

TEACHING FINE ARTS IN THE CONDITIONS OF EDUCATION MODERNIZATION

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***Annotation.** The modernization of art and pedagogical education introduced first-generation standards, pre-profile and specialized training, changed the teaching paradigm, approaches, content and methods of teaching fine arts at school [5]. To implement the planned reforms in education, it is necessary to raise the training of future art teachers to a qualitatively new level. Traditionally, art and pedagogical universities in the country are engaged in the education and training of future art teachers. But practice has shown that they pay little attention to the study of graphics, design, fonts, modern printing, advertising, animation, photography, synthesis of arts in architecture, theater and cinema, which are in the new 2020 school standard for fine arts [7]. The state educational standard for higher professional education in the specialty “Fine Arts” does not coincide with the 2018 school standard for fine arts for grades 1-9 [7. pp. 20-24]. As a result, the continuity of artistic education at different levels is disrupted, and therefore university graduates find themselves unprepared for the implementation of the school standard. The situation is aggravated by the lack of school textbooks, educational and methodological kits, theoretical and visual material on fine arts for grades 5-9 (not yet published in 2020). A way out of this situation is offered by the system of advanced training for education workers. Traditionally, it is designed to fulfill the social order of the state, fill the gaps in basic education and familiarize teachers with changes in standards.*

Target: The goal of the advanced training system is “the training and retraining of a qualified worker of the appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and capable of effective work in his specialty at the level of world standards” [2. P. 19]. In the context of modernization of education, the modern system of advanced training has become more mobile, technologically advanced, and quickly responds to changing socio-economic and information technology conditions. She is open, variable in the choice of content

and forms of training, and active in testing and implementing innovations in practice. There are no standards in the postgraduate education system, therefore the Samarkand Institute for Educational Development (IED) independently develops original programs for advanced training courses for fine arts teachers, ensuring the introduction of modern pedagogical technologies and the State Standard. Difficulties in teaching fine arts in the city of Samarkand and the region are associated with the lack of qualified teaching staff. Only 25% are specialist teachers, and 75% are non-specialists who do not know how to draw, do not know the methods of teaching art, do not know how to independently prepare for a lesson, communicate with children and analyze works of art. Many of them teach at school, in addition to fine arts, up to 10 academic subjects per year (results of a survey of students of IRO courses and certification of Samarkand schools) [1]. About 27% are retired teachers who have outdated knowledge, low motivation and learning ability, which extremely hinders innovations in education. The active development of art in a modern school today is faced with outdated theoretical knowledge and the lack of development of relevant professional skills among art teachers. The basic curriculum (BUP) of 1998 provides for the study of fine arts in grades 1-8, and the BUP 2018 - in grades 1-9. But in Samarkand and the region, until 2020, fine art classes were held only in grades 1-7, and in grades 8-9 they were replaced by the study of world artistic culture, drawing or other academic subjects, and various school events. Therefore, in the Samarkand region there has been a tendency to turn the academic subject "Fine Arts" into elective classes, where anyone can become a teacher. With this approach, there is a serious danger of losing the unified artistic and cultural space of ancient Samarkand, when the majority of students may find themselves outside of its artistic traditions and great cultural and historical heritage. To solve the problems that arose in teaching fine arts in the Samarkand region, we studied the experience of training, retraining and advanced training of fine arts teachers at the Moscow Academy for Advanced Training and Professional Retraining of Education Workers (APKiPRO), the Tashkent Regional Institute for Advanced Training of Teachers (SOIUU), Samarkand Regional Institute for Advanced Training of Education Workers (KOIPKRO). The Tashkent APKiPRO conducted advanced training courses jointly for art and music teachers according to the author's program of A.M. Turakulov. "Theory and methods of teaching art subjects: music, fine arts. 2010" volume 192 hours. This author's program consists of the following sections: 1) "Methodology of art education"; 2) "Scientific and methodological foundations of art education for schoolchildren"; 3) "Diagnostics and certification of schoolchildren" [8]. In 2006, the Moscow APKiPRO conducted advanced training courses for fine arts teachers, IPK and IRO methodologists according to the original program of A.M. Turakulov. "Pre-profile preparation and specialized training of schoolchildren in the

fine arts” volume of 96 hours. The courses examined general issues of modernization of Russian education, new approaches to teaching the educational field “Art”, analyzed the mandatory minimum content of education in the fine arts, and studied the features of the organization of pre-profile and specialized education for schoolchildren. The experience of SOIUU is interesting, which in 2019 conducted comprehensive advanced training courses for fine arts and music teachers in order to prepare them for teaching the educational field of “Art”. The curriculum consists of four sections: 1) “Regulatory and legal basis of educational activities”; 2) “Society and Education”; 3) “Psychological and pedagogical foundations of educational activities”; 4) “Theory and methods of teaching music and fine arts.” Studying the content of the section “Theory and methods of teaching music and fine arts” (42/42 hours) is carried out separately for music teachers (1st subgroup) and fine arts teachers (2nd subgroup). During the course training, teachers in this field of fine arts became acquainted with the author’s program of A.M. Turakulov, the basics of design, decorative processing of birch bark, the production of clay toys, wood painting, Smolensk folk art, and the organization of specialized education for schoolchildren. The work of KOIPKRO deserves special attention, where methodologists of artistic and aesthetic disciplines developed and implemented a regional fine arts program for grades 1-7 [4. P. 8-19], educational and methodological set: a book for an art teacher, a collection of creative tasks, methodological visual materials on the types of art of the region. Samarkand art teachers conduct experimental and research work on ethnographic and art history material in the field of fine and decorative arts, wooden architecture, local traditions and holidays of the former Kostroma province. KOIPKRO conducts thematic courses for fine arts teachers on mastering computer graphics and advanced information technologies. Meanwhile, we note that in the original programs for fine arts teachers of Samarkand, Tashkent, Navoi institutes of advanced training there is no content, directly corresponding to the State Standard of General Education in Fine Arts 2018. There are no topics on animation, graphic design, fonts, advertising, photography, synthesis of arts in architecture, etc. In 2020, the author of the article specially developed a program of advanced training courses for city fine arts teachers Samarkand and the region “Teaching the educational field “Art” in grades 8-9 according to new standards and PUP.” It was created with the aim of adapting fine arts teachers to the conditions of modernizing art education, improving the qualifications and professional skills of teachers, and successfully implementing the State Standard of General Education in Fine Arts 2018. The novelty of this program lies in updating the content, in the use of new forms and means of teaching fine arts teachers in accordance with the State Standard of General Education 2018. In the process of course training and retraining of fine arts teachers, special attention is paid to familiarization with modern

pedagogical technologies, methods of teaching fine arts, taking into account the characteristics of local fine arts. The author's program purposefully, in a special way designs training in courses, including mandatory communication with the external environment (museums, institutions of further education, exhibition halls). The author's program under consideration is short-term for study (72 hours), mobile, variable, technological, accompanied by methodological, didactic and lecture material, visual aids, and computer presentations. Course preparation under the program is based on personal-individual, systemic, integrated, holistic, dialogic approaches. The generally accepted principles of environmental conformity, cultural conformity, consciousness and activity, visibility, systematicity and consistency, scientific character, accessibility, connection of theory with practice, and consideration of age characteristics are used [10-13]. In the process of training and retraining of fine arts teachers, a whole range of methods is used: verbal, explanatory, illustrative, visual, the method of projects, broad associations and artistic likening, unity of perception and creation [6]. For course training of fine arts teachers, the following types and forms of classes are offered: lesson (lectures, consultations, round table, modeling, master class, test); extracurricular (museum practice, excursions, master classes, conversations, visits to institutions of additional education, exhibitions, theater, artists' workshops); workshops (collective, group, individual, project). Successful implementation of the author's program involves the use of special teaching tools: scientific, methodological and didactic support (author's program, curriculum, lectures, manuals, questionnaires); staffing (university teachers, continuing education teachers, museum staff); educational and material support (equipped office, class schedule, textbooks, projection material, audio, video recordings, media products, illustrations, computer presentations); information and technical support (computers, demonstration equipment, programs, photographic equipment, video cameras). Course training for fine arts teachers under this program is monitored at all stages of training; Diagnostic, current, periodic, final control, independent monitoring of educational training is carried out, which makes it possible to regulate the effectiveness of training, adjust its content and timely resolve organizational issues. The content of the curriculum is revealed in three sections: "Modernization of art education" (8 hours), "Art pedagogy and psychology" (8 hours), "Methods of teaching fine arts" (56 hours). The sections "Modernization of art education", "Art pedagogy and psychology" are devoted to current issues of modernization of art education, modern psychological and pedagogical approaches in teaching art, modern pedagogical technologies (project-based learning, collaborative pedagogy), standardization of art education, and the study of advanced pedagogical experience. The courses provide a comparative analysis of the 2018 State Standard and the 2017 minimum educational content, model and

original programs in fine arts, recommendations for organizing pre-profile training and drawing up work programs. In the learning process, the main attention is paid to the third section “Methodology of teaching fine arts”, consisting of the following topics: “Specificity of images in printing” (6 hours), “Modern art of design” (10 hours), “Synthesis of arts in architecture” (8 hours), “Synthesis of Arts in the Theater” (6 hours), “The Fine Nature of Screen Arts” (14 hours), “The Art of Photography” (6 hours), “Certificate Seminar with Presentation of Creative Works” (6 hours). The content of this section includes new topics that have not previously been studied in art and pedagogical universities of the country and in the system of advanced training: modern types in graphics and design, fonts, advertising, animation, photography, synthesis of arts in architecture, theater and cinema. Lecture material introduces course participants to different types and genres of art, the culture of different countries and peoples, and the characteristics of local fine arts. A set of variable practical tasks has been developed: on graphics (abstract composition, logo, or brand name), on illustrating literary works (book cover, illustrations, bookplate, fonts), on design (decorative design of packaging, aesthetic design of a summer cottage or interior design plan), photo collage or photo poster. At the request of course participants, you can perform some of the graphic work on a computer. The author’s program includes extracurricular activities on the basis of the additional education institution of the Yaroslavl animation center “Perspective”. Here, art teachers get acquainted with the animation work of the winner of the “Teacher of the Year” medals, together with the center’s teacher, for the first time, they participate in project activities to create a cartoon (they write a script, make a storyboard, plan phase-by-phase movement, draw phase-by-phase movement of characters, film, edit and voice-over the cartoon). Thanks to the information and technical equipment of the Perspektiva center, many of the course participants are working with a video camera, digital camera, computer, and information programs for the first time. On the basis of the Samarkand Art Museum, museum practice of fine arts teachers takes place, which allows you to communicate with original works of art, serves to accumulate visual representations, enrich sensory experience and personal emotions, and form a visual culture. The course training for art teachers includes familiarization with local fine arts, architecture, decorative and applied arts (tiles, enamel), book graphics (illustrating “The Tale of Igor’s Campaign”). The coursework includes the topics “Synthesis of Arts in the Theater” and “Fine Nature of Screen Arts”, which provide for the study of the history of the first Russian National Theater named after. Oybek (1750), viewing fragments of performances of the Russian State Academic Drama Theater named after. Oybek, A. Navai, as well as analysis and discussion of fragments of feature films and documentaries. The author’s program “Teaching the educational field “Art” in grades 8-9 according to new standards and

PUP” created special organizational and pedagogical conditions and an artistic and creative environment, which made it possible to improve professional skills, expand scientific and terminological knowledge, intercultural, pedagogical, information, communicative and activity competence of art teachers. Course training orients them towards further self-education, self-development and self-improvement. In September 2015, a discussion took place and an analysis of the considered author’s program was carried out at the council of the cabinet of aesthetic disciplines of KOIPKRO together with art teachers, where a proposal was made to conduct similar courses for art teachers of the Samarkand region. In the 2015/2016 academic year in Samarkand and the region, fine arts classes are held only in grades 1-7, and drawing in grades 8-9; the 2018 State Standard of General Education in fine arts is not being implemented. During 2020-2022 210 people successfully completed course training under this proprietary program. At the request of fine arts teachers in the city of Samarkand and the region, such courses were held 12 times, three of which were on-site in Kattakurgan and Nurabad.

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