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EDUCATION AND TEACHING TECHNOLOGIES BASED ON ART PEDAGOGY

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Annotation
This article systematically discusses several approaches to the organization of the educational process based on art-pedagogy-based educational technology and educational technology.

Keywords: education, upbringing, technology, art pedagogy, systematization, approach, theater and life, methodology, methodical solution, forms of control.

Introduction

Every nation wants to see perfection in its future generations. The Uzbek people, in their culture and spirituality, pay special attention to the education of perfect people, and the cultivation of such degrees of perfection has always been important. Physical and spiritual beauty play an important role in human development. Therefore, today in our country, special attention is paid to the education of aspiring and energetic young people with modern knowledge and skills, able to take responsibility for a decent future of the country. In this regard, a number of measures are being taken under the leadership of President Islam Karimov. In particular, the President of the Republic of Uzbekistan should pay more attention to youth, involve them in culture, arts, physical culture and sports, develop their skills in using information technology, promote reading among young people, women. 5 initiatives to increase employment were put forward.

As you know, the first attempt serves to increase the interest of young people in music, painting, literature, theater and other forms of art, to reveal their talents.

It is very important for future teachers of higher education institutions to develop their interest in music, painting, literature, theater and other arts, to develop their talents, and most importantly, to effectively prepare future teachers for professional activities.

Educating a healthy generation, present and future of the new Uzbekistan, is a process that requires great attention. Therefore, the teacher must properly organize the process of formation of students, that is, future teachers, and monitor them very carefully. Higher pedagogical institution The main tasks of each of the professors and teachers. Career orientation is the activity of consciously and systematically preparing

future teachers (students) for professional activity, taking into account their abilities, interests, capabilities and social needs.

Educational technology based on art pedagogy and educational technology are organized using the following:

"Musical Approaches to Teaching"

In developing this methodology, we have relied on the experience of Japan, which has reached the peak of progress in education. It is known that the Japanese pay special attention to the primary education of their children. It is believed that primary school students develop an interest and love for music, a variety of musical activities. Japanese teachers want to encourage children to be active in music and to express themselves creatively in music.

Teachers are tasked with teaching children a variety of skills and habits from the 1st grade: children learn to sit and breathe properly while singing, understand the basic gestures of the conductor , sing in an easy and unstressed tone, learn songs[3-10].

Before teaching children to play musical instruments, great attention is paid to developing a sense of rhythm. Students can distinguish the steady pulsation, speed, and rhythmic pattern of a melody through the ear and repeat it in motion. Special attention is paid to the ability to detect strong and weak shocks in bells 2, 3, 4. Children clap or beat with a strong rhythm while listening to and performing songs. First, children learn a series of exercises, and then more complex exercises.

Learning and playing songs will be even more diverse. The program includes not only Japanese songs, but also songs of other nations. By listening to music in 1st grade, children learn the essence, tempo, dynamics, register, timbre of music, distinguish the simplest genres of music.

Music curricula and programs are designed in such a way that children's direct participation in playing music actively and systematically develops their listening to music and prepares them to perform more complex works. Students will be introduced to classical and modern music and works by well-known performers.

By organizing the learning process with students on a musical approach, we encourage them to:

first, to organize the process of music education;

second, to distinguish melody, media, performance, musical instruments and their types;

third, to make the educational process more attractive;

fourth, the increase in mood and mood;

fifth, to understand music not only by listening to it, but also by applying its educational effect;
sixthly, we have managed to form a multifaceted future educator[6].
Every educator has different talents, but not every educator has the ability to play music. Through the technology we create, every educator acquires the ability to organize, albeit partially, a musical activity.

“Theater and life”
This technology is organized in the following order:
Organize and name a theater team in each academic group of the higher education institution (eg “Bolajon”, “Young Spectator Theater”, “Ilk Qadam”, “Alpomish”, etc.);
Formation of the annual plan of theater groups (each team organizes at least 3 theatrical performances a year);
Develop a plan for general theater teams in the field of study or faculty and designate each Saturday as a "Theater Day" based on the plan;
According to the plan, each theater team will perform first at the faculty, then at schools and kindergartens;
At the end of the academic year, award students with nominations such as "Best Active Theater Team", "Best Theater Performance", "Best Director", "Best Actor".

“Mohir rassom”
This technology is carried out systematically from the beginning to the end of a particular subject, ie a course. The album is kept in parallel with the lectures and practical notebooks in the field of science[5]. We have organized this technology in the framework of General Pedagogy as follows:
In the first stage, students were introduced to the purpose, task and expected result of the technology:
universal formation of future professional activity;
interest in fine arts;
develop drawing skills;
add appeal to the lesson content.
In the second stage, students are given initial control:
students' drawing competence is determined (science, at the beginning of the course);
students are motivated to become talented artists. In the third stage, the content of each lesson topic is studied in general and the task of drawing according to the main point is given:

for each topic, the student draws and evaluates based on an individual approach in the fourth stage, the development of students' drawing competence is determined.

Shatalov methodology

The technology was developed by Russian educator Viktor Fedorovich Shatalov, who demonstrates the great untapped potential of the traditional classroom teaching method[9].

The purpose of the method:

-formation of knowledge, skills and abilities;

-Educate all children with any individual characteristics;

-Accelerate learning.

Principles:

-humanity;

-non-coercive teaching;

-Conflict of learning situations, awareness of each student's achievements, correction, growth, prospects for success;

-Linking teaching and learning.

V.F. Features of the Shatalov method:

- materials are introduced in large quantities;

-materials are placed in blocks;

-he educational material is made in the form of the basic scheme - the summary.

VF Shatalov understands the approximate basis of the child's actions, the method of external organization of internal thinking activities. The base signal is an interconnected symbol (sign, word, scheme, picture, etc.) that replaces some meaning.

A basic synopsis is a system of basic cues in the form of a short conditional synopsis, consisting of visual constructions that can be used instead of a system of facts, concepts, ideas as a whole part of the interconnected methods of teaching materials.

VF Shatalov's merit is that he has developed a system of educational activities that ensures adequate and active participation in the lessons.

VF Shatalov's methodology consists of the following stages, which include a number of methods and methodological solutions:

Classroom theory study: simple explanation on the board (with chalk, visual aids, TV); painted poster - re-explanation of the basic abstract; a brief description of the poster; individual work of students on their abstracts, extensive reinforcement of syllabus blocks[7].

2. Independent work at home: basic syllabus, textbook, parental support. Teach students: remember the teacher's explanations using the synopsis, read the material from the book; compare what you read with the synopsis; narrate textbook materials with the help of abstracts (coding-decoding); remember the abstract as a basis for narration; rework the abstract and compare it to the sample.
3. The first repetition is a comprehensive control over the acquisition of the abstract: all students process the abstract in memory, the teacher checks them sequentially; asks through a notebook and an album at the same time; after the written work the oral interrogation begins.
4. Oral presentation of the basic abstract - the most important stage of external speech (oral) activity in the acquisition, it occurs in the process of various questions and answers[8].
5. The second iteration - generalization and systematization: mutual control lessons; publish a list of pre-test questions; preparation; use of all types of controls (on the board, notebook, writing, etc.); mutual inquiry and mutual assistance; playful elements (team competition, finding a rebus, etc.).
Monitoring and evaluation. V.F. Shatolov solved the main problem of step-by-step control of students' knowledge, skills and abilities. Linking continuous external control with self-monitoring and self-assessment, step-by-step monitoring of each, requiring sufficient strength, availability of constant correction, disclosure of results, two assessments absence, lack of fear of low prices.
Forms of control: written work on the basic syllabus, independent work, loud interrogation, tape recording, pair control, group control, home control, self-assessment.
Each assessment received by the student is placed in a specially opened mirror. It acts as a list that serves the student, and the grades have the value of a positively encrypted description. The publication of such a description will be of great educational value. The most important aspect of this description is that the student can change any grade to a relatively high grade at any time. This is the essence of the principle of open opportunity. Every rating, ”says V.F. Shatalov, first of all, should serve as a means of motivating the student. Both assessments cause negative feelings and conflict with educators and science. Shatalov eliminates such conflict situations[10].
The system of educational activities developed by VF Shatalov was experimented with in schoolchildren, but its methodology went beyond the teaching of mathematics and became widespread not only in the teaching of natural sciences, but also in the humanities: language, history.

V.F. Shatalov's method is successfully used in higher education. We also used Shatalov technology as an art-pedagogical tool in our research. When giving definitions on the topic, students' understanding of their content is determined on the basis of Shatalov technology. That is, an idea, a description, a rule, and its meaning must be expressed through the basic signals - pictures, symbols. It is no exaggeration to say that during the development of this methodology, we have created conditions for future teachers to understand the content of the subject and to be able to draw and work with large volumes of material.

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