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RESEARCH THE FORMS AND METHODS OF FORMING PERCEPTION AND TRANSMISSION OF SPACE IN THE TECHNIQUE OF VOLUME PAINTING

Abstract

This article has access to the study of the forms and methods of forming perception and transmission of space in the technique of corpus painting. All these properties and relationships that can be known directly, with the help of sensations and perceptions (color, shape, placement and movement of the body in the visible space), .e. through thinking. Thinking always relies on the data of sensory experience and on the previously acquired theoretical knowledge.

The most common form information is the activity of thinking.

Thinking is not only closely related to sensations and perceptions, but also is formed on the basis of them. The transition from sensation to thought is a complex process that consists primarily of an isolated and separate object or its sign. Practical activity is the main condition for the development of thinking.

Keywords: : research, form, method, perception, transfer of space, corpus painting technique, thinking, sensation, process, artistic thinking.

Introduction

Objects and phenomena of reality have such properties and relationships that can be known directly, with the help of sensations and perceptions (colors, shapes, placement and movement of bodies in the visible space), and such properties and relationships that can be known only indirectly and thanks to generalization, through thinking. Thinking always relies on the data of sensory experience and on the previously acquired theoretical knowledge.

The most complex form of information processing is the activity of thinking.

Thinking is not only closely related to sensations and perceptions, but it is formed on the basis of them. The

transition from sensation to thought is a complex process, which consists primarily in the isolation and isolation of an object or its characteristic, a distraction from the concrete, common to many objects. Practical activity is the main condition for the development of thinking.

The results of people's cognitive activity are recorded in the form of concepts. To know a subject is to reveal its essence. The concept is a reflection of the essential attributes of the object. In order to uncover these signs, it is necessary to thoroughly study the subject, to establish its links with other objects. The concept of an object arises on the basis of many judgments and conclusions about it. Thoughtful activity is manifested in the understanding of the objects of thinking and in solving on this basis a variety of mental tasks. Understanding is a prerequisite for solving mental tasks and can be included in the process of perception of an object and be expressed in recognition, awareness of it, it can be carried out outside of perception.

Acting, a person solves a variety of tasks. A task is a situation that determines the action of a person satisfying a need by changing this situation. The essence of the task is to achieve the goal. Man solves complex tasks in several stages. Realizing the goal, the question, the need that has arisen, he

then analyzes the conditions of the task, draws up a plan of action and acts.

A person solves some tasks directly, by performing usual practical and mental actions, solves other tasks indirectly, by acquiring the knowledge necessary for analyzing the conditions of the problem. The tasks of the latter type are called mental.

The solution of mental tasks goes through several stages:

The first stage is awareness of the question of the task and the desire to find an answer to it. Without a question there is no task, there is no thinking activity at all.

The second stage of solving mental tasks is the analysis of the conditions of the problem. Without knowing the conditions, it is impossible to solve a single task, either practical or mental.

The third stage of solving a mental task is the decision itself. The decision process is carried out through various mental actions using logical operations. Mental actions form a certain system, successively replacing each other.

The last step in solving mental problems is to check the correctness of the decision. Verifying the correctness of the decision disciplines the mental activity, allows you to comprehend every step of it, find unnoticed errors and correct them. The ability to solve mental problems characterizes a person's mind, especially if a person can solve them independently and in the most economical ways [1].

Depending on what place in the thought process the words, image and action occupy, how they relate to each other, there are three types of thinking: concretely effective, or practical, concretely figurative and abstract. These types of thinking are also highlighted on the basis of the characteristics of the tasks - practical and theoretical.

Characteristic features of concrete-effective thinking are pronounced observation, attention to details, particulars and the ability to use them in a particular situation, operating with spatial images and schemes, the ability to quickly move from thinking to action and back.

Concrete-figurative, or artistic, thinking is characterized by the fact that a person embodies abstract thoughts, generalizations into concrete images.

Abstract, or verbal-logical, thinking is mainly aimed at finding common patterns in nature. Abstract, theoretical thinking reflects common connections and relationships. It operates mainly with concepts, broad categories, and images, representations in it play a supporting role.

All three types of thinking are closely related to each other. Many people are equally developed specifically-effective, specifically-figurative and theoretical thinking, but depending on the nature of the tasks that a person solves, one or the other, then the third type of thinking comes to the fore. The word,

action and image act as one of the factors activating thought processes. The flexibility of the mind is expressed in the mobility of thinking processes, the ability to take into account the changing conditions of mental or practical actions and in accordance with this change the ways of solving problems.

Teacher's verbal installations allow students to be oriented to the pictorial principle associated with the tasks solved at a particular stage of work, helping to repeatedly adjust the image process. The installation method activates the perception of the drawing, their graphic actions, contributes to the strengthening of the interconnection of these processes [15].

Phased speech installation contributes to a more effective solution of visual tasks, is an important part of the methodology of teaching painting, facilitates the development of the principles of the transfer of space in a particular writing technique. The teacher should help students develop their own personal attitudes, use them in the process of performing pictorial work.

Important means of enhancing the activity of students are conversations that activate the mental activity of students. During the conversation, students think, draw certain conclusions, express their thoughts, compare them with the judgments of other people, seek and receive answers to their questions. The conversation allows the teacher to more

effectively manage the process of perception of students. With the help of a system of focused questions, the teacher directs attention and maintains an active understanding of visual information.

Setting clear objectives and tasks for students, the need for their immediate solution by the artists helps them to develop a certain sequence of pictorial images. It should be noted that one-sided use of verbal methods and attitudes may create additional difficulties for students who have a clearly developed visual-figurative type of thinking [16-18].

Learning the basics of artistic creativity includes three goals. The first is to master the basics of art history knowledge, knowledge from the field of specific types of art. The second goal is the general preparation of students for practical artistic activities. The content of art education is intended to help students master the forms of practical artistic activity that allow them to join the patterns of artistic creativity and participate in creating the values of art. The third goal is to introduce students to individual artistic activities, allowing them to independently and personally comprehend art.

In the process of learning the basics of art, both these aspects are related to each other.

The general tasks of modern art education are as follows:

- the formation and development of artistic culture as a socio-artistic experience, on the one hand, and as a process of acquiring this experience, on the other;

- development of artistic and creative abilities of adolescents in the types of art to which they have a tendency;

- improvement of the emotional sphere, the student's personal spiritual culture, his interest and love for examples of art, the desire to be active in the field of artistic creation;

- mastering the system of support, key knowledge, ways of activity, which in their entirety provide the necessary basis for independent acquaintance with art through artistic self-education; the acquisition of special knowledge in the use of technical means of replicating art;

- the development of artistic thinking, based on a positive attitude to art, independence of assessments, personal dependence of artistic tastes, needs and ideals;

- the formation of the national and universal components of the inner spiritual culture, the development in the aesthetic consciousness of the student of the positive features of the national mentality;

- realization of the possibility of individual choice of types and genres of art that are personally important for the student, the development on this basis of individual taste, the range of aesthetic needs;

- the development of the artistic worldview of the individual, understood as a set of artistic attitudes and beliefs based on positive examples of art.

The content of art education should ensure the implementation of the idea of mastering actual artistic and social experience, including:

- knowledge, ways of artistic activity, experience of artistic creativity;

- all types of artistic activity: perception, recreation of artistic works, analysis, improvisation, creativity;

- mastering the general sphere of artistic creativity in the process of mastering a particular type of art [17].

Methods of enhancing the perception of space and practical actions of students have much in common and the same principles underlie their effectiveness. Training methods aimed at enhancing their attention and perception, stimulate in-depth, meaningful processing of visual information in the mind, the result of which is expressed in their practical work.

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