

METHODS OF CREATIVITY DEVELOPMENT IN GRAPHIC DRAWING LESSONS

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ABSTRACT

This article presents analytical ideas about teaching students creativity in graphic design classes, as well as the stages of development and formation of their creative abilities.

Keywords: creativity, ability, design, design, technique, graphic activity.

The development of creative abilities of a person always excites both researchers and teachers who have direct practical work with children. Visual arts, drawing, graphic design and technological education will greatly help in solving this problem creatively - these are practical-educational sciences that can use the opportunities for the real development of the child's creative abilities, his creative individuality.

The following methods can be used to successfully develop students' creative abilities:

1. Development of ability, inclination;
2. The interests of each student, taking into account their capabilities;
3. Mastering the technique of consciously solving various creative tasks;
4. Management and strengthening of students' creativity through practical training;

Creativity is different, but its types are mostly related to each other. Thus, technical creativity cannot be separated from design. The common link that connects many types of creativity is graphic images (both in drawing, technique, and art), especially drawings, drawing opens the door to great opportunities for the formation of creative qualities of a person.

One of the ways to develop students' creative abilities in graphic design classes is to solve creative problems. From the pedagogical point of view, it can be argued that in the course of this activity, new important individual values are created, the abilities of a person are revealed and developed. Creative tasks are tasks with variable solution results, the algorithm of which is unknown to the student.

Creative issues in graphic design can be divided into two categories:

1. Development of students' readiness to work with graphic content.
2. The second includes tasks related to the elements of design activity: pre-design, re-design, creation with similarity according to technical conditions.

What tasks can be discussed during the course of the lesson? Almost all proposed problems with incomplete data create conditions for combinatorial search. These tasks are:

1. Finding the missing lines according to the technical drawing;
2. Identify missing lines in the drawing;
3. Cross-sectional view of the elements of "round detail", the image of the place cut through the cutting plane;
4. Elements of the external and internal contours of the "round detail" and location according to the position of the axis);
5. Various drawing options in terms of appearance and size;
6. Transition from one view to another size view by adding different elements;
7. Types of haircuts and their appearance;
8. Location of the main view in section;

9. "Find and fix the error";
10. Recreational training, etc.

In addition, a number of different creative tasks will be available:

1. Performing national decorations through lines drawn using drawing tools;
2. Using methods for making patterns, writing artistic fonts (smooth transition from one line to another);
3. Separating the assembled detail into separate parts, elements;
4. Adding elements to detail paths and changing its shape;
5. Change the shape of the detail by removing parts;
6. Change the shape of the detail by changing the number of axes of symmetry;
7. Combining parts of the detail (conversion), etc

High-level tasks are project activity elements, where technical or constructive tasks are assigned along with the schedule. A project is a complex creative process used by designers, project engineers, architects, etc. in their daily activities.

When considering drawing tasks with elements of design activities, it is important to note that we are mainly talking about graphic elements.

The types of learning activities listed enhance the reading of drawings because they are closely related to the use of graphic images. In addition, they are much simpler than a scheme or a constructive project. For creative graphic activity, which provides the maximum possible efficiency of solving educational problems, the highest level of education for each student in a certain period. It is necessary to create an environment and conditions that ensure the achievement of the level of education and development, not only a certain volume of knowledge, but also the methods of their preparation and application.

Creative graphic activity of students requires:

- planning of educational activities taking into account the conditions (number, sequence) of inclusion of content tasks into the educational process;
- development of creative graphic activity methods suitable for any relevant type of work;
- choosing the most appropriate teaching methods and tools for specific types of creative work;
- allocation of optimal time for performing certain types of creative tasks;
- creating a creative atmosphere during the lesson, creating an atmosphere of benevolence to the student, paying attention to every creative proposal of the student.

To sum up, the creative process is not a manifestation of some primary forces, but a natural link in the development of thinking, imagination and human activity. Creativity is not only the result of understanding and intuitive movement, but also the result of knowledge about the methods of movement, so it is natural to talk about the possibility of teaching creativity, the possibility for students to understand its technology. In order to develop the appropriate methodology, it is also necessary to get acquainted with the mechanisms of children's creativity and the characteristics of the accompanying graphic activity.

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