The Problem of Activating Students' Creative Activity in Drawing Lessons

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The earliest sources on students' cognitive activity and its characteristics date back to antiquity. It has been known since ancient times that cognitive activity helps students to get deeper into the essence of things, processes and events, to strengthen memory. In the works of medieval thinkers who lived and worked in the Near and Middle East, special attention was paid to the fact that the type, principles, structure, criteria of scientific knowledge are related to human mental development and perfection.

Al-Khwarizmi clearly distinguished between knowing through emotion and knowing through "logical reasoning": emotion is a "small" property, and "logic" studies the essence and believes that they interact.

In Beruni's scientific heritage a great place is given to the scientific method of studying and knowing nature. Characteristic features of Beruni's scientific method are objectivity and rational approach, observation, experiments, study of oral and written monuments, critical approach to evidence, their logical generalization in the form of mental conclusions and comparison in order to determine the truth.

The first direction is to accelerate learning to a certain extent by performing exercises and practices that determine the knowledge of more students.

The second direction in the concept of developing students' cognitive activity is related to the formation and development of cognitive activity, which focuses on such qualities as activity, independence, initiative, creative activity and independent learning.

The third direction is to create the necessary conditions for the development of cognitive activity.

In our opinion, these directions in the concept of development of cognitive activity do not negate each other, but are inextricably linked. However, due to the fact that all three areas of the problem are very wide and multifaceted, the study of the main direction, which develops the cognitive activity of students, should be a priority.

Thus, the development of cognitive activity in the teaching of drawing means, first of all, the active work of students in the process of making different levels of image exchange.

Indeed, the development of thinking plays a leading role in the cognitive activity of the learner.

Since the most important factor in the development of students' cognitive activity is figurative and logical thinking, its development can be given priority.

This work should be combined with the important qualities of the student's personality - intelligence, activity, independence, initiative, creative approach to work, curiosity, independent learning, which can meet the tasks of shaping the personality of students.

At the same time, the most important didactic tool for activating the learning process should be the rotation of students in the learning process.

Graphic activity is the activity of a person in the creation of graphic images. That is why when we say graphic activity, we mean the process of graphic representation of the material world and events around us through symbolic images.

Cognitive activity is a process that occurs as a result of a number of cognitive activities. The movement of knowledge occurs at all stages of cognition after the theoretical assimilation of concrete reality.

Cognitive behavior is a specific part of the cognitive process. Consequently, it is the result of emotional and thinking actions that lead to complete cognitive outcome.

Cognitive movement is a broad concept that differs from mental operations. Because the emotional experiences of knowing are added to this. Only some of the mental elements can be an element of cognition.

In most cases, mental actions are reproductive in nature and do not lead to new knowledge. Cognitive action, on the other hand, always means getting a new cognitive outcome.

Thus, we have identified the difference between cognitive action and mental action. However, in the literature, the term mental action is often associated with action. In this case, mental action may not be fundamentally different from cognitive action. Thus, the act of cognition is a conscious, goal-oriented result-complete act of cognition.

Cognitive activity is a set of logical sequences of actions that are interconnected.

The sequence and interdependence of the cognitive movement requires an analysis of the content of the cognitive activity and the identification of this type of activity. However, theoretical analysis of this problem shows that there is no consensus among the representatives of methodological and pedagogical disciplines on the essence of the development of students' cognitive activity in the educational process. There are three different perspectives on this problem.

The development of students' cognitive activity is a more complex and time-consuming process (Table 1). It is formed in collaboration with the teacher and the student. The teacher raises the question of learning, gives examples of its full operational-subject structure, each individual operation and their order, monitors the process of each action and operation, and finally, each student whether it has performed a cognitive activity, and if so, it considers what elements it needs to process.

Table 1 Technology for the development of students' cognitive activity

1.	Gradual formation and development of the student's ability to perform certain elements of cognitive activity
2.	Control of information on the level of knowledge acquisition
3.	Organization and management of independent and individual work of students

Therefore, when we say "development of students' cognitive activity":

1. The process of gradual transfer of the student to the implementation of certain elements of this activity for independent implementation without the intervention of the teacher, that is, the process of information-motivation. goes on how to give its individual elements a sequence for independent execution).
2. The process of controlling the level of knowledge acquisition. The development of the learning process as a whole can be ensured only if it is mastered in a single process of solving the structural components (both content and process knowledge).
3. Organization and management of independent and individual work of students.

High-level changes in the field of education have focused on the creative process and creativity of our youth, and a lot of effective work has been done.

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