be recommended as an effective method for improving the quality of Engineering Graphics education and preparing students for practical design tasks.

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