



Methods For Using Specific Pedagogical Functions In Choreographic Education

Erkinoy Saitova

Associate professor, Department of "Choreography",
State academy of Choreography of Uzbekistan

ABSTRACT

The the article deals with the introduction of modern pedagogical technologies in the field of choreographic education and the results achieved with their help. The results of interactive lessons with students, a teacher of the subject "Methods of teaching Uzbek dance" were also described in detail.

Keywords:

Education, science, technology, choreography, staging, function, dance, teaching

In the 20th century, especially due to the scientific and technical revolution that began in the second half of the century, with the sharp increase in the amount of information, the traditional education aimed at acquiring ready-made knowledge, based mainly on the active work of the student, is losing its importance. Today, in the process of artistic choreographic education in the field of choreography, attention is being paid to modern pedagogical technologies that allow students to find the necessary knowledge, learn independently and draw conclusions. After all, the organization of artistic choreographic education in an interactive way, the organization of classes with live communication with students is the demand of today.

Emerging as an alternative to traditional teaching, new pedagogical technologies include all the progressive tools accumulated in pedagogical theory and practice. It is important to take into account the didactic principles of education, forms of education, teaching tools and methods in order to implement the use of various methods and tools of education in practice in order to introduce modern new pedagogical technologies in science teaching and increase the effectiveness of education.

After all, it is natural that the subject "Methodology of teaching Uzbek dance" should be taught as a creative lesson, based on the students' active actions on stage. In particular, when organizing the correct use of educational forms, it is necessary to pay attention to their place in the educational process and the requirements for science.

In mastering this subject, it is required to influence the development of students' creative thoughts, to explain in depth the knowledge related to the field, to form the skill of connecting theoretical issues with practice.

A pedagogue teaching science with students should be able to thoroughly understand and analyze the basic laws, processes, stages of development of this dance technology, existing problems in the field. Attention should be paid to conducting the lesson in the same way. In addition, it is necessary to carefully teach the students what should be paid attention to in order to form a world view on choreography and Uzbek dance, to increase the educational value of a new work when staging a new dance. After all, from a scientific point of view, it is an important task to carry out the foundations of theory in direct cooperation with practice. When mastering the science, a scientific and

creative approach, a coherent unity of theoretical arguments and logicity should be ensured.

Thus, "Methodology of teaching Uzbek dance" subject teachers must take into account the specific characteristics of the subject and the student, and at the same time, pay attention to the use of teaching methods aimed at the cultivation and development of thinking, ensuring their active participation in the lesson. Educational function is one of the most important functions of a pedagogue. If we study this function by adapting it to the process of artistic choreographic education, it will be reflected the need to pay attention to the following in mastering the subject. The social meaning of the educational function is the formation of the system of professional knowledge, skills and qualifications of students. This requires individual work of the subject teacher with the students. The reason is that it requires mastering the subject "Uzbek dance teaching methodology", which is considered a creative lesson, learning the most subtle aspects of our national dances, getting to know folklore art, and creativity in the true sense of the word.

The activity of the teacher of this subject is mainly focused on the formation of creative-artistic, choreographic knowledge and skills, which form the theoretical basis for the practical acquisition of the specialty. The activity of teaching and ballet master should be focused on one goal, that is, the formation of the entire professional and creative activity of students and the training of a qualified artist and future specialist. In this sense, the pedagogue leading the subject must have excellent creative knowledge in all aspects.

The educational function includes career guidance and creative education of students. The main function of the teacher in educational work is to form the professional and creative direction of students, to develop the potential of creativity in the field, artistic taste and aesthetic outlook, artistic imagination, the desire to introduce new things to repertoires, to gain a positive and strong work motive, and to gain enthusiasm and interest in mastering Uzbek dance. is focused.

Developmental function - provides for the mental development of the student as a person. The motor, mental, emotional-will aspects of the student's vision are studied. Choreographic disciplines, unlike other disciplines, are mastered by seeing, performing and experimenting. Therefore, the teacher can reinforce the knowledge by first showing the student a certain topic, then performing it for himself and finally testing it on the stage. After all, the importance of this function is based on two factors.

The first is to develop students' memory and technical thinking. In this case, the student must be able to repeat every action shown by the teacher. In this, the student's memory is tested. There are students whose ability to remember the movement is a little slower, and it is for such students that it is possible to repeat the movement over and over again and thereby memorize a certain position in the body. This situation is understood as the development of memory and technical thinking.

The second is the formation of relatively important features and qualities of the student's personality. Every student has his own innate talent and potential. The individual opportunity of one student is not duplicated in another. Taking this into account, the development of the student's individual ability becomes a guarantee of effective mastering of his creative activity.

At the same time, the functions of further pedagogical activity include: methodical, staging a national dance, organizational, diagnostic.

Methodical function is aimed at organizing, analyzing and ensuring the staged educational process. Teachers who provide creative-artistic choreographic education should separate scientific and creative information. During the lesson, it is necessary to teach the students a topic enriched with both scientific and technical behavior about a particular national dance. The teacher of "Methodology of teaching Uzbek dance" should create his own methodology and process it at the beginning of each academic year, adapt them to the educational process, plan, and choose effective methods and tools of teaching.

The methodical function makes science teachers strive for regular improvement of their professional activity. The pedagogue who introduced this method to science encourages the creation of a new order of method in its implementation, creates an opportunity to move from reproductive activity to creative, pedagogical skills. As a result, the student attending the class will learn a new movement, a new method or a new folk dance in addition to his repertoire. As a result, students who look forward to each lesson also show higher attendance rates.

The function of staging a dance. This function allows students to perform a behavior by:

- checking the condition of stage equipment when working with students;
- control of calculation-analytical precision in every action;
- to have a thorough knowledge of the history of certain studied dances (theoretical education);
- working on each behavior for hours and weeks;
- it consists of working on the mistakes made, eliminating defects, working on repeated actions to strengthen the technical memory.

The organizational function is useful in organizing the educational process during the staging of a national dance. It is manifested in the following cases: staging a new play, organizing students' knowledge activities, managing a group of students outside of class, organizing students' work and entertainment, guiding their scientific and creative activities.

One of the most important functions of a teacher in his pedagogical activity is diagnosis. Mastering the method of knowing the student is the basis of the teacher's professional skills. The mastery of this function by the teacher at a high methodical level allows students to fully explore their creative abilities and technical capabilities.

At the same time, in order to design pedagogical practice and implement it, the teacher of "Methodology of teaching Uzbek dance" should be familiar with other types of training. All this helps the teacher to carry out pedagogical activities at the required level.

One of the prerequisites for studying this subject is seen in the following. That is, the

student's prior knowledge, enthusiasm for learning Uzbek national dances, ability to think creatively, the quantity and quality of knowledge learned based on personal ability, the ability to remember actions, and a number of factors affecting learning are interpreted.

Each new topic given by the teacher of "Uzbek dance teaching methodology" should be carefully studied by the student. But if the student feels tired, the following situations should be paid attention to:

- teaching time;
- level of absorption during the day;
- the influence of similar subjects on the level of memorization of educational material;
- use of sensory states during perception;
- level of abstraction of knowledge.

Research has shown that people can learn specific knowledge more effectively and more easily when it is presented in a relaxed, socially recognized environment. These include not only a positive emotional and social environment, but also the appropriate equipment of the auditorium, the possibility of the student being active during the lesson.

It is desirable to focus on the process of learning the subject of "Uzbek dance teaching methodology" by students as much as possible. Learning science should be related to the needs of students. In order to get students interested in learning national, heritage dances, interest in the subject will increase if the student is informed about the learning outcomes and aligned with their personal goals. The learning process develops effectively when the student actively engages in dance. Because primary and secondary motives arise in it. Giving appropriate words of praise and recognition to the student's learning results has a positive effect on arousing his interest. So, by encouraging the student, the teacher can make him interested in national dances.

This situation increases the student's confidence in his own strength and the level of demand placed on other dancers around him. Various difficulties may arise in the process of teaching science. For example, the student's initial choreographic knowledge may be insufficient, his interest in dance is weak, he is afraid of the complexities of mastering dance

movements, or the difficulty of the task. These difficulties can be overcome by means of auxiliary teaching methods that focus on the learning objective.

These include:

- aids aimed at overcoming difficulties seen in choreographic actions. This is done through relentless exercise;
- aids aimed at remembering behavior;
- practical assistance aimed at mastering science;
- aids aimed at repetition and continuous exercises;
- assistance aimed at imparting acquired knowledge and applying new folk dances.

The better the structure of the educational material and the more laws it contains, the better the knowledge will be remembered. Based on the creative and practical training, the following conclusions can be made regarding the effective study of special subjects.

- learning should be done in small steps, that is, step by step, and should always be based on preliminary knowledge;
- in addition, learning should be encouraged, for example, successful learning should be recognized and encouraged to continue (through praise);
- if students are informed about the achievements in learning folk stage dance, the interest is increased.

Pedagogical technology currently forms the basis of all pedagogical professions and professions related to the organization, management, and control of the educational process. It is necessary for pedagogues of all schools of choreography to be aware of modern artistic pedagogical technologies. In contrast to the methodical development of the artistic choreographic educational process, which is focused on the active, effective activity of the teacher, the pedagogical technology of artistic, creative education focuses on students, and also creates conditions for mastering a specific creative work, taking into account their individual and joint activities with the teacher.

One of the important requirements for the organization of modern artistic choreographic education is to achieve high

results in a short time without spending too much mental and physical effort. Delivering certain theoretical and practical knowledge to students in a short period of time, acquiring dance skills and qualifications in them, as well as monitoring students' performance on stage, evaluating the level of knowledge, skills and qualifications acquired by them, requires high pedagogical skills and a new approach to the educational process from the teacher. is enough.

As a conclusion, it should be noted that any technology is based on the principles that form the new content of artistic choreographic education and focuses on the education of the student's personality, the creation of work and creative skills in certain areas. The active subjects of the artistic choreographic education process are the teacher and the student, and their collaborative activities describe the general essence of the process, which allows deep assimilation of theoretical, creative and practical knowledge on a specific subject with little effort and time spent.

List of used literature

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