

IMPORTANCE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN ENHANCING THE EFFECTIVENESS OF TEACHING THE FINE ARTS

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Abstract: the article considers the possibilities of using innovative pedagogical technologies in the process of teaching children of school age the basics of composition and techniques of visual creativity. Teacher of fine arts must himself well master the basic tools: the basics of composition, drawing, painting, various decorative techniques. He also needs to know the history of art, pedagogy and psychology. The future teacher should, first of all, himself learn all those levels of knowledge and skills with the help of which he will teach schoolchildren.

Keywords: innovative pedagogical technology, process of teaching, fine arts, composition, drawing, painting.

ВАЖНОСТЬ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПОВЫШЕНИИ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ

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Аннотация: в статье рассмотрены возможности использования инновационных педагогических технологий в процессе обучения детей школьного возраста основам композиции и техникам изобразительного творчества. Преподаватель изобразительного искусства обязан сам хорошо владеть базисным инструментарием: основами композиции, рисунка, живописи, разнообразными декоративными техниками. Также он должен знать историю искусств, педагогику и психологию. Будущий педагог должен, прежде всего, сам научиться всем тем ступеням знаний и навыков, с помощью которых он будет преподавать школьникам.

Ключевые слова: инновационный педагогический. технологии, процесс обучения, изобразительного искусства, композиция, рисунок, живопись.

he professional activity of the teacher of fine arts includes educational, scientific-methodical and cultural-educational work. It is aimed not only at the development of skills, abilities, but also forms the cultural basis of the future adult.

An important factor is the education of schoolchildren of junior and senior classes through art. At the same time, the teacher of fine arts must himself master the basic tools: the basics of composition, drawing, painting, various decorative techniques. He also needs to know the history of art, pedagogy and psychology, which is learned at the student's bench. The student - the future teacher should, first of all, himself learn all those levels of knowledge and skills with the help of which he will teach the students.

Tradition and innovation in teaching. Today, among educators there is no common opinion on the need to combine in their work both formal and informal methods of teaching. There is a certain misunderstanding in the groups when the conversation begins about the need to introduce informal approaches in the teaching of the fine arts [1].

If one of the priority areas is the introduction of new technologies into the educational process, then the informal method is one of the formats of innovation in teaching. Fine art should not be a boring and monotonous occupation for children and adolescents. Undoubtedly, it is important to teach the canons of academic drawing and painting. But at the same time, the use of informal methods of learning the composition, as well as the mastering of computer technology, as a tool for creating author compositions, forms an even greater interest in engaging in pictorial creativity.

Pedagogical innovation. The use of innovative technologies in the teaching and teaching of visual creativity requires the development of navigators - methodological recommendations for organizing a cycle of lessons, the programs of which include:

- building a lesson,
- selection and alignment of training material for a specific topic,
- saturation of lessons with subjects of solving problems,
- game forms with an educational component.

"Pedagogical technology is a meaningful technique for realizing the educational process" [2]. The criteria of manufacturability are: conceptuality, systemic, controllability, efficiency, reproducibility. These criteria of manufacturability determine the structure of pedagogical technology.

Innovative applied pedagogy calls to rethink the whole pedagogical process, both education and training, looking at the student as an equal subject of creative activity.

Innovation in teaching has, first of all, the social and philosophical aspect, which in recent years attracted the attention of sociologists, psychologists, teachers, philosophers. Innovation was initially formed as an international sphere of research, therefore the concept of "innovation" is also found in the works of economists and culturologists.

Pedagogical innovation offers a new approach to learning - personality-centered.

A distinctive feature of educational and cognitive activity in innovative education is this type of mastery of knowledge, in which conditions are created for students to be included not just in educational activities, but in creative activities. In this case, the student's activity reaches a productive-creative level. In innovative teaching, this activity proceeds as creative, in the process of which the student's knowledge is formed simultaneously with the skills and creative products are created, which confirm and form the skills, and generalizes the systemic nature of knowledge. Analyzing the psychological essence of innovative teaching, it should be noted that in innovative education there is a positive struggle with a lack of emotionality.

At the present stage, the requirements for the teacher's professional training are increasing. Accordingly, every teacher should know how to move from a simple lesson to a pedagogical technology consisting of blocks of thematic lessons and auxiliary visual, auditory information.

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