KORNIYCHUK, Ivan
Zhytomyr Ivan Franko State University, Ukraine

DIDACTIC CONDITIONS FOR THE USE OF COMPUTER ANIMATION AS A FACTOR IN THE CREATIVE DEVELOPMENT OF SENIOR SECONDARY SCHOOL PUPILS

Introduction. The digitalisation of the educational environment in specialist schools highlights the need to seek new methods for enhancing pupils’ cognitive and creative activities. Computer animation combines elements of programming, film directing, screenwriting and the visual arts, creating extensive opportunities for the all-round development of the individual**.**

Objective. To identify and justify the psychological, pedagogical and didactic conditions under which computer animation becomes an effective factor in the development of senior secondary school pupils’ creative potential.

Results. Theoretical analysis revealed that working on an animation project stimulates pupils’ lateral thinking, their ability to generate original ideas and to overcome mental stereotypes. On this basis, the following key didactic conditions were identified: the creation of a flexible creative environment; the organisation of collaborative project work modelled on a real animation studio, with a division of roles; and the provision of cross-curricular integration of computer science with humanities and arts subjects.

Experimental teaching confirmed that pupils in the experimental classes demonstrated an ability to find unconventional solutions to technical problems when creating dynamic scenes and showed greater motivation for independent research, which in turn contributes to the development of a sustained interest in careers in the creative industries.

Conclusions. The introduction of computer animation into the educational process of the upper years at a specialised school is appropriate and pedagogically justified. It helps to resolve the problem of the disconnect between theoretical knowledge and its practical application. The key to success lies in the teacher shifting their focus from monitoring technical skills in the software to encouraging pupils' creative initiative and individual style.

References:

Bykov, V. Yu. (2019). *The digital transformation of society and the development of a computer-technology platform for education and science in Ukraine*. Ukraine’s information and digital educational space: transformational processes and prospects for development: proceedings of a methodological seminar organised by the National Academy of Pedagogical Sciences of Ukraine.

Zhaldak, M. I. (2005). *On certain methodological aspects of teaching computer science in schools and teacher training universities*. Scientific Notes of the V. Hnatiuk Ternopil National University. Pedagogy Series.

Molyako, V. O., Bila, I. M., Vaganova, N. A., Gulko, Yu. A., Zavgorodnia, O. V., Latysh, N. M., Tretyak, T. M., Shepelova, M. V. (2024). *The Functioning of Creative Thinking in Conditions of Information Uncertainty*. Monograph. H.S. Kostyuk Institute of Psychology, National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine