

CREATIVE THINKING AND COMPUTER GRAPHICS AND ANIMATION IN EDUCATION

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Computer graphics and animation today – the most powerful creative tool for creating a visual product and a powerful tool of visual thinking. At the present time in connection with the implementation of the educational practice means of new information technologies there is a real opportunity to teach students of computer graphics and animation. In this paper, the problems of teaching computer graphics as an academic discipline. The author examines some of the methods contributing to the development of creative thinking. Relevance of article is connected with contemporary changes in the field of methodology of teaching, using interactive teaching methods.

Keywords: teaching methods, critical thinking, interactive methods, teaching activities, methods and means of teaching

Animation is one of the favorite genres in children and adolescents. Surveys of students show that among the most popular television programs animated films take tenth position out of forty. The power of this art is that it does not require translation into other languages, feel free to pave the shortest distance from idea to image. Computer animation, expanding the capabilities of traditional, allows you to do anything fancy person, or to mimic what exists in nature. Therefore, computer animation is of particular interest to schoolchildren even in some other software.

The elective course in computer animation, announced, among many other computer electives, usually (in the experience of many teachers) collects the greatest number of applicants. However for successful work in the field of animation it is necessary to develop in students a special warehouse of mentality, thinking, imagination, when the artist feels an inner need in a dynamic, temporal development of the image, the idea which gives animation.

Today in General education and vocational training still image, “busy” computer models and other types of computer animations used in training and testing simulators-simulators for training pilots, astronauts, captains and drivers. Computer animation and use scientists if there is a need to replace it experiment model simulation. That is, the experience of the diverse applications of computer animation in various fields large enough. The development of the computer industry in General, along with the computerization of schools and universities produced in recent years have led to a significant increase in the number of young users of personal computers. As a result, the system of our education is now at a new stage in the introduction of computer technology.

As you know, the computer is a magnificent tool for the simulation and demonstration of the laws underlying artistic, scientific and

technical creativity, as a means of creating new artwork and even new types of art, as well as personalization of the educational process.

In General, progressive is considered to be educational technology, which is focused on rational and critical analysis of obtained information. Progressive teachers build learning by problem-oriented models; they appeal to children’s natural curiosity about the nature of things, guiding students through questions and facts, requiring children to independent research. Group problem solving and discussion to encourage the designation and resolution of cognitive problems and the intellectual development of students. In teaching computer animation with the accounting group and the creative nature of the work on the animated film, you must use the possibility of development of communication and sociality of the students, solve their psychological problems, since the advantage of a group context is the ability to receive feedback and support from other people.

There are several traditional schemes of computer education, namely: “Autonomous” model of education, the independent aim of the study is for each student; “in-competition” model, when the same goal is put in front of every student; “co-operative” model, where the common goal is of the whole group, and roles during a task, students allocate themselves.

However, if the execution computer of the film or job on the computer that requires concentration of attention, speed of responses and a particular individual strategy of behavior, individual work is still preferable group, as in this case, in the group of children begin to be distracted or conflict. So the quick test on knowledge of the entertainment package is better model of “one student – one computer”, and when the problematic study of the same package or creating a movie are the advantages of working in group or pair.

In particular, with all the advantages of the process of computerization of education, there is a real danger as if about information technology learning when working with communication in various school and University subjects becomes an end in itself, not a means of achieving educational goals.

This problem includes the fact that the advent of modeling programs has led to the emergence of managed virtual worlds in which the computer simulates some of the real or imagined world, providing the opportunity to act on it and see what happens. Simulation programs create rich opportunities for accumulation of individual experience of students. However, in constant communication with the screen the student ceases to adequately perceive the reality. Life is presented not for what it is, but how to create communication tools. Both of these problems when dealing with computer animation to create a clear and present danger to the students. Meanwhile, visual thinking is an essential component of educational technology. The fact that the separation of education from direct experience led to the development of "visual learning" in the highest degree useful in order to give content to the words, which are for memorizing and learning by students. However, the use of visual material cannot in itself lead to visual thinking primarily for two reasons. First, visual thinking is not only to use concepts for which there are specific counterparts. Visual thinking, as understood by experts – it is thinking through visual operations. In other words, the work of art is not an illustration to the thoughts of its author, and the ultimate manifestation of thinking.

Everything and everywhere resort to visual thinking. Nevertheless, teachers and psychologists still often won't or don't want to admit that the processes of perceptual thinking as difficult and productive, require an equally large brain, and the use of intellectual concepts.

Meanwhile, the thinking, itself, will never lead to any knowledge of external objects. The starting point of all research is sensory perception. The validity of theoretical thinking is achieved through its connection with the whole amount of data of sensory experience. Not only

this recognition, but many other facts confirm the primacy of imagery and visual thinking and lead to thoughts about the need to develop teaching methods work with images (their perception, verbalization, analysis, etc.) and confirm the need for this technology in the education system.

In favor of the study of visual thinking in the media on the material of computer graphics and animation illustrated by the fact that the blueprints and drawings, is intentional translation of the object in visual form, often more effectively perform the function of interpretation than approximate and partly random shapes photos. Computer animation helps to connect this more General structure of the image with the extension of view and, consequently, the expansion of consciousness that allows us not only to see the eyes of another, all he can not to pass us on the logically-verbal level. In modern parlance, we can recreate inaccessible or invisible to the eye of the world. Competent use of computer graphics and animation in teaching school subjects can simultaneously reach and improve the efficiency of learning a particular subject. Software computer graphics and animation can, for example, significantly increase the visibility of learning, to expand opportunities for feedback and individual work, to give access to a variety of information. The teacher should explore and exploit opportunities includes specific tools for their subject. In any case, the modern youth spends a lot of time in communicating with the media computer animation: the purpose of education is to transform this communication into a positive experience for personal development and learning.

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