



The Role And Importance Of Extensive Mastering Of New Directions In The Visual Arts Through Art - Pedagogical Technology

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ABSTRACT

This article analyzes the role and importance and practical foundations of the broader mastering of new directions in the visual arts through art - pedagogical technology. The role of artistic and aesthetic education in the context of the reforms being implemented in the education system of Uzbekistan, the importance of modern technologies that serve to increase the effectiveness of the pedagogical process, as well as advanced foreign experiences are highlighted. The study substantiates the need to identify the personal capabilities of students, develop them and apply an individual, integrated approach to the educational process. The formation of aesthetic taste, compositional thinking and independent thinking skills through the visual arts is interpreted as a pedagogical goal

Keywords:

fine arts, painting composition, creative potential, pedagogical technologies, aesthetic education, integrated approach, foreign experience, artistic thinking, student personality, independent thinking.

Currently, in educational institutions, methods of organizing theoretical and practical lessons are being used as a test experiment through various new projects of teaching. The volume and types of work carried out in fine arts are also extremely diverse, requiring additional simple and complex processes from the artist-pedagogue than in other disciplines. As is known, renewal is an internal change of the entire system based on certain laws. Pedagogical renewal refers to a set of quantitative and qualitative changes taking place within the pedagogical system, aimed at improving the results of global changes and developments taking place on a global scale. Pedagogical activity in harmony with the new times is a holistic expression of new ideas, processes, tools, methods, and techniques that serve to guarantee high-level results in the qualitative improvement of the entire

pedagogical system. In the history of education in our country and the world, every ten to fifteen years, it is becoming a natural phenomenon to implement reforms in the field of education. In particular: in our country, in 1959, strengthening the connection of school with life. In 1970, the introduction of ten-year compulsory secondary education, in 1980, the reform of secondary and vocational education, in 1997, the Republic of Uzbekistan has been playing a leading role as the main reformer in reforming the entire continuous education system through the adoption of the "Law on Education" and the "National Program for Personnel Training". Most importantly, due to the ongoing reforms, new pedagogical ideas, experiences, and concepts have been widely applied to the processes of education and upbringing carried out at all stages of continuing education.

In our country, the process of modernizing the content of subjects taught at all stages of continuing education, adapting curricula and textbooks to modern science, techniques, technologies, and changes taking place in social life, is being carried out with bold steps. To this end, measures are being taken to improve the DTS; strengthen the flexibility and adaptability of the curriculum, programs, and textbooks; ensure their versatility; and take into account the unique abilities and talents of each student and pupil in the educational process. We must know that at all stages there are many tasks in terms of qualities such as the ability to correctly understand and explain the aspects of the interaction of such art forms as fine arts, applied arts, architecture, sculpture with the educational process. In the field of pedagogy, the normative documents of fine and applied arts were established based on the criteria of the State Educational Standard for a specific or natural subject. We all know that from the first years of independence, the rapid introduction of foreign experiences into the education system of our country, new educational concepts (global education, child-friendly approach, exclusive educational pedagogical technologies, etc.) aroused unprecedented interest among teachers, specialists in methodology, pedagogy, and educational psychology. There were no innovations in the field of education that could create the same attitude towards all teachers. Our observations show that young teachers are concerned about their professional future, and some older teachers (approaching retirement age, retirement age) are showing signs of indifference.

References

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