

DEVELOPMENT OF DESIGN CREATIVITY OF STUDENTS

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Abstract: issues of development of design creativity of students in technology lessons in general secondary educational institutions are given, detailed information is given about the basics of design and creativity.

Today, in order to develop the creative activity of students, first of all, it is necessary to teach them the technological science programs of general secondary education. Designing and creative abilities are taken into account in the formation of knowledge and skills of students in technology classes.

The possibilities of technology science in teaching the basics of design in general secondary education are great. The purpose of teaching the basics of design technology is that students learn to design and practically make things, taking into account their aesthetic, functional and economic aspects, and to create knowledge, skills, and abilities in class and extracurricular activities.

The process of teaching the basics of design in the content of technological science can be assumed to be carried out conditionally in 3 stages, these are:

1. Elementary design education (grades I-IV)
2. Basic design education (grades V-VII)
3. Specialization design education (VIII-IX classes)

I. Elementary design education

In providing primary design education, it is envisaged to develop the following knowledge, skills and abilities of students in labor education classes for I-IV grades, in extracurricular activities based on the State educational standards.

Class I: Performing drawing and painting exercises based on observation of objects. Development of knowledge about products. Drawing simple decorative patterns of objects according to oneself. Learning to create patterns from geometric shapes. Preliminary information about materials. Basic information about the tool.

Cutting out the simplest shapes from paper and cardboard, drawing, painting and decorating them with the simplest patterns.

Class II: Draw, paint, and make a new shape of the toy or modified versions of some parts of the toy. Analyzing several similar toys. Acquaintance with various professional products. Drawing tools for professions. Learning to draw and paint simple patterns to decorate various items. Learning the properties of materials.

Class III: To know the rules of proportionality of flat geometric shapes in relation to each other in terms of size and shape. Preliminary introduction to the rules of shapes and color proportion. Introducing elements in patterns to periodic repetition and rules of symmetry. Making toys and decorating with patterns, changing the shape and color of sample items. Development of simple image processing skills in application and mosaic method. Introduction to national crafts.

Class IV: Introduction to the rules of mutual proportionality of different flat and volumetric shapes. Composition on various topics. Creating a preliminary understanding of the use of decorative elements suitable for these items. Proportional rules related to the number and mutual location of different forms. Designing toys from different materials.

II. Basic design education

We have developed the knowledge, skills and competencies that should be developed in students based on the State educational standards for providing design education in labor education classes for classes V-VII, extracurricular activities (woodworking in the example of the direction of the technology of giving).

Class V: Concepts of material economy, technical drawing, project and drawing. Woodworking professions. Carving. Consideration of design, composition, processing and economic issues. Preparation of a model of products. Moving decorative elements and creating independent creative patterns. Analysis of artistic aesthetic properties of products. Volumetric spatial structure of objects. Importance of development of arts and crafts in Uzbekistan.

Class VI: Preparation of design items on a woodworking lathe and a drill press. Cylindrical objects project. Understanding of pattern types and some features. Preparation of sketches by types of patterns. Performing simple decoration work and preparing stencils for it. Exercises to solve product design solutions. Plasticity. Color and color harmony.

Class VII: Elements of construction, properties of materials, sketches of wooden products and their preparation, composition. Understanding of asymmetry, drawing patterns on objects. Product preparation based on projects. A project of objects consisting of various geometric figures. General characteristics of woodworking professions. Use of shape, color, images and patterns in artistic decoration. The technology of writing artistic letters, working with polishing decoration tools. Quality of products, aesthetic appearance. Analysis of product types. Studying the procedure of drawing up a design project. The technical essence and beauty of the item. Checking the quality of finished products.

III. Specialization design education

Class VIII: Introduction to modern manufacturing. Introduction to professions related to design. Environment of items. An understanding of the participants in product design and their duties. Interior view of the interior.

Class IX: Product production technologies. Ergonomics - comfort between a person and an object. Professions related to design and description of these professions.

The introduction of design education in continuous education is systematically carried out in the process of visual art and technology education from the primary school and ends with the training of qualified specialists.

Taking into account that design education in the continuing education system is the need of the hour, it requires development at the level of world standards not only in general secondary education, but also in professional education and higher education institutions.

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