INFORMATION TECHNOLOGIES IN FINE ARTS LESSONS

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REZYUME

Ushbu maqolada tasviriy san'at darslarida elektron ta'lim resurslarining xususiyatlari, ularning yaratishga qo'yiladigan talablar, tamoyillar va baholash mezonlari haqida taklif va tavsiyalar keltirilgan.

РЕЗЮМЕ

В этой статье представлены предложения и рекомендации по характеристикам электронных учебных ресурсов на уроках изобразительного искусства, требованиям к их созданию, принципам и критериям оценки.

SUMMARY

This article presents suggestions and recommendations on the characteristics of electronic learning resources in fine arts lessons, requirements for their creation, principles and evaluation criteria.

Tayanch so'zlar: Tasviriy san'at, elektron ta'lim resursi, multimedia, audio, video, animatsiya, talab, mezon, tamoyil.

Ключевые слова: Изобразительное искусство, электронный учебный ресурс, мультимедиа, аудио, видео, анимация, требования, критерии, принципы.

Key words: Fine art, electronic educational resource, multimedia, audio, video, animation, requirements, criteria, principles.

Introduction

The introduction of modern technologies into educational practice, including in fine arts lessons, opens up new opportunities. The task of the modern school is to form the ability to act in a developing modern society, using these new opportunities.

All this makes us think about how to make the learning process effective in accordance with the requirements of life. In modern schools, numerous innovative technologies are used to solve this problem: the project method, learning in collaboration, the "student portfolio", individual and differentiated learning, modular learning and others.

The application of these innovations is not possible without the use of new information technologies. A teacher in fine arts lessons needs to make information and communication technologies a new means of artistic and creative development of students. Visual arts have always needed a colorful reproduction of material. The role of figurative visibility as a means of transmitting information is enormous. It is a computer, a multimedia screen, that becomes that informational and visual teaching tool that allows students to approach the position of witnesses of historical reality, while solving a number of educational and educational tasks.

Literature review

A great contribution to solving problems related to information and communication technologies in training was made by both Russian and foreign scientists: for example, such as the following: Gromov G.R., Gritsenko V.I., Sholokhovich V.F., Agapova O.I., Krivosheev O.A., Papert, Kleiman G., Sendov B., Hunter B., Bondarenko S.V., Kovalenko N.D., Bukharina M.Yu.,Vladimirova L.P., Gershunsky B.S., Greidina N.L., Dmitrieva E.I.,Zakharova M.K. and Karamysheva T.V .

Research Methodology

The introduction of ICT optimizes the educational process, modifies the traditional forms of presenting information, and provides ease and convenience. Digitized photos and videos create the basis for developing presentations for lessons. Computer educational programs in the form of a game offer virtual visits to museums, art galleries, concert halls, provide an opportunity to penetrate into the subtleties of the work of painters, composers, architects, sculptors. Internet resources allow you to "find yourself" in the most interesting places on the planet and find answers to questions that arise in the study of theoretical disciplines. Interactive elements of training programs allow you to move from passive to active assimilation, as students get the opportunity to independently model phenomena and processes, to perceive information not linearly, but with a return, if necessary, to any fragment.[2]

The use of digital educational resources allows you to significantly reduce the time spent on presenting new material, makes it possible to get more out of the work of children during school hours, organize extracurricular activities, develop interest in the subject, and organize project activities. Informatization of theoretical lessons is one of the requirements of the time.[5]

When studying the history of the visual arts, students find it difficult to comprehend information by ear. Very often, more precisely in most cases, teachers of fine arts do not have enough visual material (reproductions, photographs, etc.), therefore it is very effective to use a multimedia lesson. It is necessary to develop a methodology for conducting multimedia lessons. Multimedia computer technologies give the teacher the opportunity to quickly combine various means that contribute to a deeper and more conscious assimilation of the studied material, save lesson time, and saturate it with information.

The purpose of my teaching activity is to identify the possibilities of using a computer in art lessons.

Since each lesson of B.M. Nemensky's program is built on the visual row, using the capabilities of a computer and a projector allows you to open the closed office space for children and immerse yourself in the world of art; provides an opportunity to experience the role of an artist, designer and architect, without requiring the availability of materials that are sometimes inaccessible to children. It should be borne in mind that the computer will not replace the teacher, but only supplements it.[3]

As a result, I determined the forms of using a computer in art lessons:

1.use of media resources as a source of information;

2. computer support for the teacher's activities at different stages of the lesson;

3. organization of project activities of students;

4. use of the graphic editor "Paint", "Board with chalk" as a tool of artistic activity.

In the course of her teaching activities, she found out that the use of media resources as a source of information increases the interest of students in the work of artists, trends in art, allows them to use in the lesson, in addition to works of art, works of literature, music and folklore. But the use of such disks in full is impractical, since often these bright and spectacular encyclopedias do not take into account the age characteristics of children, the rules and laws of building the educational process. Therefore, when developing a lesson outline, it is necessary to take into account that, as a rule, it is advisable to use videos from these discs only fragmentarily, immediately after the presentation of a new topic to reflect on the knowledge gained or at the end of the lesson to consolidate them.

It is more expedient to create your own films, according to your script, organically fit into the structure of the lesson. These include films - presentations, slide - films and tests. The success of each application depends on the correct definition of the place in the structure of the lesson, the appropriateness of use in accordance with the goals and objectives, on the typology of the lesson.[6]

Film - presentation (made using Microsoft Power Point) can be used in lessons - lectures, conversations, disputes, travels, opening days. It will help to interest children, retain attention, and not lose connections among the variety of presented works and new concepts. The demonstration of the film is accompanied by a lecture or commentary by the teacher. This assumes active communication, there is an opportunity to ask questions and make the necessary digressions and explanations, collectively review and discuss works of art. As a result, its own multimedia library is created, as close as possible to the educational process *(Presentations created by the teacher)*.[8]

The collected material on the topic of the lesson, its structuring, systematization, drawn up on a slide, reaches the goal set in the lesson. The presentation helps to combine a huge amount of demonstration material, freeing from a large amount of paper visual aids, tables, reproductions, art albums, missing items of the natural fund, audio and video equipment.

Lessons - presentations are widely used:

- while getting acquainted with the work of artists;

  - when studying genres of fine art "Still Life", "Portrait", etc .;

- when studying topics on decorative and applied art "Dymkovo toy", "Fabulous Gzhel", "Golden Khokhloma", etc.[11]

Each presentation is an open didactic unit, which consists of several slides, which the teacher can use in a given form or edit for his task. You can change the style, add or subtract slides, edit texts and illustrations if the teacher wants to. Students can also make certain changes to the presentation, that is, you can use the editing of slides as an additional creative task for especially gifted students.

Thus, understanding is achieved not only through the word, but also through the visual image. Such use of several channels of information perception at the same time enhances the learning effect. In addition, together with providing visibility, the presentation helps to organize knowledge. Students are clearly presented with the logic of presentation, key concepts and their relationships.

As a generalization, consolidation, you can use the problem teaching method in the form of test items using Internet resources. For example, the site https://learningapps.org can create or use various assignments, tests, crosswords to fix the topic (Show how to work in this program). Using the interactive whiteboard, students can show their own answers. They can be used at the first stage of the lesson, as a warm-up, "Art minutes" for repeating the material covered, for creating a problem at the beginning of the lesson, in order to attract attention, intrigue, and arouse a desire for further learning. At the end of the lesson, they can be the final "chord", when children will easily learn and name new things. Displayed on the screen, these test tasks allow the use of evaluative teaching methods, when the level of perception of the material, the degree of its assimilation, is determined by impressions, by emotions, by movement, by the joy that they know it, they can and can ... Choice task (you must choose the correct answer from the available ones); matching task (to establish a link in two lists); task ranking (correct sequence).

But, the computer can be used not only by the teacher in preparation and during the lesson, but also by the student in the process of his work. One of the ways is the organization of project activities of students, designed in the form of a presentation *(Works of children on art)* [10]

The topic of design work should be meaningful in its scope and feasible, arouse keen interest. As a result, students have the opportunity, relying on their own multimedia presentation, to reveal the issue vividly and attractively, defend their point of view, and involve classmates in the discussion. During the implementation of the project, students show the highest level of independence - creative.

The computer in the art lesson can be used as a tool of artistic activity, using the graphic editor "Paint", "Board with chalk". All children, including the weakest, are not afraid to make mistakes, they work with interest, are active, and reckless. Complexes, stiffness, stiffness, fear of the result disappear. Classes using a computer develop perseverance, attentiveness, accuracy, develop finger motor skills, which can have a positive effect on working with a pencil and brush. And what is important, they come to the conclusion that it is possible to learn how to operate a brush and get a result only if you have sufficient theoretical and practical knowledge and skills in visual activity. Therefore, the study of the laws and rules of the fine arts begins to be treated consciously and with a share of responsibility. Compositions become more expressive and varied. The number of tasks completed in the lesson increases. As a result, computer graphics classes allow children to realize their creative potential in a new type of visual activity.

Analysis and results

As a result of pedagogical activity on teaching fine arts lesson, I concluded that the range of using a computer in the educational process is very large: from using it as a tool of artistic activity, to methods of presenting educational information .. The advantages of using computer technologies in teaching fine arts are obvious:

• acquaintance with any topic can be accompanied by the display of video clips, photos;

• make extensive use of the display of reproductions of paintings by artists;

• demonstrate graphic material (tables, diagrams);

• "animate" the cards;

• "visit" the largest museums in the world;

• "plunge" into space and time;

• listen to recordings of songs;

• to intensify the educational process.

Multimedia computer technologies give the teacher the opportunity to quickly combine various means that contribute to a deeper and more conscious assimilation of the studied material, save lesson time, and saturate it with information. The main success is the interest of students, their readiness for creativity, the need to acquire new knowledge and a sense of independence. The effectiveness of fine arts lessons using information and computer technologies (ICT):

- positive motivation, creating conditions for obtaining educational information from various sources;

- increasing the level of visibility;

- improving the productivity of the lesson;

- implementation of the project by students to create their own presentation.

Undoubtedly, a computer does not solve all problems; it remains only a multifunctional technical training tool (TCO). The task of the teacher is to create conditions for the cognitive activity of students in the classroom. Information and computer technologies, in combination with correctly selected teaching technologies, create the necessary level of quality, variability, differentiation and individualization of training and education.

Conclusion/Recommendations

Thus, the use of computer technology allows you to change the educational process for a better, more comfortable side, covering all stages of educational activity.

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