



The Role Of Cinema In The System Of Education

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ABSTRACT

Film works are an excellent means of developing the senses. Therefore, the educational role of cinema is greater than it might seem, when the expediency of using pictures is judged only by their subject matter. So, the moral education of young people is promoted not only by tapes, about which it is customary to say that they are devoted to ethical problems.

Any talented film develops the emotional apparatus of the young viewer. If the picture is about modernity, it also prepares boys and girls for the system of relations that is characteristic of our society, partially includes them in these relations.

Keywords:

cinema, theater, character, actor, spirituality, culture, upbringing, education, idea, creativity, students, youth

Functions of cinema in the pedagogy of higher education. The film as a way of self-education. Screen effect of empathy A person who is now 18-20 years old is preparing for an independent life. He studies, sometimes at the same time standing at the machine or working. He has a significant stock of knowledge, he has even more to learn. Teachers should protect young men and women from possible mistakes, teach them how to live, study, work and rest.

Forms and methods of educational work also require continuous improvement. Cinematography becomes a reliable assistant to the educator, constructing it with more perfect ways of influencing the personality of a young person.

Film works, showing the path traversed by the people, provide valuable material for the education of student youth.

Cinematography, like other technical media, is in the center of attention of teachers in many universities of the country. A detailed analysis of the use of screen aids in the educational process of higher education reveals an empirical approach to the methodology of their application.

Teachers are forced to be guided not by scientific recommendations, but by intuition, "good experience". To solve the problem, first of all, it is necessary: 1) to determine the functions of cinema as an educational tool; 2) clarify the methods and forms of using cinematographic works for the purposeful formation of a personality (student); 3) find a way to

determine the level of educational impact of the film.

Cinema ("broad-educational chronicle") performs, first of all, a cognitive function, increases the amount of information acquired by students at the university. In this case, it is important for a teacher to consider documentary films as a way of the most accurate recording of a scientific and historical fact. Screen material serves as an additional source of information, thanks to which the argumentation of the lecturer's material increases. Further, cinema is designed to increase the visibility of the educational process. And, finally, cinema performs an educational function. Works of screen art have great potential for shaping the worldview, patriotism, moral and aesthetic education of students. The best Soviet films, depicting our contemporary in versatile public relations, reproduce his moral feelings, thoughts and actions, affirm and propagate moral norms, help, equip future specialists with knowledge. Teachers, when planning their activities to educate students with the help of screen media, must first of all clearly understand how the tasks of shaping the student's personality are solved in the process of events held in the cinema hall, what new opportunities cinema provides. Personality formation is a complex process of personality change as a result of exposure to it.

The main factor that unites the tasks of pedagogy and cinematography is the common object - the human person. Compared to pedagogy, cinema is very young, the history of its development lasts a little more than three quarters of a century. For the first fifty years, filmmakers were mainly interested in the external side of events. (We are talking about mass film production. The creators of outstanding films have always tried to reveal on the screen the thoughts, feelings, characters of people through external signs - acting, words, actions and behavior of characters).

In the mid-1950s, the art of the screen entered a period that opened before it the possibility of mastering aspects of reality that could not be directly captured by a movie camera. Cinematography has finally caught up

with literature and theater and seeks to penetrate into the internal processes of a person's spiritual life, makes the birth of ideas, emotions, and motives of personality's behavior hidden from prying eyes a direct subject of its study. The movie screen makes it possible to check what a modern person is capable of, what are the internal resources of the individual in various difficult conditions. In contrast to the secondary school, there is no institute of class teachers in a higher educational institution and, consequently, there are fewer specially organized educational events.

The main attention at the university is paid to the learning process itself, contacts between students and teachers during extracurricular time are episodic. That is why it is important for a teacher of higher education to use as many different factors as possible that influence the formation of a student's personality. Each viewing of a film in a cinema and on television is, in fact, an educational event on a strictly defined topic, proceeding independently from teachers. And if the teacher knows what his students are watching, he will be able to direct the influence of cinema, but in the right direction. In educational work at a university, one has to take into account the peculiarities of the psychology of young people, the level of their general development.

The character of boys and girls is characterized by romantic elation, bright emotionality. The main danger that lies in wait for the teacher is dry moralization, divorced from the interests of the youth from the collective. Wrong are those who exaggerate the role of language communication and believe that it is enough to choose the "right" words and listeners will learn them.

The effectiveness of ideological influence is directly dependent on the content of propaganda and on our ability to interest the audience, to find contacts with it. It is also necessary to use such communication links between the educator and the pupil, which, outside the language and in close contact with it, unobtrusively contribute to the formation of personality. Cinematography is one such medium. The ideas of screen art are perceived by young viewers not as a force that is outside

and alien to their personality, but as a force that has matured within them. Cinema allows the formation of personality in the right direction from earlier and simpler elements of its psychological structure - from interests. The latter permeate other aspects and qualities of the student's personality - attitude, orientation, direction, give them social significance. Cinematography belongs to the area of stable spiritual interests of young students, becoming one of the most popular types of artistic creativity for them.

The pedagogy of higher education pursues the goal of the comprehensive development of the individual. In practice, due to the orientation and congestion of curricula, the opposite trend is observed in universities. As teachers of republican universities testify, "a paradoxical situation arises: a university that is designed to educate comprehensively developed highly qualified specialists* is more conducive to their one-sided orientation."

In support of this conclusion, data from a study of the time budget of students in the Republic of Uzbekistan region are given: the free time of students, which remains for comprehensive cognitive and cultural activities, is more than five times less than the time allotted for the development of special professional knowledge.

Moreover, from the total daily budget of free time, equal to 2 hours. 20 min., 35 min. students spend on going to the movies and watching TV shows; Particular attention: students to screen art is not accidental, since it serves as a source of information on various areas of social and political life, science, and culture. The one-sided intellectual development of students in many universities is clearly ahead of the emotional. Films help overcome this trend and ultimately contribute to the formation of a comprehensively developed personality. The more subtle a person feels and experiences, the better he will understand the other and will come to him, if necessary, for help, the more responsible he is to his duties, the more modestly he behaves in society. The teacher must necessarily instill in students a culture of feelings, since otherwise it is impossible to develop the necessary views and beliefs in them.

A person with undeveloped feelings cannot form a communist consciousness, skills and habits of communist behavior.

Representatives of progressive pedagogical thought have always emphasized the importance of educating feelings, considering them the basis for the consistent development of the individual. The idea of forming the morality of a young person by influencing his emotional sphere was defended by K. D. Ushinsky: "Nothing - neither words, nor thoughts, nor even our actions express ourselves and our attitudes to the world as clearly and truly as our feelings."

These circumstances once again prove the need for thoughtful management of the impact of films, the use of the results of this impact for the purposeful development of the personality of a future specialist.

In the "cinema + education" complex, the teacher should be considered the leading figure. When staging a film, opportunities are realized that far exceed the potential of any lecturer. A motion picture, if its authors were talented people, will make a stronger impression on a youth audience than an oral story. Nevertheless, cinema plays an auxiliary role in the educational process.

Therefore, for a scientifically based organization of the process of personality formation with the help of cinema, it is advisable first of all to get acquainted with the whole range of cinematographic works, that is, with its classification. Then it is necessary to analyze the tasks of education that can be solved with the help of films, and the various forms of using cinema as an educational tool.

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