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THE IMPORTANCE OF DEVELOPING SPECIAL SKILLS IN PREPARING STUDENTS FOR DESIGN ACTIVITY

Muradova Nafisa San'atjonovna
Assistant of Bukhara Institute of Engineering and Technology
Email: Nafisa.mns@mail.ru

Abstract: This article talks about the importance of developing special abilities when preparing students for design work, that mental activity is inextricably linked with a person's professional activity, as well as about the features of the mental activity of a designer.
Key words: design activity, special ability, development, thinking, human, profession, volume, stability, spatial imagination, brightness, economy, criticality and independence of assumptions.

Introduction. Today, in the modern education system, a special emphasis is placed on the formation of the professional competence of the future specialist on the basis of the integration of psychological-pedagogical and professional-creative directions that develop the ability to design educational processes. In the higher education system, the need to develop new conceptual approaches that direct the development of design skills and mastering knowledge and design a model of professional activity in the future specialist is sharply placed on the agenda in the current globalization conditions.

Literature Review. Acceptance skills should be included among the basic skills in designing activities, because other mental functions of a person are directly related to acceptance. Perception is defined by psychologists as the process of direct reflection of an object or event in the set of all its signs and properties under the condition of their direct impact on human senses [1]. The ability to comprehensively receive information, to see the main and most important features (shape, proportion, construction, etc.) of the objects to be designed, to appreciate the unusualness and uniqueness of the objects, and to be free from the bias of opinions is of particular importance in the design activity.

- Usually, the presence of special conditions helps to attract attention in design activities. For example, the following are important to attract voluntary and involuntary attention in the process of artistic design:
- freshness, contrast, intensity of the impact during the process of receiving the object;
- composite structure (ordered elements or combined objects are easier to accept than separated or disorderly objects);
- availability of motivation, compliance with individual needs [2].

Voluntary attention appears in the maintenance of interest in the process of design activity and is accompanied by a decrease in intensity in thinking activity [5].

The focus of attention allows us to consider whether attention is external (its objects are in the "external world" of the subject of activity) or internal (it is focused on one's own qualities, the process and results of thinking activity) [2,3].

Discussion. A prerequisite in the work of a costume designer is the representation of the imagination, which is the most characteristic feature of the objects in this process. Therefore, the ultimate goal of teaching a designer to draw is to know the anatomical and plastic features of the human figure in such a way that this knowledge allows him to freely depict the human figure in various positions, turns and movements. Before you can freely master figure body painting, you

need to practice drawing from nature a lot. Then the generalized images of the models appear in the work of the designer in a new sketch, collection or mock-up of the material. Thus, on the issues of imagination research, we concluded about the possibilities of forming the necessary conditions for the formation of professional qualities of future costume designers in students. We believe that the highest level of human brain activity is dynamic (dynamic) imagination and is primarily connected with the needs and interests of the individual. We believe that the condition for the activation of imaginations during the educational creative activity is the creation of a creative situation that allows the development of imaginations during the practical activities of students and the organization of the educational process, which includes the existence of systematic exercises.

Thinking (thinking helps) to know the depth and essence of the objective world, to understand its laws, to develop practical activities. Psychologists express thinking as a process of higher cognition aimed at revealing the general and important properties of objects, phenomena, signs and existing connections between them. Thinking is sensitive (emotional) knowledge - connected with the main messenger about the world and is the highest and most perfect stage of cognitive activity. Thinking activity is inextricably linked with professional activity of a person. In the activity of human thinking, everything learned is checked in practice, and practice serves as the main field of application of the results of thinking.

According to modern psychologists, thinking activity is carried out with the help of cognitive operations: analysis, synthesis, comparison, generalization, abstraction and clarification. The main ones are analysis and synthesis.

Analysis is the mental separation of the whole into parts, identifying the signs and properties of the constituents of an object or phenomenon.

A unique aspect of the designer's thinking activity is the ability to think with images. Thinking through images forces students to actively think about analysis and synthesis. A designer can be inspired by an event or an object that makes him want to create new costume designs. Creative sources of inspiration are diverse, and it is necessary to separate them in order to create new forms. The principles of analysis and processing of creative resources are the same and differ only partially in relation to their individual characteristics.

There are individual differences in the thinking activity of a person, the most important of which are the breadth, depth, independence, criticality, adaptability and speed of the mind. These qualities can be developed in the process of solving problems related to thinking, during the course of students' educational and creative activities. The process of training a future costume designer is related to the activity of active thinking. The active work of students' minds can be observed in the practical work of future designers in the process of designing a modern suit. Even when creative thought is limited to a specific task and one creative thought is limited to a specific task and one creative resource, the work done by students in sketches and models is always individual. The thought process of each person is determined by his life experience, observations, outlook, taste, and level of preparation.

Thus, analyzing the activity of thinking, we analyzed the activity of cognition, we concluded that thinking as the highest and most perfect stage of cognitive activity has a continuous connection with the subject's practical activity (in this case, artistic-creative). Everything created by man is tested in practice, and practice is the main field of application of the results of thinking. We believe that a person's active thinking activity is determined by his life experience, observations, outlook, taste, level of training, etc. The ability of students to analyze, synthesize, compare, generalize, abstract, clarify is the main issue of the educational process and the guarantee of the successful formation of professional skills of students.

There are two types of thinking activity - convergent and divergent types of thinking. Guilford

explained. Convergence is manifested in the search for a single correct solution based on a large number of conditions in the process of solving an artistic design task, and is closely related to such qualities of thinking as economy and rationality, which are determined by the high speed of choosing the optimal solution by the designer. According to the scientist, the ability to convergent thinking corresponds to the level of intelligence development.

Divergence is manifested in the search for different options for solving an artistic-design task, the results of which can be unexpected and completely new. Thus, the ability to divergent thinking, characterized by novelty and variability of results, serves as the basis of design creativity.

In the context of our research, one of the most important types of designer's visual thinking is spatial thinking. It is characterized by the creation of spatial images and their management in the process of solving an artistic design task.

We emphasize that the ability to transform is relevant at certain stages of art-design creativity, and we have added it to the group of leading abilities in the design activity. It is known that the ability to transform ensures the success of the interaction of intuitive and logical thinking during the compositional-structural and element-system changes of the designed objects.

Conclusion. In our opinion, the completeness and concreteness of the perception of solving the art-design task at the conscious stages, the volume and stability of externally focused attention, the ability to understand, logical thinking, the brightness, accuracy and completeness of spatial imagination, economy, criticality and independence of thinking, etc. the importance of abilities such as Intuition, ease and breadth of association, ability to advance hypotheses, flexibility to change focus, integrity and generalization of perception, and other capabilities become more relevant for the non-cognitive stages of designer's activity. However, these assumptions require specially organized experimental verification during research.

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