

Сохранить его вместе со своей работой? Таким образом, возникает еще один неразрешимый вопрос проекта — проблема сакрализации виртуального произведения искусства.

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РАЗРАБОТКА КНИЖНОГО ПЕРСОНАЖА ДЛЯ ДЕТЕЙ С РАССТРОЙСТВА АУТИСТИЧЕСКОГО СПЕКТРА

Аннотация. В статье определяются психологические и концептуальные идеи дизайна, способы решения методологических задач при разработке адаптивного правила дизайна персонажей для детей с РАС,

в котором могут быть использованы художник, дизайнер и педагог, желающие создать адаптивный дизайн персонажа с акцентом на расстройствах аутистического спектра (РАС).

Ключевые слова: дизайн, дизайн персонаж, дизайн книги, адаптивный дизайн.

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DESIGNING A BOOK CHARACTER FOR KIDS WITH AUTISM SPECTRUM SYNDROME (ASD)

Abstract. The article identifies psychological and conceptual design ideas, way to accomplish methodological tasks when developing a character design rule adaptive for kids with ASD, in which can be used by artist, design and pedagogue who want to create an adaptive character design focusing on autistic spectrum disorder adaptations.

Keywords: design, character design, design book, adaptive design.

Introduction

The creation of a book character represents a challenge, even more so in books for children with ASD, in which their cognitive capabilities are more limited, in addition, a book character that is not adaptive for children with autism, can have several negative effects; Among them, isolation, low motivation, difficulty in learning and low content understanding.

Furthermore, physical and virtual character influence in the decision-making and the development of education, bringing emotional influence and cognitive stimulation, in which can be combined with advance technology such as; artificial intelligence (AI), Augmented Reality (AR) and Virtual Reality (VR) in order to improve life style from kids with ASD.

Header 1 — Concept

According to the author *Т. Ю. Быстрова, Л. В. Токарская* [1], explains that some of the key elements to improve the life of the autistic, is the im-

provement of: cognitive capabilities, motor capabilities and communicative skills, taking this as a reference, it is important to emphasize that digital character with integration with AI communication can allow the kids to communicate to the character, in a book by the use of augmented reality application (AR) or in a simulated environment by the use of virtual reality (VR), in helping the kids to develop a better communication skills, stimulating their cognitive and motor capability.

Header 2 — Development

The following rules of character development, involve 3 main steps, shape, color and AI communication, in which can be used in a 2D physical media or in a digital artificial media (AR or VR).

— Shape: The correct shape of adaptive 2D–3D character design for kids ASD need to have a design adapted to their cognitive and visual perception, highly detailed character [2], can lead the child to have stress due to the need to understanding of each element, but also is fundamental to avoid the Gestalt rules of Closure, by the fact that kids with ASD understand each element as an individual element and not as a whole [3].

— Colors: Edith Sanchez, author of *The Psychology of Color* [4], points out that color can affect emotions and decisions individually. Adaptive color choices for children with autism spectrum disorder are the basis of a positive experience due to their difference in color perception [5]. One can agree that the right color for children with autism can increase the human sensory sense (vision), in which it is associated with focusing, communication, and learning [6].

— AI Communication: Artificial intelligence is a powerful tools in which integrated, can allow the character to understand and answer question, but also to ask some question or task in which the kids can follow, this communication need to be easy to understand with short, slow sentences [7].

Header 3 — Conclusion

was made a practical test in a school with kids with ASD, in Russia, from kids between 8 to 14 years old, and showed that the kids have a better understanding of 2D and 3D character, when have the correct selective color palette, shape and correct dialog, while high contrast images, with

many elements, details, with very bright colors or complex dialog showed a negative emotional effects from kids with ASD.

Literature

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ПРИМЕНЕНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В РЕСТАВРАЦИИ ЖИВОПИСИ

Аннотация. Статья рассматривает некоторые направления в реставрации живописи при использовании цифровых технологий. В работе изучаются возможности и ограничения применения цифровых технологий для реставрационных целей в живописи. Описываются положительные стороны в расширении инструментария реставратора.

Ключевые слова: реставрация, живопись, цифровые технологии, восстановление изображений, фотосъемка, виртуальная реконструкция, утраченные фрагменты.