Pedagogical Aspects of The Development of Design Creativity of Students

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ABSTRACT

The article mentions the use of computer technology in the development of design creativity, spatial imagination of students, as well as the capabilities of their creative abilities.

Key words: *designer, creativity, abilities, computer technologies, student, imagination, knowledge, thoughts, learning process, scientific novelty, project.*

I.Introduction

If the vision of a qualified specialist is strong, then his work productivity will increase. Famous Japanese designer K. Ekuan said that" feeling the essence of the items is the basis of the concept of design thinking." This ability does not arise by itself. In our opinion, from the elementary classes it is necessary to systematically give knowledge of the basics of design, and to develop a student's design-based thinking, that is, a designer's thinking.

What is design thinking? How to develop it? Contemplation is one of the important concepts of such branches of science as philosophy, psychology and pedagogy, and it has been given different definitions by scientists.

In our opinion, V.The definition given by Karimova completely illuminates the Moss of the term design thinking: "thinking is a form of generalized and abstract reflection, which ensures that there are complex, comprehensive relations between objects of knowledge of the human mind and phenomena." It should be noted that since we know the cause and effect links between things and events, as well as the laws of change and development, we can predict or create something that is not present, but can be, and employees.

On the basis of the analysis of the definitions and descriptions given to the concepts of design, thinking and design thinking, we proposed our own definition, which fully reflects the characteristics of Secondary School students in general:

Design thinking is a form of reflection in the human mind of something considered objects of cognition, parts, as well as the form qualities of the living environment acquired in the general state, as well as creative activity aimed at building all-round contacts in the external form.

Design thinking should be shaped in a person from an early age, gradually. Creative, mantle, visual, figurative, abstract types of thinking, the state and processes of the psychological character of the individual, attention, idroq memory, intuition, emotion, imagination and intuition are fully involved in the design thinking.

The development of the concept of design in the students is a complex and long-lasting

process, the application of it to the didactic printsip, which expresses the interdependence of theory and practice in the integration into the minds of the students, allows effective implementation of this process. We should be able to understand their function as well as their compatibility with the external environment in introducing the students to the formal attributes of the items, as well as their comprehensive external relations. As a rule, when decorating an item, its value, usefulness, beauty is taken into account, but the practical benefit, aesthetic sensations, personal psychological effect, Color, Color Harmony, emotional impact, what is prepared from it, its compatibility with other items does not matter. In the development of design thinking in students, we must be armed with knowledge of the history of the items that surround them, their impact on the evolution of our culture and spirituality, its place of origin.

For this purpose, in organizing the educational process, it is required to increase the effectiveness of pedagogical-aesthetic cooperation in the development of design thinking that will facilitate the solution of such problems as the pursuit of purposeful scientific innovation in students, the influence of creativity on the psychology of the individual through colors and forms of emotional influence.

Students should know the following things in the implementation of the design process on the basis of design:

- under what conditions the machine or equipment being designed works;
- accurate (or partial) assessment of the effectiveness of the use of the projectile;
-to know what purpose the product being designed will serve;
- imagine what other options there will be;
- ability to interpret economic requirements.

From the assignment given to the student in the execution of design projects of items in the process of school education, he will know the function of the item, its general structure, technological capabilities of its preparation and its relationship with other items. By finalizing the projects that the students have started, they will make products on their basis and by making the appropriate changes to the products that are being prepared with a creative approach to this process, they will achieve the products to be practical, durable, in-demand. "In itself, the organization of cocktail education classes in this way leads to the fact that students will be able to test their opportunities in this field, see a sample of creativity, be proud of their creativity and increase confidence in their opportunities.

In order for the activities of the students on the performance of their design projects to be effective as a result of this research, we consider that the following should be done:

- development of assignments, information and methodological guidelines for students on the implementation of design projects;
- to develop criteria for assessing the level of creativity skills formation in students on the basis of design;
- to draw attention to the individual characteristics of students in the design process on the basis of design;

It depends on the design and design in the students, interest in the professions, to educate mature individuals through the development of their creativity;

- students are subject to mastering the basics of design bilim.va determination of the size and quality of skills and implementation of Taxim according to their classes;

- to improve the content, structure and transport framework of the implementation of design projects through a new set of Information Technology.

In ensuring the effective implementation of these tasks, it is expedient to use computers in the lessons of Fine Arts to achieve the successful implementation of students ' design projects and enrich their outlook, develop their creative thinking.

The following are the main objectives of the use of Information Technology in the development of Student Design Creativity:

- to open up opportunities for students to refer to unconventional sources of information, to create broad opportunities for independent thinking and creativity;
- to create conditions for students to work independently and to design, modify and compare different variants of the design work under construction;
- to be able to provide additional advice and guidance for the development of the minds of the reader, the development of his / her creative quest, the choice of the optimal design of the created object designs through the use of computer technology in teaching;
- to have a convenient option for students to improve their computer literacy and evaluate their level of mastery;

Students will have the following advantages in carrying out design projects using computer:

- •project processing;
- •making changes to the project;
- •storing and future use of the project in computer memory;
- •re-compensation of a separate part of the project, etc.;
- add entries to the project;
- •move the project to other files;
- •text interpretation and other possibilities are available.

In order to make full use of these opportunities, it will be expedient for the general secondary schools to know the following about Labour education teachers, Information Technology:

- information and creative processes in science, technology and culture;

- possession of modern methods and methods of Information Exchange; - effective use of computer technology in teaching science, developing students ' creative abilities and knowledge on design fundamentals;

-to have information about existing local and global network systems, to be able to use the internet system and its capabilities;

- ability to work with text and graphic editors using computers, be able to carry out design projects;

- to have an idea about the software tools of the implementation of Information Technology;

-to be able to use computer devices as an educational tool in the organization of lessons;

-to be able to apply the automated system of teaching and control in their activities;

- to be able to know and apply an information system about instructional materials;

- to create a database on the subject being taught;

It should be noted that today it is impossible to imagine the development of the educational system without information technologies, because with the help of these technologies there is a great opportunity to visually and understandably describe various topics in the sciences. Having understood

these advantages in a timely manner, it is worthwhile to create and use a wide range of educational programs based on advanced pedagogical and information technologies.

In the lesson sessions students applied computer technology to develop design creativity. as a result of the study, there is an effective development of professional relations.

The students seek to fully master the subjects they have passed in order to carry out the tasks they have set before them, to respond to the control tasks.

The results of our research in the training activities organized with the help of computer show that in order to carry out the design projects in a simple way, a number of teaching aids, materials and time - if required, the computer will be able to accomplish the result in a short period of time with the help of economic saving. Proceeding from the above considerations, the emphasis of computer technology in the development of student design creativity can be interpreted as follows:

- saves time when designing a computer tool;
- it will allow students to engage in training individually and to test their abilities;
- students can be taught independence, independent thinking, interaction.

From the above examples, students can draw the following conclusion about the use of computer technology in the development of design creativity:

• the availability of the opportunity to carry out design projects in a computer tool creates an opportunity for the student to work independently;

• students ' interest in design and design related professions increases;

• students will have wide opportunities to generate knowledge, skills, qualifications;

• in the process of designing, along with the spatial imagination of students, opportunities for their creative abilities are created.

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