

Figure 3 – Series of graphical analysis of the composition's "flow" and "gravity". To the left we can observe the essential gesture of the image, while to the right we can see the vectors of individual elements that compose the image, images edited by the author



Figure 4 – Series of graphical analysis of the composition's areas of complex objects, images edited by author

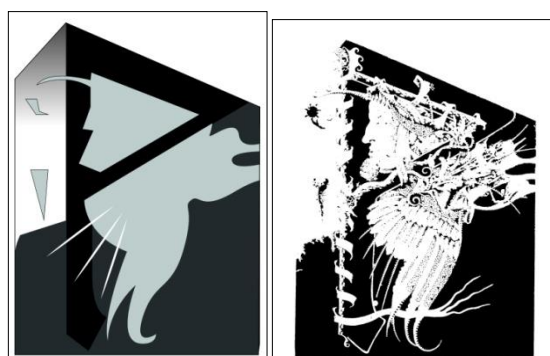


Figure 5 – Series of graphical analysis of the composition's black and white color palette and tonal balance, images created and edited by the author

APPLYING GYPSUM MODELS IN TEACHING PRIMARY SCHOOL STUDENTS IN FINE ART

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A still life, consisting of gypsum models, has many important characteristics to teach art: textures, shape, volume, low cost, which makes it affordable for schooling. Acquaintance of school students with the methodology for depicting voluminous gypsum bodies is a good basic practice before acquaintance with complex household items. The purpose of the article is to analyze the possibilities of integrating gypsum still life with household items from other materials to identify the conditions for their effective use in the educational process and determine the further ways of studying the problem.

Material and methods. In the course of the study, the analysis of theoretical sources, observation, analysis of the results of students' educational activities, generalization and systematization of information was used.

Results and their discussion. A still life from gypsum models plays an important role in the educational process, it is not only a carrier of educational content, but also a textbook and an object of close study. Nevertheless, a still life consisting of gypsum bodies has some problems in

the artistic education of primary schools in a comprehensive school. Among them: insufficient educational resources, teachers' insufficient abilities for teaching, low motivation of students, cognitive problems associated with the construction of geometric bodies (Figure 1).

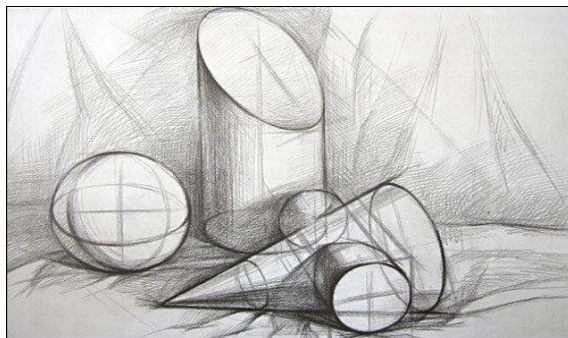


Figure 1 – Still life from gypsum geometric bodies

This study is focused on the study of the following aspects:

1. Features of the use of gypsum still life in the formation of younger students with fine arts: using survey, observations and other methods, we have collected information about the current use of gypsum still life in the visual arts, including its place in training, frequency of use, teaching methods, etc. At the same time, it is necessary to analyze the differences in the use of gypsum still life in different regions and between different schools, as well as the attitude and views of students on a gypsum still life.

2. Problems of learning using gypsum still life in teaching primary school students to fine art. These problems include outdated teaching methods, a lack of educational resources (gypsum models, tables, methodological recommendations), and students' low interest. At the same time, it is necessary to find out the influence of these aspects on the methodology of teaching gypsum still life and students' artistic literacy.

3. Development trends and prospects of gypsum still life in junior education in fine arts: taking into account the problems that exist in elementary education in visual arts, combined with trends in education reform and the needs of the development of art education, we proposed areas of the use of gypsum still life in junior education. These trends may include innovations in the content of training, improving teaching methods and expanding educational resources. At the same time, it is necessary to develop specific sentences and countermeasures to promote the better development of gypsum still life in art education.

An analysis of the practical activities of students proves the effectiveness and effectiveness of gypsum still life in the art school of primary schools of secondary school. Pupils can more deeply understand the structure, proportions and relationships of objects and the shadow of objects by performing sketches of gypsum still life, and then improve their skills during drawing. Gypsum still life not only performs the function of basic modeling training in art education, but also contains deep historical and cultural connotations after it. The teaching of still life from gypsum models in combination with history and culture is aimed at allowing students to deeply understand the content and aesthetic value of history and culture by evaluating and studying these works of art, thereby increasing the cultural literacy and aesthetic abilities of students.

Conclusion. Gypsum still life plays a vital role in the development of students' abilities. Gypsum still life not only performs the function of basic teaching in art education, but also contains deep historical and cultural connotations. The teaching of still life from gypsum models in combination with objects from history and culture is aimed at allowing students to deeply understand the content and aesthetic value of history and culture by evaluating and studying these works of art, thereby increasing the cultural literacy and aesthetic abilities of students.

In the modern education system, learning to fulfill the drawing with gypsum models should be paid more attention and more resources to raise a new generation with greater cultural self-confidence and aesthetic attractiveness.