



THE SYSTEM OF TEACHING THE SUBJECT "COMPOSITION" IN HIGHER EDUCATIONAL INSTITUTIONS BASED ON INNOVATIVE TECHNOLOGIES

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Abstract

In the system of higher pedagogical education, the composition, methods, means, forms of improving the system of teaching the subject "Composition" on the basis of innovative technologies and the creation of mechanisms for the development of pedagogical conditions and their application in educational practice.

Keywords: Composition, innovative technologies, education, method, tool, education system, creativity, educational practice.

Introduction

In the system of higher pedagogical education, it is important to focus the technologies used in the system of pedagogical conditions of teaching the subject "Composition" on the development of another important component of compositional observation - imagination.

Fantasy is a mechanism by which art, as a creative creative function, processes the ordinary states of existence as a new spiritual wealth. Only in creating this wealth does its creator be required to have a set of knowledge that can be applied. Therefore, in the teaching of composition, special attention is paid to the development of students' imagination.

It is only through a creative approach that a balance of form and content will need to be achieved. After all, the balance of form and content is the main parameter of evaluating the composition, the product of creativity. Therefore, special attention is paid to the formation and development of students' compositional thinking in art education, in particular, in the teaching of the subject "Composition". In this regard, along with modern innovative approaches, the improvement of students' theoretical knowledge on the basis of historical and philosophical sources is of particular importance. In this sense, the teachings of philosophers such as Aristotle and Hegel on philosophical categories of form and content serve as an important source.





An example of a visual activity may be drafts, sketches, various variations of compositional options related to a future compositional solution as a product of the process being sought.

The process of creative research cannot be organized on the basis of universal prescriptions, which are simple impressions, the gradual emergence of fantasies based on them, as well as the improvement in terms of content and form. After all, each artist, in our example, each student who masters the basics of composition, has its own individual characteristics, depending on their activity in the creative process. Therefore, in the process of teaching the subject "Composition", the individuality of each student must be taken into account in improving its content and methodology, in particular, the proposed innovative technologies.

As noted above, in many cases it is necessary to pay attention to the individuality of learners in changing this or that situation, in particular, in improvement. In another interpretation, this individuality should be based on defining parameters. In the system of these parameters, special attention should be paid to the level of creative preparation, the level of formation of the artistic image on the basis of historical-philosophical and literary knowledge, interest in different situations, events, the level of psychological readiness for emotional and aesthetic reflection.

Compositional activity involving the integrity and interdependence of the various components of mental activity in the performance of specific tasks related to cognition; active attitude to the knowledge of the external and internal relations of observed and perceived events and objects; transformation of the perceived image as an artistic image; the breadth of knowledge in the historical and artistic context and the formation of aesthetic relations with them; competencies to use the means of expression of fine arts. Here it is appropriate to recall the cases that are often observed in artistic creation. It has been observed many times in the history of art that in the process of creating a great song, while the composer was reciting a poem, the music of the work flowed in the process of reading the poem. While this is not the case in the field of fine arts, it is emphasized that there are factors that provide compositional solutions.

The formation of students' competencies in the basic parameters of composition - aesthetic perception of objects and objects, artistic image, imagination of options for compositional solutions is carried out through a specially developed system of exercises. In particular, the exercises selected for the eye are associated with the development of emotional-aesthetic perception, and the system of exercises designed for the hand is associated with the formation and development of skills of depicting the logic of composition by means of visual-expressive means. Thus, pedagogical





conditions are created that provide students with a comprehensive approach to the formation of figurative imagination.

According to the concepts of pedagogy, the principle of gradual mastering of educational materials is one of the main principles in the teaching of fine arts, in particular, in the teaching of composition. According to the basic laws of this principle, there are specific laws of the discipline "Composition". These are, firstly, the stages of artistic and intellectual development associated with events and phenomena in nature, analytical observation of objects and objects in the environment, aesthetic perception, imagining the formed impressions as an artistic image based on analytical processing, and secondly, as we have repeatedly noted, ends with the creation of an artistic image - composition, which is practically generalized and logically based on the content. Artistic perception is a goal-oriented psychological activity, embodied in the form of a generalized artistic image through feeling, comprehension, thinking, analysis, synthesis. Thus, in the system of higher pedagogical education, these factors play an important pedagogical role in the system of pedagogical conditions for improving the teaching of the subject "Composition" on the basis of innovative technologies.

Students are encouraged to use a system of three types of exercises in the formation and development of competencies in compositional observation. The first direction is the development of analytical qualities of artistic intelligence, the second direction is the "combination" of various factors formed through analytical observation, the third direction is a specific ground for creative activity through synthetic generalization.

The basic didactic principles of art pedagogy are also given priority in composition lessons. Otherwise, the result of the composition will be the formation of theoretical knowledge and practical skills to create an image with a perfect artistic solution. In particular, the principle of the relevance of science and education to life was important. The principle of science is therefore necessary that a perfect composition is created on the basis of the laws of fine arts. Its content should reflect a certain life reality. This competence, on the other hand, is shaped by life experiences, observations, analysis, and synthesis. In this way, the competencies of creating an artistic image are formed from the observations of students.

The analysis of materials on the problems of compositional activity in the scientific literature in the field of art pedagogy shows that a comprehensive approach to the process of improving the content of the subject "Composition" in the field of fine arts of higher pedagogical education is appropriate. Each component of this complex approach must have both theoretical and practical content. If the practical content is related to the collection of the above-mentioned nutrients, the theoretical content





should be consistent with the specialized literature of the field, sources of general pedagogical and art pedagogy, literature on psychology and methodology and other scientific and methodological sources. At the same time it is necessary to develop a system of exercises according to the individuality of each student, depending on the nature of the industry. Only then will it become clear that the changes aimed at improving the content of composition lessons, a specially developed system of exercises is one of the factors that ensure the positive effect of the process. These and other factors ensure that the process of improving students' competencies in finding compositional solutions in different variants, including artistic and aesthetic cognitive skills, is carried out in a purposeful manner.

An analysis of the current state of composition teaching in higher pedagogical education shows that today's student makes almost no use of soft graphic materials that are broad and easy to use, with expressive means such as charcoal sticks, saucers, pastels. Also, the practice of using literally impressive material - watercolor or tempera, acrylic paints is also rarely observed. Without the use of these materials, students' ability to create compositional options with a wide range of expressive options and high sensitivity parameters is severely limited. Therefore, in improving the content of the subject "Composition" it is necessary to give priority to the development of a system of exercises for the use of the above-mentioned artistic materials.

It should be noted that the system of higher pedagogical education is based on the improvement of the content of the subject "Composition" and the creation of pedagogical conditions for teaching this subject on the basis of innovative technologies. first of all, to collect compositional material in students, to analyze and process the impressions formed on the basis of aesthetic perception of events and phenomena in the environment, objects and objects, to add content as an artistic image to the visual interpretation of images using the necessary information, aesthetic observation in this regard, the application of plastic perfection parameters in the process of working on the composition options as a final solution should be considered as the main goal of competence development.

