

Заключение. Таким образом, стилизация передает впечатления от окружающей реальности в произведения, которые обладают собственным образно-ассоциативным языком, развивают эстетическое восприятие природы, чувство цвета и пластики линий. Сочетание приемов декоративной живописи с изучением и представлением природы способствует развитию фантазии, формированию умения использовать все доступные изобразительные средства и активизации творческой составляющей.

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IMPROVING EDUCATIONAL POTENTIAL IN CLASSES OF THE SUBJECT "DRAWING" WITH THE PURPOSE OF FORMING THE STUDENT'S PERSONALITY

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The problem of educating the younger generation has always worried humanity. However, at the present stage of development of society, this problem has become especially acute. The processes of education and socialization of the individual are again identified as priorities in the educational activities of all institutions, regardless of their types.

“The spiritual and moral image of the nation is formed in kindergartens, schools, secondary specialized educational establishments and higher educational institutions,” noted the President of Belarus Alexander Lukashenko. – Enormous responsibility lies on the shoulders of educators, school teachers, and university professors for maintaining the continuity of our traditional values. The main thing in them is love for their country. And I’ll say it again, because it’s relevant: only a patriot can raise a patriot” [1].

The relevance of the study of the educational potential of drawing classes is determined by the state policy of the Republic of Belarus in the field of education, defined in the main legislative act – the Education Code of the Republic of Belarus. “State policy in the field of education is based on the principles: ... creating the necessary conditions to meet the needs of the individual in education, the needs of society and the state in the formation of personality, training of qualified specialists ... ensuring the activities of educational institutions in the implementation of education, including the formation of citizenship among students, patriotism, spiritual and moral values, healthy lifestyle, responsibility, hard work” [2, p. 9].

The same position is presented in the Concept of continuous education of children and students in the Republic of Belarus: where it is determined that the main priorities of education are “consistent and active promotion of the personal development of a citizen and patriot of the country, a professional worker, a responsible family man” [3].

The number of studies on this topic is constantly growing, this proves that the field of study is quite in demand and hasn't been sufficiently studied in the context of its educational opportunities for the academic subject "Drawing". Many of the teaching staff, for one reason or another, don't fully realize the educational potential of the academic subject in their professional activities. Among the reasons for this state of affairs are the insufficient development of the problem of educational potential, the identification of its components, and incomplete knowledge of the conditions for its formation, development and practical use. In this regard, it seems significant to identify its components, determine the conditions for the formation of educational potential, and search for new forms, methods and means of improving educational potential in drawing classes.

The purpose of this work is to identify the components of educational potential, determine the conditions for its formation and find ways to improve it in the educational process of the subject "Drawing".

Material and methods. The methodological basis of the study consists of the works of Belarusian and Russian scientists, methodologists and teachers on the problem of improving educational potential. Normative and educational-methodical literature on the subject was used as the material of the study. The following methods were used in the work: study of scientific and methodological literature on educational potential, analysis of available information, systematization and synthesis of data for conclusions.

Results and their discussion. Theoretical analysis of research in the field of defining the concepts of "education", "potential", "educational potential" shows that these concepts are quite often the subject of scientific research. However, the authors don't have a clear interpretation of the meaning and content of these terms. Romanova M.A. and Zimnyaya I.A. came to the conclusion that some researchers of the concept "potential" most often come from the generic word "potential", including such definitions as "means", "reserves", "resource", "sources", others give a different interpretation: "opportunities", "abilities", "prospects" [4, p. 20-26, 5, p. 83-87].

Educational potential is an unstable characteristic. It testifies to the dynamics of the processes and functions of the educational institution. Educational potential and its essence can be described through the parameters and signs of manifestation of the properties of various objects, processes, and phenomena.

Educational potential is an open pedagogical system, which consists of a set of interconnected components, the functioning of which affects its development. Educational potential can be represented by the following components: axiological, teleological, conceptual, methodological, instrumental, personal, interactive, financial [6, p. 55-64].

The axiological component of the educational potential of the academic subject "Drawing" is a system of graphic values, ideals and meanings, graphic culture. These are ideas about the history of drawing, historical figures who made a great contribution to the development of drawing; ideas about professions related to design and modeling.

The teleological component is the formation in students of a set of rational techniques for reading and executing graphic images, which will allow them to navigate the world of graphic information.

Conceptual component includes basic ideas, views on education through the prism of drawing. The creative potential of the individual is developed through the involvement of students in various types of creative activities related to the use of graphic knowledge and skills in the process of solving problem situations and creative tasks.

The methodological component is a set of techniques, methods and forms of organizing education. It is recommended to use a variety of educational methods that provide for varying degrees of independence and activity of students: story, conversation, discussion, heuristic conversation method, observation and comparison method, demonstration, visual method, practical methods (modeling and design), problem-based learning method, project method. It is advisable to use individual, group and collaborative forms of training organization for students in drawing classes.

The instrumental component is the means of education. These activities include: games, work, sports (physical activity break), creative work, conversation. The word of the teacher, an

example of his/her bright personality, the cultural background of the teacher. Information and communication technologies [7, p. 21-23].

Personal component reflects the characteristics of the drawing teacher who carries out the education. His professionalism and skill, qualification category.

The interactive component is the ability to interact and collaborate. This is the implementation of communication with technology, production, training of students to design, technological and creative activities, artistic design. Formation of readiness for professional self-determination.

Financial component includes the material and technical base for the implementation of education in a drawing lesson.

Let us imagine the educational potential in this study as a set of conditions and means that determine the pedagogical capabilities of an object, process, personality, phenomenon.

Improving the educational potential of training sessions is achieved under the condition of: solving educational problems during each lesson in unity with the tasks of teaching and developing the student's personality;

targeted selection of educational material content;

use of modern educational technologies;

organizing independent creative activities of students during classes and outside of class hours.

As a rule, most modern educational technologies involve the organization of intense activity of students at different cognitive independence levels during training sessions.

A general analysis of pedagogical experience makes it possible to distinguish three main types of forms of educational work: events, activities, games. Combine the methods into three groups: diverse influence on the consciousness, feelings and will of the student (persuasion); organization of activities and formation of experience of social behavior (exercise); regulation, correction and stimulation of behavior and activity (reward and punishment). E interactive way of presenting information can make new forms and methods [8, p. 91].

Analysis of pedagogical experience makes it possible to conclude that the main thing in the teaching tools is: the spoken word and the teacher's speech. The main tool of communication is the transfer of knowledge. A visual way of presenting information can make them modern.

Conclusion. Thus, the educational potential is an open pedagogical system, which consists of a set of interrelated components: axiological, teleological, conceptual, methodological, instrumental, personal, interactive, financial. Improving the educational potential in the training sessions of the subject "Drawing" in order to form the student's personality depends on compliance with a number of pedagogical conditions: the unity of educational objectives, competent selection of the content of educational material, the use of modern educational technologies, the organization of independent creative research activities of students; using interactive and visual technologies.

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