



Improving the Methodology of Teaching Fine Arts with the Help of Collaboration Technology

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Abstract

This article scientifically analyzes the issue of improving the methodology of teaching visual arts with the help of modern pedagogical technology. Also, in the article, the fact that fine art is an important part of the general and aesthetic education system, and the methods and tools of its teaching are scientifically studied.

Keywords: history, innovation, innovative technologies, modular learning, aesthetic education, practical skills, drawing skills, fine arts, methodology, curriculum.

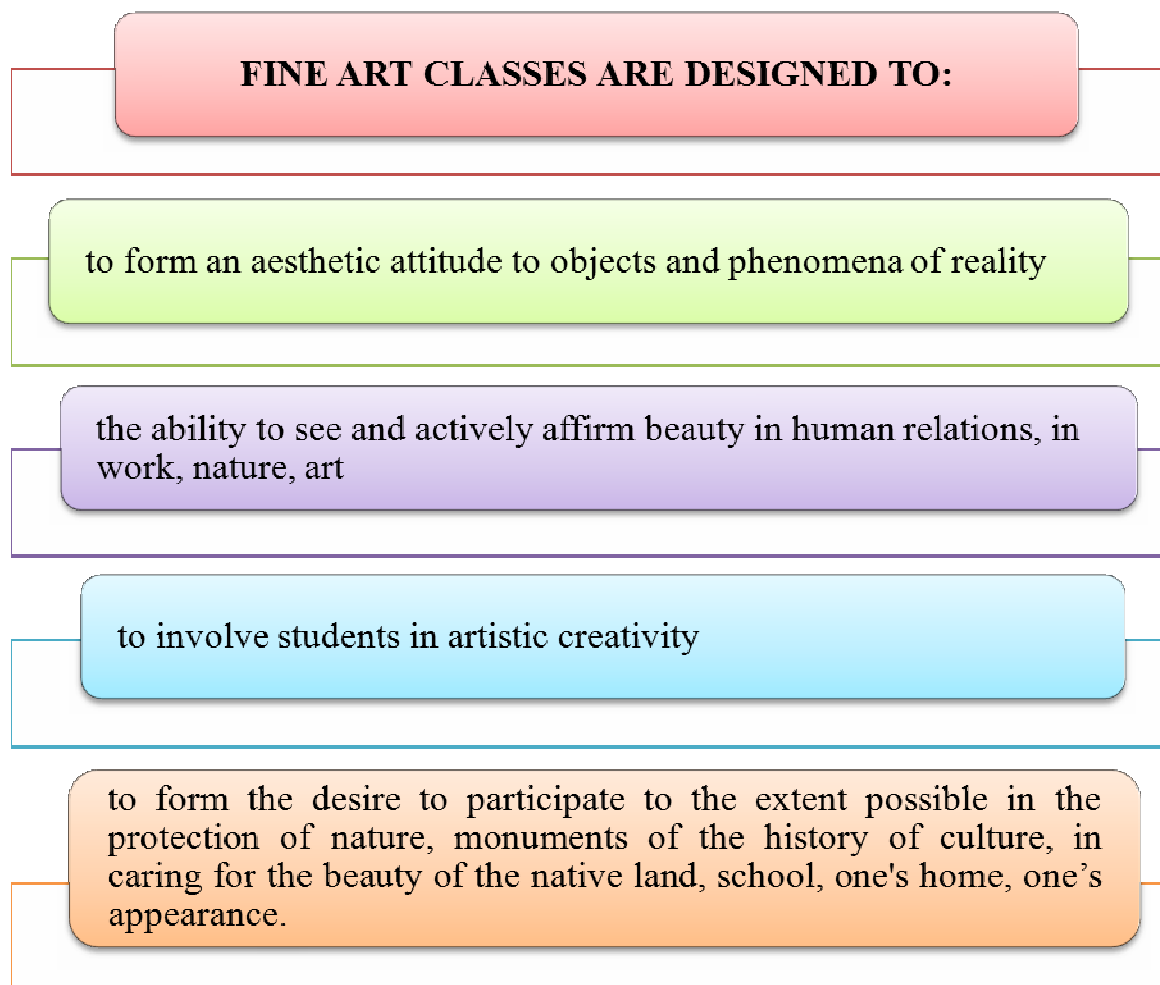
Introduction

The history of fine arts has its origins deep in the Paleolithic era, when primitive people, by reproducing the surrounding world, began to depict everyday phenomena of our existence. The art of the Ancients exists partly due to vigilance, the ability to observe, as well as the unconscious, irresistible human desire to master and understand life. All these are true signs of the natural assimilation of artistic reality, which has developed over thousands of years.

One of the most important problems of art history at the beginning of the 21st century is the creation of a productive methodology for solving problems related to the attribution and examination of works of fine art. At the same time, it should be taken into account that, despite the strengthening of the role of technical and technological research, art criticism methods of studying an artistic monument have by no means lost their significance. These methods have their own history of development and are an indispensable “tool” for the study of Uzbek art, both in the past and in the future.

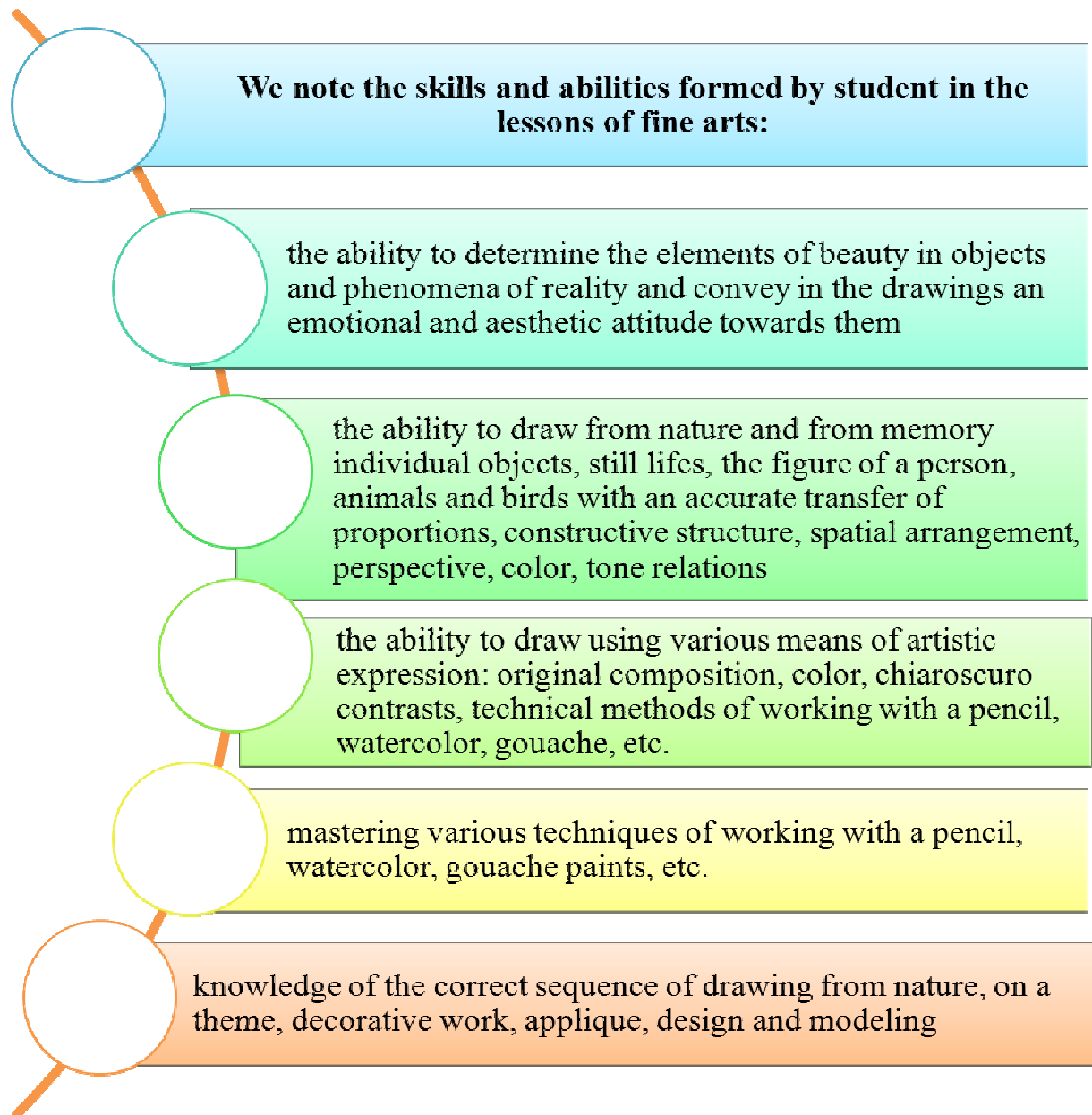
Discussion and results

Fine art is a complex subject that contains knowledge about composition, proportions, perspective. Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice to improve the quality of education. Obviously, it is impossible to solve pedagogical problems by outdated methods. To solve these problems in the modern school, numerous innovative technologies are used: the project method, collaborative learning, differentiated learning, the “student portfolio”, modular learning, etc., and it is difficult to imagine the use of these innovations without multimedia technology.



There is an opportunity to combine theoretical and demonstration material (slides, movies, videos, music, presentations for lessons). Immerse yourself in the world of art, play the role of an artist, designer, architect, without requiring materials that are sometimes not available to children. At the same time, it should be borne in mind that the computer does not replace the teacher, but only complements.

Fine art is an important link in the system of general and aesthetic education, one of the types and means of art education for student.



For a teacher of fine arts, this may be, for example, the following tasks:

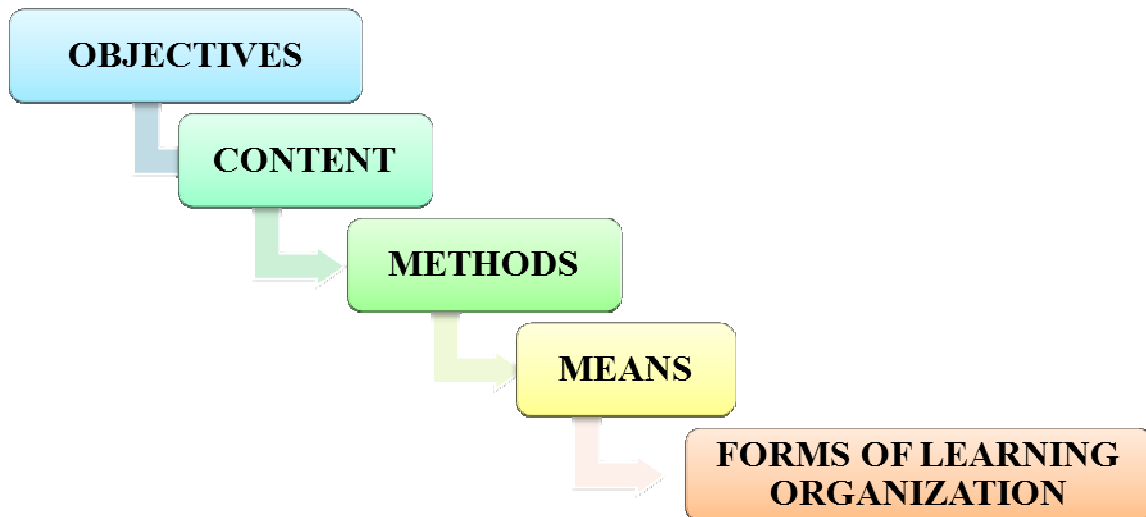
- to develop emotional and aesthetic responsiveness to events in life and in art.
- to teach practical skills and drawing skills and improve them
- to develop associative vision and artistic and figurative thinking
- to form analytical and specifically logical thinking
- to form knowledge on the theory of fine arts
- to expand and systematize the general body of knowledge on the history of fine arts
- to form an artistic perception of the world around.

The methodology of teaching fine arts is a private didactics, a theory of teaching the discipline “fine arts”. Didactics is a theory about the process of education and learning “what to teach? how to teach? and where to study? That is, the principles of training, goals and objectives, the content



of training, methods and means of training, forms of organization of training. The methodology as a subject of study considers the features of the teacher’s work with students. Here, teaching methods, the choice of educational material (curriculum, fine arts programs), teaching principles and, finally, the goals and objectives of educational work as a whole are of importance.

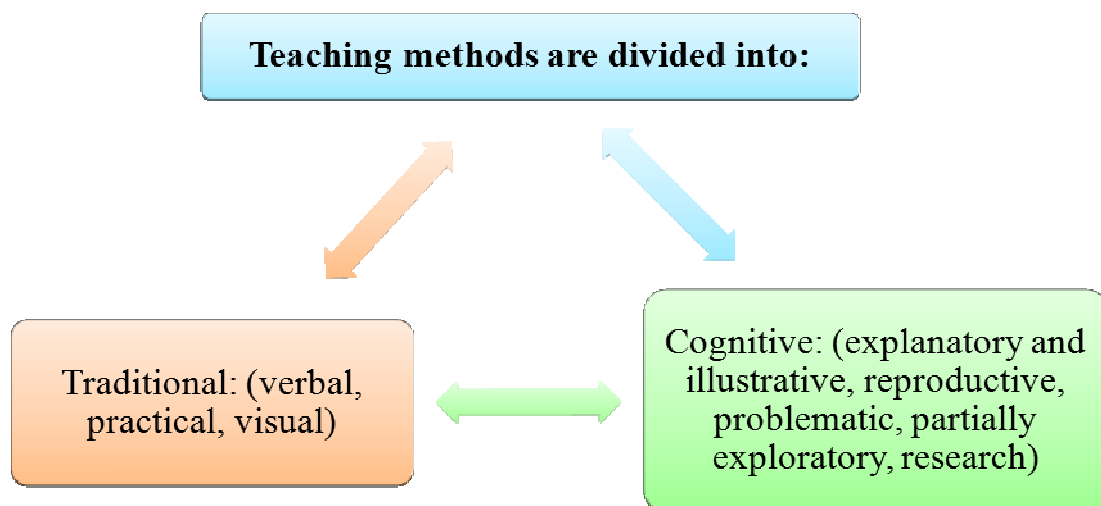
By the word methodology, we mean, first of all, a set of rational (effective) methods of training and education. This is a special department of pedagogy, which studies the rules and laws of building the educational process. The method is the core of the educational process, the link between the projected goal and the end result. Its role in the system:



Methods are:

- research (empirical, theoretical, mathematical);
- teaching methods (sighting method, viewfinding method, copying method, analysis method, survey method, etc.);
- methods of education (persuasion, encouragement, example, punishment, etc.);
- teaching methods, where we are talking about joint activities between the teacher and students, i.e. methods of teaching are manifested together.

Reception is an element of the method, its component, a different action.

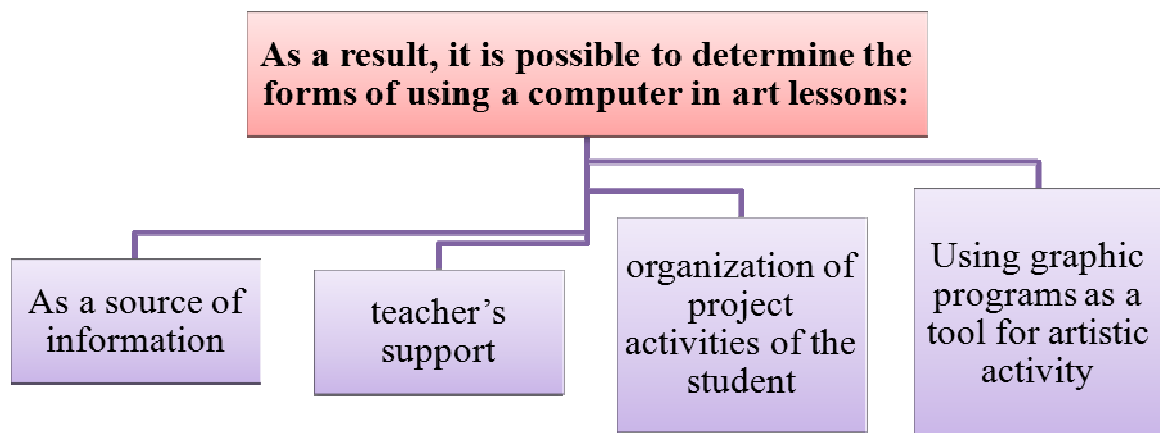




The goal and objectives are the formation of knowledge about the specifics of the professional activity of a teacher of fine arts and the tasks of the subject of “fine arts”:

1. Development of pedagogical creativity, artistic and creative abilities, aesthetic taste, judgments, assessments, active aesthetic attitude to cultural phenomena and folk traditions;
2. Formation of knowledge about the scientific foundations of the methodology of teaching fine arts: the pedagogical process as an object of professional activity, the logic of the learning process, the psychological theory of learning, the psychological and pedagogical aspects of the artistic and creative development of children and the formation of artistic perception skills;
3. Formation of knowledge, skills and abilities in the field of pedagogical technology: preparing a teacher for a lesson, compiling pedagogical documentation, preparing and using didactic aids, samples of student activity on reproaches, analysis and introspection of the lesson;
4. Formation of knowledge, skills and abilities in the field of pedagogical technology: building relationships with students, professionally solving questions about the appearance of the teacher, setting the voice, speech quality, working with various artistic materials, working out pedagogical drawing on the board, on paper, in the student’s album and etc.;
5. education of international beliefs, aesthetic responsiveness, honesty, diligence, responsible attitude to the matter of teaching student.

The use of multimedia technology in the classroom is first perceived by students at the level of the game, gradually involving them in serious creative work, in which the personality of the student develops.



Conclusion

Thus, an art expert initially sees only a complex mechanism created by the artist, and after a while: restorations, transportation, temperature fluctuations, neglect while maintaining, and dozens of other nuances. In the end, we get, in one form or another, the “riddle” canvas. It is not uncommon for artistic masterpieces to become an object of commercial gain when speculators, swindlers-falsifiers try to create a fiction, a falsity in front of society for their own benefit. Therefore, for many decades, a number of research groups have created a complex step-by-step technology for conducting an examination for the purpose of art criticism and scientific research. Expert bureaus are of great assistance in the development of new methods of authenticating canvases. These studies are divided into two sections, which imply a certain number of procedural examinations.



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