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METHOD OF INTENSIFICATION OF PRIMARY EDUCATION IN THE PROBLEM DIAGRAM METHOD

The technique of elementary education to the drawing, based on the individually-personal approach is considered. The technique uses monitoring of levels of education development of drawing which consists in studying levels through plotting of performance of individual tasks. The result of such monitoring is compiled in conjunction with the student the individual educational trajectory learning which can be realized as on academic studies, and during their independent work. The rating system of estimation is the monitoring tool that consists of 10 points.

Each point is estimated on 6 mark scale. During the classes a teacher makes the conclusion of each point, and after the discussion the problem the teacher with the student makes individual plans of action. The significant in development and an orientation of interests at training of drawing is emphasized. The efficiency of a technique training drawing and practical application consists: in sequence of distribution of tasks and assignment in the program by a principle "from difficult — through simple — to difficult"; in mastering and performance of instructions of a technique of stage-by-stage execution of educational drawing; in system of testing and deducing of the general estimation of the educational drawing consisting of ten points; in system of estimations of each point on 6 mark scale put in individual test sheet; in construction of the diagrammes showing degrees of quality of drawing, such on separate parametres, as estimations of the general quality of drawing literacy of the trained. In liquidation of low levels, in qualities of separate points by performance of certain developing exercises.

Key words: artistic consciousness, psychology of space perception, intensification of the problem method, level of literacy drawing, change of artistic consciousness, change the artistic language, change the artistic culture, monitoring performance, individual educational trajectory, parameter estimates, forecasting results, individual and personal learning.

Die Methodik der Erstausbildung Muster auf den individuellen und persönlichen Ansatz betrachtet. Die Technik nutzt die Überwachung der Bildungsstufen Entwicklung der Zeichnung Briefe, die an das Niveau der Leistung durch die Charts der einzelnen Aufgaben prüfen. Das Ergebnis einer solchen Überwachung wird in Verbindung mit dem Studenten individuelle Bildungsweg Lernens zusammengestellt, die im Unterricht und in den Prozess der Selbststudium realisiert werden. Die Rating-System zur Bewertung der einzelnen Aufgaben ist die Überwachung, die aus 10 Parametern besteht. Jeder Parameter wird auf einer 6-Punkte-Skala bewertet. Im Klassenzimmer ist das Niveau des Abschlusses jedes Bewertungskriteriums. Nach der Diskussion werden die problematische Situation individuelle Aktionspläne erstellt. Die Information ist über die Entwicklung und Leitung von Interesse in der Lehre Zeichnung angegeben.

Die Wirksamkeit von Lehrmethoden Zeichnung und der praktischen Anwendung ist: Abfolge von Aufgaben und Aufträge in das Programm und Unterrichtspläne auf dem Prinzip "aus komplex — einfacher — bis komplex"; in der Assimilation und die Umsetzung von Leitlinien Techniken schrittweise Umsetzung der Bildungs-Muster; Systemtest und Einführung einer Gesamtbeurteilung der pädagogischen Muster, bestehend aus zehn Parametern; bei der Bewertung der einzelnen Parameter auf einer 6-Punkte-Skala in den einzelnen Testblatt ausgebildet; zur Konstruktion Diagramme, die die Ebenen der Qualität Gestalt, sowohl für die einzelnen Parameter und Bewertung der allgemeinen Qualität der Zeichnung Alphabetisierung; auf ein niedriges Niveau, als separate Parameter, indem Sie bestimmte Entwicklungsstörungen Übungen zu beseitigen.

Sprachwörter: ein künstlerisches Bewusstsein, Psychologie der Raumwahrnehmung, verstärkte Ausbildung, Problem-Methode, Höhe der Alphabetisierung Zeichnung, Kunst Kultur, Überwachung der Ausbildung, individuelle Bildungsweg, Parameterschätzung, Vorhersage Ergebnisse, individuelles und persönliches Lernen.

Graphic types of graphic work are basic in training and educating of artistic consciousness of future artists, architects, designers and teachers of fine arts.

The aim of the article is performing the method of education included innovative elements in didactic program of educational process, in connecting teaching of drawing with consciousness of space school picture and formation of three-spatial intelligence [1], in the diffraction of grade estimation of teaching drawing to predict and build individual and person education path teacher and learners themselves, in raising awareness, defining object and purpose not only in revealing the inclinations and the trainability, but and to improve them in the making of the being creatively active personality.

This process is a multistage:

- 1) Primary artistic consciousness (Level I);
- 2) Professional artistic consciousness (Level II);
- 3) Creative artistic consciousness (Level III);
- 4) Highly Social Consciousness (Level IV).

In the pedagogical process of teaching drawing as a kind of graphics has a special place, on one hand solves the problem on the Level I, on other hand, expanding the use of technical tools and materials contributes to solving problems Levels II and III. The teaching literacy in drawing lessons drawing from sort forms of student perception and display space environment programme in the space of academic drawing, in the methodical development of craft and discipline – this is the first goal of the training. But the implicit in the minds of student creativity did not interrupt and will not residual becomes to implement of their own goal — “to touch the art”. The teacher-artist, taking into account the psycho-age features of the disciple becomes a conductor in a world of knowledge, skills and abilities of occupational skills by directing the formation of creative personality. The flexibility of teaching methodology based on individual abilities, inclinations and aspirations will contribute to this process. The active position of the specialist-educator-artist activates the psychology of space perception student [2]. And the question posed is as follows: not “what to teach?”, but “how to teach?” The modern pedagogy has just started the transition from the front of the first courses to the individual and personal, while drawing all times already contain this method. The method itself takes some time to empirically identify the pattern of the deposits and the ability of learners and to achieve the desired results. The intensifying the problem of the method, guided by the sequence of teaching drawing “from complex - a simple - to complex”, allows to study individual characteristics of students and analyze the problems and results of educational work, to build the learning process more effectively. The training technique is to examine the level of drawing literacy through charting and programming stages of fulfillment, of individual tasks, in which students can build their own educational trajectory. The work is based on the fulfillment of certain individual tasks to awareness of the problems of learning patterns [3]. The craft as the development of technology gives the freedom thinking processes and development of visual language. The teacher-artist of correct artwork will generate awareness and build the educational process, if it is a scientific method follows the movement. And if this coordination function is aimed at the subject, then it (the subject) consciousness will change. The changing the artistic consciousness leads to a change in artistic language and, as a result it is changing of culture.

The public awareness and the education, which will form the personality of the future, underscore the relevance of the set themes. In justifying the methodology of psychological content and the growth of the student, we touched upon the

psychology of interaction with the teacher. The study and the analysis of all mental processes and their dependence on the individual as individuals is oriented learning activities and the possibility of programming.

The goal to reach the desired institution and to the needs of the training pattern combines all enrolled at the Faculty of Pre-university education (FDP). They distinguished by different levels of consciousness, different sensation and perception, memory, imagination, thought, speech and attention, which are manifested in the activities and direction of personality, emotion, volitional qualities, temperament and personality, self-awareness. Levels detected monitoring results of activity. It built levels of impact on individual educational stories. Students who are different in temperament, in different ways manifest themselves in the picture. Some students quickly determined in the system, others from the private and particular grasp the general idea. The most interesting thing: despite the fact that they work together, they perform different tasks. On denticulation for all jobs, and they see, they find out who is better, and who is worse, that will inevitably lead to the extinction of interest. But when individual tasks are performed, each achieves success in level, which students can record, evaluate each other, and it promotes intensification of the problem method. First, each satisfied with the result, and secondly, this result is estimated the remaining students, each with an increasing interest in learning. The interest is a prerequisite for learning and its product. During the course of training expressed interest will manifest itself in a well-posed method, much depends on the teacher and the feeling of student success. The interest in this case is the motive. This is something that can be sustained or not concentrated or dispersed, and it can not be ignored, but must be taken into account and form. Interests and their direction is determined by the formation of personality, based on existing interests, and develop one that must develop a professional competence. An early manifestation of stable interest persists for life. Sooner define a "bright" in the interest becomes a gift. Developing, the talent becomes a vocation.

Essential in the development of interest is:

- 1) in the beginning - the establishment of interests, combined in a large number of interconnected systems;
- 2) switching from private interests and particular to the general and vice versa;
- 3) stimulation of interest in the application;
- 4) growth of interest in the experiences;
- 5) differentiation and specialization of interest.

The age of student plays a big role in the realization of the importance of those tasks that are put before him. This is individual approach, in which all age levels are grouped into one group. The mutual interest in the activities of each the forms an internal concern. The learning from each other and seeing what we should strive, the younger the older receive the information to realize the goal that the frontal method of teaching is not achieved. The differentiation evaluations of 10 parameters contribute to the development introductive thinking, and experiencing acute. There is a significant difference from the method of "who is the best or the worst".

The efficiency of a technique training drawing and practical application consists:

in sequence of distribution of tasks and assignment in the program by a principle "from difficult — through simple — to difficult";

mastering and performance of instructions of a technique of stage-by-stage execution of educational drawing;

system of testing and deducing of the general estimation of the educational drawing consisting of ten points;

system of estimations of each point on 6-point scale put in individual test sheet;

construction of the diagrammes showing degrees of quality of drawing, such on separate parametres, as estimations of the general quality of drawing literacy of the trained;

liquidation of low levels, in qualities of separate points by performance of certain developing exercises.

Empirical analysis of monitoring student performance

The parameter estimates the figures are:

1. "Composition in the sheet". The compliance with the standards and requirements of compositions of educational figure head in the specified format (A-2, A-3).

2. "Sheet — Scope". The understanding of the paper as a sphere, and the image of the head, as the volume in the space of this sphere, indicated by the background tone.

3. "Readability "Form — Background" voltage taps" [4]. The perception of the contour line shape of the head, as the boundaries of shape, having different voltages mapping of touches with the background.

4. "Generalization "Ball — Cube"". The modeling of head shape and its formative elements, as a combination of simple geometric forms: ball, egg, cylinder, cube, parallelepiped.

5. "Forming parts of the head "Complete — Large — Small". The level combination of small parts of the head in small forms, organized in large, facial and brain shape and form of hair and neck, constitute the whole shape of the head.

6. "Prospect of the head". The contents of externally readable form internal structures of the head, structures of the skull and muscle.

7. "Linear perspective, aerial, graphic". The ratio of positive-motion form in the space to the horizon line and the distance from the viewer in a linear-graphic terms.

8. "Dashed stretch". The distribution of tone, on the principle of "Closer — Further", the planes that organize the head shape, as a whole and its parts.

9. "Chiaroscuro, texture". The public relations shape of light, or with respect to the light source and the transfer of plaster texture graphical means of drawing.

10. "Streak, lively arm, the overall impression". The quality level of the bar of performance, figure resemblance of the head with her plaster cast.

The differentiation of the overall assessment identifies the level of each parameter containing its assessment that allows predicting the direction of instructional teaching methods. The study of this specificity is determined by the orientation to the problem described in [4] learning method, exposing the ways to overcome the problem situation by performing various exercises, which form the perception of space educational figure.

"0" — the option is not executed ("0" — did not score, but a statement of fact);

"1" — the option moved into the drawing, as seen by chance in nature;

"2" — the parameter is executed at the level of information about it, the technical imperfections of execution;

“3” — the parameter is executed satisfactory, the quality of the graphic performance of the training drawing, with immature perception of space and proportions environmental objects;

“4” — the parameter is executed good, with conscious perception of an object in space, but with deviations from the awareness of space communication pattern with space format;

“5” — the parameter is executed excellently, with all the tasks of teaching drawing, formed at the level of primary education of artistic consciousness of the spatial;

“6” — the parameter is executed exceeding, with original creative and graphic performance figure at the level of aesthetic and vocational artistic consciousness.

Operation Date	Name	Overall score
“Voltaire” 01.15.2009	6	60 48 of 60
Dash ex. Geom. forms. Still lifes. Creat. space.	5	
“Apollo” 03.11.2008 Self. work	4	33 of 60
Individual exercises at the liquidation of low levels.	3	
“Venus” 20.09.2008 on 4 p. Illustrative draw. lecture	2	21 of 60
“Venus” 02.09.2008 Tring test.	1	6 of 60
Score Parameter	0 1 2 3 4 5 6 7 8 9 10	

Individual test-table example

The quality of problem solving for each parameter is the awareness and overcoming the problematic situation of imperfect experience of executive of the artist. The significance of this method is problematic in the direction of individual personal training, deepening the experience of experience knowledge and skills of the student and the good work with the teacher [3]. This method is based on practical experience and clearly illustrates exists a unique approach to the didactic and methodological foundations of education. So when the first task in carrying of examination of the student has any questions to the instructor on the quality of the

picture. The constructed diagram of a test sheet convincingly and clearly responds to a general assessment, and differentiated. Concludes the level of each criterion and after discussion with the student teacher's problem situation, drawn up individual action plans with them. The drawing of simple geometric shapes, different bar and linear-graphical exercises, and sketches of everyday items and composite exercises can not only align and to raise diagram of the, but also to predict qualitative growth of the graphic skills to solve more complex problems.

The paraxiomatic analysis of monitoring progress in Group A with educational experiment this method comparing to the achievement of Group B with progressive educational method.

Score Group	Trying test of 60 p — 100 %		Final test of 60 p — 100 %		Growth rate on the difference between trying and final tests		Efficacy of the method (Individual rates in the range)
Group A	29 p	48 %	55 p	91 %	26 p	43 %	30...50 %
Group B	37 p	61 %	43 p	71 %	6 p	10 %	5...15 %

So, the problematic method of teaching drawing and the system of its mechanisms enable to predict the results, answering questions from “what to teach?” and “how to teach?” The educational value of methodology is based on flexibility, combining the parameters of evaluation, because it is also the task of the teacher. The way to solve the problem is reduced, the goal is simplified, the different implementing volitional actions, overcome. One desires are little, act of volition is needed. The challenge does not implement a strong-willed effort, because the internal solution is imperfect. When the systematic complication goals are putting them out of small problems and small domestic decisions have become more systemic. The directivity of voluntary actions on the target starts from the origin of motives and goal setting to induce, action and execution. In this case the motivation and the desire to match in the internal solution of the problem. Determined efforts lead to action.

The study of personality in the activities of its motives, goals, objectives reduced to the psychology of activity that goes into the study the personality of the individual. Define in this initially the teacher can not. But the work with the student as an individual, when in due course of core properties of its own “I” show up and outline an approach to compile the program for him. Observations showed that students understand not only in the activities surrounding, but also themselves in their relations with others. Therefore the study of individual students is not limited to the study of mental personality traits: abilities, temperament and character. The aim of the methodology is the disclosure of student identity as a person. Not only to teach, but to educate the quality of this property is the nature of his “I” [5].

The talent can not reveal to be fully mastered its technique “I”, i.e. craft. But comprehension is impossible to craft a divorced it from the “I”. And only depends on the transition from primary artistic consciousness of a special kind of artistic activity: aesthetic, creative, professional.

Conclusion. 1. Methods of intensification of the initial training pattern in the problem of the method includes the following components:

primary test, revealing level of instincts and abilities, as well as individual front, level of technique on stage performance drawing from sort, the level of three-dimensional thinking and graphic culture;

lecture, with an indicative teacher to demonstrate and set goals and objectives for setting of drawing school and place it in the graphic forms of representational activities;

construction of the frontal training program aimed at the elimination of problematic situations in the development of drawing;

attracting students to assess their own strengths and lack in charting the test sheets to understanding the choice of the free education of their trajectories;

conducting final testing on their own performance training examination of drawings which find that the level of drawing literacy learners.

2. Empiric and paraxiometric research content summary noted the growth of literacy in the drawing 30...50 % (according to individual diagram for monitoring) was higher than in group where the method was not used, and for a shorter period of time that proves the effectiveness of this method.

3. The technique allows not only to form the initial artistic consciousness, but also develops volume and space mentality, which is the base of professional, creative and social significant high artistic consciousness.

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