

THE PRACTICAL IMPORTANCE OF INDEPENDENT GRAPHIC TASKS IN THE FORMATION OF STUDENTS 'CREATIVE ABILITIES

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ABSTRACT

Improving the effectiveness of education is one of the priorities today. Much attention is paid to the formation of learning direction objective between the learner and the educator, as well as the forms and means of learning popularization from the comprehensibility principles to learners.

Keywords: learning direction, learning popularization, "drawing" discipline.

INTRODUCTION

Just as each science has its own goals, the goals of the graphic sciences have their own strict strictures. The main focus in the drawing science is to increase spatial imagination, to develop graphic activity in the skills formation to perform graphic tasks independently.

One of the tools to increase student engagement is to complete graphic assignments in drawing classes. Because the theoretical problems of drawing are solved in "graphic language".

Taking into account the small amount of time spent in the school drawing course, the graphic and practical work in the course serves as a key tool in developing graphic knowledge, skills and competencies in students, developing their spatial imagination and developing their creative abilities.

The "drawing" discipline program pays special attention to the formation of students' creative abilities in the graphics preparation, teaching them to perform simple design tasks. For this purpose, the program has a separate topic "Design elements on images" and students are given two independent tasks ("Drawing elements of the design element" and "Solving creative problems of the design element").

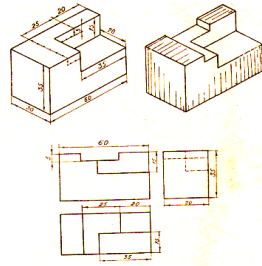
MAIN PART

In the early stages of teaching students to perform creative tasks, it is important to focus on designing the details or improving the parts. Figure 1.

The subject of drawing is designed to develop students' design skills by giving them special assignments in a specific area. The conditions that must be met when creating a design element are as follows:

1. The main thing is their ingenuity, independent creative search for a solution, a combination of data or taking into account the size and shape of the connecting details.
2. The set of tasks should be different. For example, one of them can be solved by relocating parts, others by reworking or completely changing the design.
3. It is better to be able to solve the problem in several ways. The student must choose one of them based on it.
4. Whenever possible, it is best to have "hidden help" to help you find a solution to the task. This "help" can sometimes distract the student from finding a simple solution.
5. Graphing the result should be as simple as possible.
6. The assignment should not contain technical and technological information that is unfamiliar to students.

Figure 1.



The scientific substantiation of the problem related to the development of graphic knowledge, skills and abilities, spatial imagination, the formation of creative abilities of students in the updated content requires taking into account the features of objective necessity.

To date, most practical drawing teachers have been tasked with developing students' creative skills, mainly by changing the shape of the detail and making simple additions to it. However, simple geometric objects, such as wire figures inside a paralpiped, can be used. Figure 2.

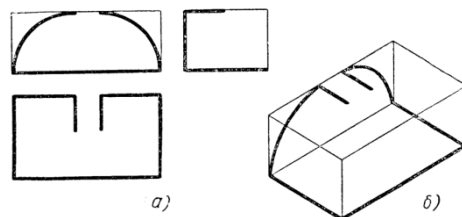


Figure 2.

The first is to change the shape of the detail and design a new product, which are interrelated but include different types of activities. Second, there are no creative elements in the task of changing the shape of a detail, as their condition requires finding a unique solution in itself. These assignments develop students' figurative thinking skills. But it doesn't increase their interest in the lesson enough. However, in connection with an elementary practical problem, tasks that develop students' design skills have not yet been included in the content of graphics in secondary schools. To develop students' creative abilities, we can give the graphics teacher interesting questions in the classroom and in extracurricular activities, ranging from simple solution exercises to complex (two- and three-solution) details.

For example, we simplify the cube and cut it from two corners perpendicular to its diagonals. Unless a clear picture of it is drawn, the problem will remain complex for students. But if it is done clearly (technically), it will be possible to do it, and they will be more interested in solving the problem. Figure 3.

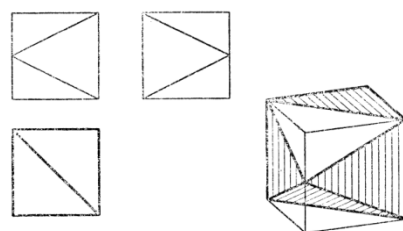


Figure 3

CONCLUSION

In short, every student has a curiosity first and foremost, especially during adolescence, when he or she carefully observes each element. Pre-painting geometry classes give them a complete idea of geometric shapes and objects. In drawing, too, students are more interested when given interesting problems using complex geometric objects.

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