

PEDAGOGICAL AND PSYCHOLOGICAL FUNDAMENTALS OF FORMATION OF SPACE IMAGINATION AND CREATIVE ABILITY IN STUDENTS

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ABSTRACT

The pedagogical bases of development of methods and directions of development of spatial imagination in students are given. We will also learn about the pedagogical and psychological foundations of creative skills development.

Keywords. Drawing, methodology, creative ability, ability, spatial imagination, pedagogical skills, technique, pedagogy.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the main goals of modern education is to teach students to think creatively. Problems in improving teaching methods are related to choosing the most effective methods and perfect teaching methods, activating students' thinking activities, and creating spatial perceptions in students as they read and complete drawings.

The improvement of students' graphic training depends on how quickly and successfully the reconstruction of education is carried out on the basis of advanced ideas put forward in recent years.

A new program has been created in our universities and scientists are working on it. Now it's time to dump her and move on. The need for research in this area is due, firstly, to the growing demand for modern teaching, scientific and methodological training of teachers, and secondly, to the growing demand for teachers to evaluate the innovations of the method from a didactic point of view.

In addition to the creation of a new drawing program, there is a constant scientific and methodological work in the field of finding ways to develop students' mental activity. Improving teaching methods and increasing the effectiveness of the pedagogical process is associated with identifying ways to improve students' learning. Proper organization of students' learning activities, the formation of rational methods of graphic activity play an important role in the implementation of this task. This requires a great deal of pedagogical skill on the part of the teacher. Teachers' pedagogical skills can be enhanced by engaging them in new forms of work, identifying the most effective teaching methods, and testing them in practice.

In recent years, teachers have gained a wealth of experience in organizing students' independent work on handouts, activating students' learning activities and involving them in solving creative problems.

The further improvement of the work done in the field of developing students' thinking in the teaching process is related to the rational organization of students' academic work. It is

necessary not only to provide students with a system of knowledge, but also to form in them rational methods of thinking activities related to the solution of various graphical problems.

In methodology and pedagogical psychology, great emphasis is placed on selecting the most basic methods of teaching, and students use these methods to solve common tasks, such as drawing analysis and reading.

Graphic work has a twofold effect on the activation of students' mental activity. On the one hand, it depends on the development of students' visual thinking, and on the other hand, it depends on the development of logical thinking.

In the process of teaching drawing, emphasis is placed on the development of students' visual thinking and spatial imagination.

It is necessary to work on the development of logical thinking, methods of distinguishing and comparing different forms of imagination, different objects, images with objects, etc., their non-essential features, and induction in the description of new material. settings are coming.

One of the main challenges in teaching drawing in higher education is to develop students' spatial imagination, which makes it difficult for you to read and compose simple technical drawings related to imagining spatial shapes. Due to the insufficient development of spatial imagery, it is more difficult to teach and train students entering higher technical education.

The development of spatial imagination in drawing lessons can be as follows: first, to develop the ability to mentally visualize the geometric shape of an object familiar to them in the task of making a drawing of an object and reading its given drawing;

Second, to expand spatial perceptions, to make them robust and systematic.

Another important aspect of teaching drawing with the development of spatial imagination is the development of students' spatial imagination. If the ability to visualize new spatial images based on the accumulated knowledge of spatial imagination during the execution of learning tasks in drawing is not sufficiently developed, it is impossible to describe something graphically, and teaching drawing techniques will not help the work. Graphic imagery, which is a means of imagining and expressing forms, and mental activity interact with each other in the same way that speech thought does, that is, if there is no thought, no speech will help. There are two issues that can be raised while reading the drawings:

- 1) determine the shape of the described object
- 2) disclosure of technical and technological information.

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