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**RESEARCH ON THE METHODOLOGY
OF TEACHING GRAPHIC DISCIPLINES
WITH THE PURPOSE OF DEVELOPING THE CREATIVE
POTENTIAL OF HIGHER EDUCATION STUDENTS**

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As you know, pedagogical activity is a creative process of creating new approaches in the field of education. It aims to use improved teaching methods to develop students' creative abilities.

An essential development factor of the educational industry is the use of new modern technologies in the learning process. In addition to his professional knowledge, the teacher must have the necessary minimum knowledge in the field of psychology, new pedagogical technologies and teaching methods.

One of the main goals in the system of modern education, in our opinion, is the development and improvement of creative thinking, improving the quality of education, increasing motivation for self-education.

The professionalism of a future architect, artist or designer is determined by their theoretical and practical skills. They are acquire by them during their studies with a conscious desire to increase their creativity. This

includes the ability to imagine, analyze and synthesize any object and extrapolate it from the perspective of contemporary styles and trends [1, 38-40; 2, 131-133; 4, 128-132].

Pedagogical technologies are the result of the progress of modern didactic and pedagogy, which is associated with the content, methods and forms of the educational process. One of the most important requirements in the organization of modern teaching technologies is to achieve significant results in the shortest possible time. Within a short period, it is necessary to transfer theoretical knowledge to students and the opportunity to acquire certain practical skills. In addition, it is necessary to increase interest in the studied disciplines, as well as to carry out objective control and assessment of the acquired competencies. This requires the teacher to have a sufficiently high level of pedagogical skills and new approaches to the educational process.

At the present stage of technical progress, it is necessary to be able to use a drawing or graphic diagram. This is especially true for the creative professions of an architect, designer, engineer, etc.

Improving the mechanism of the relationship between individual and differentiated approaches in practical classes, determining the impact on the activation of educational and cognitive activities helps to increase interest and motivation in learning. Psychologists, sociologists and philosophers have made significant efforts to study the influence of the socio-psychological climate in a team on the individual performance of each. Methodological and conceptual approaches, specific ways of regulating the psychological climate were considered by A.V. Petrovsky, O.I. Zotova, S. Makarenko, Y.L. Kolomensky, and others. In Western social psychology, one can note the German psychologist V. Mode, the American psychologist W. Allport, and others.

As our experience shows, the following practical forms are most often used in the educational process: group and individual interviews for previously agreed thematic material, additional special tasks with a step-by-step solution and illustrative examples, and a variety of test tasks. The main thing in this process is the correct selection of tasks with different levels of difficulty.

The main methods for improving the formation of graphic competencies are considered by the authors on the example of many years of research in the process of teaching graphic disciplines to first and second year students at the Architectural and Art Institute of the Odessa State Academy of Civil Engineering and Architecture (OSACEA). And also at the stage of pre-university training of applicants [3, 128-130; 5, 159-161]. In the process of studying graphic disciplines «Drawing and Painting», «The Art of Font», «Descriptive Geometry», «Composition», and later «Coloristic» students learn how to construct images of spatial objects on a plane. They practice graphic skills in working with artistic and graphic, drawing tools, paints and

other accessories. They study the principles and rules of working on the shape of an object using logical analysis and algorithms of graphic actions for solving any practical problems.

It should be emphasized that undergraduate students who did not have pre-university training showed an insufficient level of necessary graphic skills when transferring a spatial form from nature and constructing proportional features of the subject. This is due to the fact that over the past decade in many secondary schools there is no subject «Drawing». The methodology of our experimental studies allowed us to carry out control verification measures, on the basis of which the results were generalized with certain conclusions. The sample was 140 first and second year students and 60 applicants. For a positive solution to the problem of successful graphic training at the initial stage of training, a clear organization of individual and independent work of students is needed, which will be aimed at developing the functions of the eye, observation and perception skills, professional motor skills, etc.

In conclusion, we emphasize that in the process of performing graphic tasks, it is necessary to constantly update them by thematic. This fact has a positive effect on the formation and development of skills and graphic skills among students. In our opinion, this approach will contribute to the speedy achievement of a result in mastering the required level of quality and raising the individual creative potential of future specialists.

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ДИСТАНЦІЙНЕ НАВЧАННЯ У КОНТЕКСТІ ВИКЛИКІВ СЬОГОДЕННЯ

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Дистанційне навчання (ДН) – це сукупність сучасних технологій, що забезпечують доставку інформації в інтерактивному режимі за допомогою використання ІКТ (інформаційно-комунікаційних технологій) від тих, хто навчає (викладачів, визначних постатей у певних галузях науки, політиків), до тих, хто навчається (студентів чи слухачів). Застосовується під час підготовки як у закладах загальної середньої освіти і ЗВО, так і в бізнес-школах. Основними принципами дистанційного навчання є інтерактивна взаємодія у процесі роботи, надання здобувачам освіти можливості самостійного освоєння досліджуваного матеріалу, а також консультативний супровід у процесі дослідницької діяльності. ДН дає змогу навчатися на відстані, за допомогою диспутів експертів із кількох країн, за відсутності