



TEACHING THE SCIENCE OF METHODOLOGY OF FINE ART TEACHING IN PEDAGOGICAL UNIVERSITIES AS A PROBLEM

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Annotation

This article discusses the importance of highlighting the essence of educational technology in teaching the methods of teaching fine arts.

Keywords:

Education, technology, pedagogical innovations, experience, system, visual arts, pedagogical activity, teaching methods.

Scientific and technological progress not only technologicalizes most industries, but also penetrates the fields of culture and education. Today we can think about information, medicine, education and other technologies.

The problem of modern educational technologies, the experience of pedagogical innovation requires their systematization and definition. The university is faced with the problem of revealing the scientific basis of pedagogical technologies, their classification, essence and problems of technologicality of the educational process.

An analysis of the pedagogical literature shows that in modern times the concept of pedagogical technology has a strong place in the practice and theory of education from science, but its place in the perfect dictionaries of pedagogy (thesaurus) is still unknown. N.F. Talzina believes that every educator must know the system of knowledge at the technological level about the learning process before organizing a real pedagogical process. He believes that there should be a separate science between science and practice that promotes principles, develops methods, deals with issues such as their consistent application, without which the pedagogical process will not be grounded (technology is a real teaching process as).

Some authors see teaching technology as a science between science and art, while others associate it with design.

Thus, in one approach, teaching technology is also defined as some kind of equipment that encompasses all teaching aids. In it, technology requires the technicalization of the learning process.

Another approach allows technology to be viewed as a way to provide educational practice with new or modernized knowledge. In this case, technology is considered as the application of scientific principles and practices of education.

To illustrate the essence of pedagogical technology, we consider it expedient to dwell on the definitions given by pedagogues. In order to improve education in higher education, new forms of pedagogical communication, processing of information components, new forms of educational management are required. Technological progress is one of the most important components capable of tracking social processes today. Improving the technology of pedagogical education is a prerequisite for shaping the cultural level of society and its economic power.

In addition to teaching technology, pedagogy also includes educational technology. While educational technology represents a content-information aspect, teaching technology is

considered to be process-related, meaning that no clear differences have yet been identified between them. Pedagogical technology should be adapted to the level of preparation of students, their access to information and practical training. The content of the educational process consists of the general and specific goals of the educational process, the content of the educational material. The technological process includes the organization of the educational process, teacher activities, student activities, methods of managing the educational process, diagnostics of the educational process. Researchers set criteria that satisfy any pedagogical technology.

Consistency as a criterion of pedagogical technology includes the logic of the process, the interconnectedness and integrity of all parts of pedagogical technology. One of the criteria of pedagogical technology is that it is based on management. It consists of diagnosing the learning process, designing its planning and implementation, and modifying it with teaching methods and tools. The criterion for the effectiveness of pedagogical technology is the high results obtained in the specific conditions of the educational process.

Thus, the professional training of specialists in higher education is a complex and constantly evolving system. The technological training of the future teacher has a special place in this system. It is associated with the intellectual development of the future teacher, active reading, the development of a creative personality, the perception of the professional orientation of thinking, the implementation of research (scientific) principles in the organization of educational activities.

Problem-based learning technology Problem-based learning is an advanced teaching technology. Effective teaching technology in today's high school is problem-based learning. Its task is to stimulate the process of active learning and to form a research method in thinking. Problem-based learning is one of the goals of a creative, active person. In the process of problem-based learning, the student's independence grows relative to the reproductive forms of learning.

It is known that any basis of teaching is based on certain laws of human activity, personal development and the principles and rules of pedagogical science formed on their basis. The process of human cognitive activity is based on the didactic principle - the problem of objective laws in solving logical cognitive contradictions.

Thus, the essence of a problem situation is that it is a contradiction between the information that the student is familiar with and the new facts and events (which lack previous knowledge to understand and explain them). This conflict is the driving force behind the creative acquisition of knowledge.

Symptoms of a problematic situation include:

- the presence of a fact unknown to the student;
- Instructions given to the student to complete the tasks, their personal interest in solving the learning difficulties that have arisen.

Getting out of a difficult situation is always associated with understanding the problem, that is, what is unknown, its verbal expression, and its solution. When it comes to analyzing a problem situation, it is primarily the students' independent mental activity. It leads the student to understand the causes of intellectual distress, to access it, to express the problem in words, that is, to define active thinking. Consistency is evident here: first a problem situation arises, then a learning problem.

First of all, the task of the learning problem, which is unknown to the student, is defined, and the methods and results of its implementation are unknown, but the students learn the expected result or solution based on their previous knowledge and skills. falls in search.

Thus, a task that students know and how to solve it independently cannot be a learning problem, and secondly, it cannot be a learning problem even if they do not know how to solve a problem and how to search for it.

Significant symptoms of learning problems include:

- the introduction of the unknown, which leads to the formation of new knowledge;
- Students have a certain amount of knowledge needed to carry out research in order to find the unknown.

An important part of a student's mental activity in solving a learning problem is to come up with a solution or hypothesis and substantiate the hypothesis.

The learning problem is constantly evolving with problem-solving questions, with each question serving as a step towards solving it. The components of the problem, the nature of the relationship between the known and the unknown, give rise to the need for knowledge and motivate the search for active cognition. It should be noted that a prerequisite for problem-based learning is to create in students a positive attitude to the process of searching for the truth and its results.

Students' creative and exploratory cognitive activity in problem-based learning involves students expressing a problem in a lesson when a problem situation arises, i.e., the nature of the difficulty in learning (i.e., what is known to them at the moment).) verbally, then seeks ways to solve the problem and makes various assumptions in it, students base one of the assumptions they find true as a hypothesis and prove it, the research is completed after the problem or task is completed.

The period of research of cognitive activity can be expressed in special schemes: problem situation - learning problem - research to solve a learning problem - problem solving. An important aspect of organizing and conducting problem-based learning is that the teacher must have a good understanding of both its educational and pedagogical function. The teacher should never give students a ready-made truth (solution), but should motivate them to acquire knowledge, help them to process in their minds the information, events, times and phenomena necessary for lessons and life activities.

The teacher monitors the student's ability to present the material logically, the way it is presented, and the students' attention to it. When the process of stating or discussing the content of a lecture bores the students or, conversely, when there is a strong interest in some of the issues and the need to discuss it, pause the speaker for a moment and hold the seminar for group discussion. conversion is desirable.

It is well known that cognition begins at the level of a specific science for students to understand, and as it develops to this stage, its ability to adapt, to reach the inner essence and true content of natural processes and phenomena, and thus to master the original scientific knowledge. it is necessary to use active, problem-based teaching methods. The task does not solve itself in the process of acquiring scientific knowledge. Its solution involves a special exercise of contemplation. In this sense, it is a question of a certain image of the study of educational material, the process of organizational, pedagogical expediency, the active development of thinking, cognitive activity and independence of students.

So, problem-based learning is a pedagogical technology of teaching that synthesizes the creative processes of teacher and student in terms of its content and structure.

Features of pedagogical activity in problem-based learning include the process of clarifying goals by translating the content of learning information into problem-solving tasks and problem-solving situations.

Creative learning is governed by the basic principle of problem-based learning - a certain degree of freedom of movement and the regulation of these movements in the system of the whole structure of the learning process.

The next step is to discuss the selected task, monitor its solution, analyze the information, and check the correctness of the selected solution. Then we move on to developing a new theoretical perspective.

Problem-based lectures require students to be active participants, not just listeners. He develops a method of scientific thinking. Problem-solving tasks combine operational and procedural components. They focus on analysis, comprehension and interpretation, updating the content of information and gaining new knowledge, and theoretical thinking of the scientific problems being studied. During a problem-based lecture, students use existing knowledge to update it in relation to new information. Provides effective management of problem-based learning.

The use of game technology in the teaching process plays an important role in solving such tasks. The use of active teaching methods in game technology serves to take advantage of the achievements of the democratic style of communication, increasing the creative powers and abilities of students.

Adabiyorlar

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