



ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING IN THE REGION

KHOREZMSCIENCE.UZ





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METHODOLOGY OF IMPROVING THE TEACHING OF HISTORY OF FINE ARTS IN HIGHER EDUCATION

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Annotatsiya. Maqolada oliy ta'lim tizimida tasviriy san'at tarixi haqida, bu fanni o'qitish usullari, hamda takomillashtirish metodikalari haqida ma'lumotlar keltirilgan. Shu bilan birga tasviriy san'at darslarida zamonaviy texnologiyalardan foydalanish, ularning foydali tomonlari haqida fikrlar keltirilgan. Bundan tashqari yangi pedagogik texnologiya asosida o'qitish, ularning didaktik va metodik sohalarini takomillashtirish haqida ham aytilgan.

Kalit so'zlar: tasviriy san'at tarixi, o'qitish usullari, takomillashtirish metodikalari, zamonaviy texnologiyalar, yangi pedagogik texnologiya, didaktik va metodik sohalar, o'qitish didaktikasi.

Аннотация. В статье представлена информация об истории изобразительного искусства в высшей школе, методиках преподавания этого предмета, а также способах совершенствования. В то же время есть идеи об использовании современных технологий на занятиях по искусству и их преимуществах. Речь также идет об обучении на основе новых педагогических технологий, совершенствовании их дидактических и методических аспектов.



Ключевые слова: история изобразительного искусства, методика обучения, методы совершенствования, современные технологии, новые педагогические технологии, дидактические и методические направления, дидактика обучения.

Abstract. The article provides information about the history of fine arts in higher education, methods of teaching this subject, as well as methods of improvement. At the same time, there are ideas about the use of modern technologies in art classes and their benefits. There is also talk about teaching on the basis of new pedagogical technologies, improving their didactic and methodological aspects.

Key words: history of fine arts, teaching methods, methods of improvement, modern technologies, new pedagogical technologies, didactic and methodological areas, teaching didactics.

Introduction. The changes and rapid development of the country in the field of education require the teaching of each school subject on the basis of new pedagogical technologies, the improvement of their didactic and methodological areas. Accordingly, it is time to teach school subjects, including fine arts, on the basis of new pedagogical technologies. This process, in its didactic and methodological aspects, necessarily requires the creation of conditions that will make a positive difference. Because the organization of any teaching and ensuring that the knowledge and skills given are in a predetermined standard, mainly teaching aids, didactic and visual aids, teacher speech and its teaching it depends on the perfect, correct, reasonable use of didactics and methodologies'. After all, a lesson will never be effective if it does not meet the didactics of teaching science and its principles.

Literature review. The pedagogical technology of teaching fine arts is a pedagogical activity that provides students with knowledge of fine arts, based on the principles of personal development, which guarantees a pre-planned result, its didactic process and how is the methodological direction interpreted? Pedagogical technology as a complex process consists of a number of stages of teaching, and each of these stages, in turn, consists of specific actions [1]. If we use a lesson in fine arts, that is, 45 minutes, using all the opportunities, conditions, tools, didactics, methodical methods (regardless of the level), all the activities carried out for a guaranteed result will be visual art. There will be pedagogical technology of horse lessons.

Analysis. The main task in the technology of teaching fine arts at school is the opportunity, conditions, tools, methods and techniques for the guaranteed result, and the organization of the link is one of the main tasks of the didactics of teaching fine arts and its principles. Because the didactics of teaching fine arts in the school ensures that for each lesson, first of all, the knowledge and skills provided are based on science [2]. The principle of science is to ensure that every piece of information given to students about the nature, object, subject, event, or work of art being drawn is based on scientific and scientific information. Then the knowledge and skills are provided in a systematic, sequential manner, which is based on the principle of easy or difficult pedagogy or didactics. This process is based on drawing simple objects that are easier to describe first and gradually complicating them in later lessons [3]. These will be reflected in the sequence of topics covered in the Fine Arts curriculum. In addition, the teaching of fine arts to students is carried out in accordance with the educational



principles of didactics. Because the subject of school art teaches students to respect artistic and moral, aesthetic work, their people, their homeland, and the work of their ancestors. In addition, in accordance with the requirements of technology and didactics of teaching fine arts, each lesson - the knowledge and skills given to students have the opportunity to apply in practice in the same lesson, the new knowledge and skills provided in the main part of the lesson [4]. The drawing operation is performed on the basis of the data. Given this opportunity and the conditions of this science, there will be positive changes in its teaching technology. Another important didactic principle in the teaching of fine arts is to create the conditions and opportunities for teaching in accordance with the visual abilities, knowledge and skills of your students [5].

This principle allows all students to be involved in drawing and painting. Special attention is paid to the creative, active, independent and enterprising skills taught to students in the visual arts school. Demonstrative teaching of didactics is the most basic didactic principle in educational technology, ensuring that the knowledge and skills in fine arts are given to students in an easy, concise, understandable, scientific manner. All teaching materials in the state program of fine arts taught in schools require visual teaching. It is often said that "the only subject that cannot be taught in school without an exhibition is the fine arts." Therefore, in the technology of teaching fine arts, demonstration is the most basic and most effective didactic principle that can guarantee the achievement of a previously defined goal. The Didactic Process in School Fine Arts Teaching Technology V.P. As Bespalko points out, the introduction of a new course material, that is, the preparation of a student for a new course material begins with the process of motivation. This not only increases students' interest in the new lesson material, but also allows them to be active, independent, enterprising and creative throughout the lesson [6]. Didactics and methods of teaching fine arts play a key role in the technology of teaching fine arts at school. Because methodology and didactics are the most basic and final pedagogical process of imparting knowledge and skills to students from school fine arts. Methodology is the easiest, most effective pedagogical tool for imparting knowledge and skills to students in the visual arts, a process that can guarantee pre-determined learning outcomes.

It should be noted that one of the modern teaching methods used in the technology of teaching fine arts in schools is [7]:

- The method of oral presentation;
- Demonstration teaching method;
- It is a method of practical work, each of which is divided into a number of methods.

Although the most widely used method of teaching fine arts in school is the "Oral Narration" method, the "Demonstration Teaching" and "Practical" methods are also used in every lesson. Because the study of fine arts, by its very nature, is a subject that cannot be taught without an exhibition. Also, according to the pedagogical technology of the subject, more than half of the 45-minute lesson is provided with practical work. In art classes at school [8]:

- From the methods of "oral presentation" such as conversation, story, question and answer, lecture;



- Demonstration teaching methods, working with illustrations and reproductions, board drawing and field trips;
- The method of "practical work" is used in painting, sculpture, art and composition, work on compositions, analysis of works of art, essays on works of art, essays.

Interdisciplinary links in the teaching of fine arts.

In the theory of pedagogy and in the didactics of education, Y.A. Comenius said, "In school it is necessary to teach the object itself and how it arises, that is, how it is connected." Comenius's phrase is often used. This is because in order for students to have scientific, truthful and accurate information about things and events, didactics should be given that general concepts should be given along with the roof moments that connect all the causes of what is being studied and the event, emphasized by all eminent educators. Indeed, pedagogical experience has shown that the information provided to students in each subject must be scientifically sounded, that is, well-founded, with all the causal aspects [9]. Only then will the knowledge imparted be free from all appearances and insecurities and be based on the law of didactics.

It is one of the basic rules of Y.A. Comenius didactics. These principles are the most important, well-founded and effective tool in the teaching of fine arts. Because there is no science that is not related to and does not use the visual arts. Any teacher who knows how to draw or understand works of art will have the opportunity to increase the effectiveness of their lessons. This conclusion has been observed in the work of many teachers. The teaching of fine arts is also directly and indirectly related to all school subjects. This connection is present in all types of fine arts: perception of nature, construction, creation (design), drawing on the basis of nature (pencil, painting), sculpture on nature, art and applied arts, working on thematic compositions, studying the works of artists and works of art, both didactically and methodologically, are scientifically linked with other educational disciplines. Special scientific research has been conducted in the country on the connection of school fine arts with other educational disciplines, and relevant pedagogical, didactic and methodological conclusions and recommendations have been developed [10]. One of the most important ways to increase the effectiveness of art classes is to link them to other subjects in the teaching of fine arts at school. This connection is expressed in two ways: theoretical (didactic) and practical (methodical).

Theoretical connection is used in the teaching of fine arts in a new educational class, as well as in other classes and extracurricular activities. In the classroom, the teacher uses theoretical knowledge and didactic materials from other disciplines to provide analytical information about the objects and events being drawn and to explain the rules of drawing. Or the theoretical-didactic connection is expressed in the study of the works of artists and in the analysis of works of art in the process of the teacher's use of theoretical knowledge of other academic disciplines. This is done in accordance with the purpose and objectives of the topic. The subject of the lesson is determined by the content of the lesson. This connection follows the principle of easy, concise and thorough teaching of didactics, without any difficulty for both the teacher and the student. Interdisciplinary links in the teaching of fine arts form the scientific basis of the lesson. The fine arts teacher makes that connection [11].



In other words, the teacher agrees with the teacher of the subject, receives advice from him, and receives methodical instructions on the creative use of didactic and visual materials of the subject. The obtained scientific data will be used creatively in the presentation of new topics in the field of fine arts lessons from didactic and visual materials. For example, in Grade 6, K.P. Bryullov's analysis of "The Last Day of Pompeii" is related to "Natural Geography", "Volcanoes", "Ancient World History" and "Ancient Italian Art". This link provides a complete scientific basis for the analysis of the last day of Pompeii's fine arts and serves as a scientific basis (see color illustrations). Both bird painting classes for grades 4-7, or fruit, vegetable, grass, and tree painting classes are linked to geography, botany, and zoology.

Drawing lessons on the basis of thematic compositions are directly connected with such disciplines as language and literature, history, geography, biology, astronomy, labor, physical education. Art studies are more closely linked to subjects such as biology, geography, history, literature, labor, and astronomy. This boogie is a major factor in providing scientific information for art classes. Works of art reflect more historical events, celebrities, and natural landscapes, individual countries of the world, their nature, peoples, living conditions, labor and creativity of these peoples. As a result, art studies are often linked to subjects that are studied and not taught in school. Only highly qualified, knowledgeable, thoughtful and creative teachers of fine arts will realize this in time. The theoretical (didactic) nature of the relationship between the visual arts and other disciplines suggests that, depending on the nature of the subject matter, it is the subject matter that determines which subject this subject is related to. This is because there is a need for scientific material to express the subject matter to be studied in the lesson, which makes it necessary for the teacher to relate to a particular subject. For example, in Grade 4 Drawing a Cube, a teacher must first provide accurate and scientific information about geometric shapes, then about size, and then about the geometric shape of a cube. It is obvious that in this lesson, the teacher needs to focus on mathematics, geometry, and drawing. From these disciplines, geometric shapes, the first of which is taken as a unit of volume, all sides of a cube are equal, have a 6-sided geometric shape, the scientific material on the content of the laws of perspective in its description are obtained. Based on this information, the content of this lesson can be easily explained.

The second aspect of the connection between the visual arts and other disciplines is the practical, that is, the methodological connection. This connection is mainly made when students use the knowledge they have acquired in other subjects in the visual arts classes with the help of a teacher. This can be seen in the questions and answers or conversations between the teacher and the students during the drawing period, in the analysis of the students' creative work, or in the study of the works of art by mature artists.

Conclusion. In short, the main task of the teacher is to make the best use of the didactics and methodology of teaching the subject in order to achieve the predetermined goal of the technology of teaching fine arts in school. To do this, the teacher of fine arts, first of all, pedagogical technology, its role, place, content in the teaching of school fine arts, and then the didactics of teaching school fine arts, its It is



necessary to know the principles and teaching methods, to master them when, where and in what context.

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