

MODERN METHODS OF TEACHING FINE ARTS

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Annotation: The visual arts are viewed as a discipline, forming an aesthetically developed personality. This problem viewed from the point of view of personality-oriented pedagogy and brings up the issues of education of the collective and individual in personality. Art is seen as a culture of attitude towards everyone phenomena of life, like creativity - the development of associative thinking, art as a system of languages of plastic arts. The visual arts are viewed as a discipline, developing physiological skills and correcting psychological personality traits. Visual arts are introduced to a wide range of age groups categories ranging from preschool to student bench. In the field of vocational training in fine arts - active use of analytical methods in work on nature, and also the use of advanced and scientifically based achievements contemporary art and past experiences.

Keywords: art, composition, proportions, perspective, learning process, visual range, multimedia, national culture, multimedia presentation, Method of encouragement, Electronic libraries.

The task of a modern school is to form the ability to act and be successful in a dynamically developing modern society. Therefore, it is worth considering how to make the learning process more effective. Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice to improve the quality of teaching. Obviously, it is impossible to solve pedagogical problems with outdated methods. Numerous innovative technologies are used in modern schools to solve these problems: project method, collaborative learning, differentiated learning, student portfolio, modular learning, etc., and the use of these innovations is hard to imagine without multimedia technology. There is an opportunity to combine theoretical and demonstration material (slides, films, videos, music, presentations for lessons). Since the lessons of fine arts are based on the visual range, the use of the capabilities of multimedia equipment makes it easier for the teacher to prepare for the lesson, where visualization is often used. Immerse yourself in the world of art, play the role of an artist, designer, architect, without requiring materials that are sometimes not available to children. It should be borne in mind that the computer does not replace the teacher, but only supplements.

The use of multimedia technology in the lesson is first perceived by students at the level of the game, gradually involving them in serious creative work, in which the student's personality develops.

As a result, it is possible to determine the forms of using a computer in art lessons:

1. support teacher
2. as a source of information
3. organization of the student's project activities
4. use of graphic programs as a tool of artistic activity.

In accordance with the Law of the Republic of Kazakhstan "On Education and Requirements for the Education System", there is an urgent need for new approaches to teaching fine arts in secondary schools. This largely determines the success of the revival of national culture, folk traditions, folklore, music within the framework of the regional component.

The lesson becomes more effective, since it is based on the following:

- the attractiveness of educational material with the use of pedagogical techniques that increase interest in the topic under study;
- the principle of co-creation between teachers and students to obtain deep knowledge, and the application of the information received;
- conducting a lesson with a multimedia presentation;
- homework and independent work of students;

A new generation of learners are engaging with interest in the field of multimedia technology. Research work, creative activity, motivation, independence, search for material, new discoveries are developing more effectively.

Depending on the typology of the lesson, various presentation films, slide films or test assignments are used.

Film - presentation - can be used in lessons, lectures, talks about art, opening day. The demonstration of the film is accompanied by a lecture or commentary by the teacher. In this case, active communication is assumed, there is an opportunity to ask questions, make explanations., Collectively consider and discuss works of art.

Slide - film - used in all lessons, can be included in any stage of the lesson. When watching a slide - film, students are usually included in the work immediately. Ideal for step-by-step drawing lessons.

The computer can also be used by the student himself as a homework assignment (project). Thus, showing a high level of independence - creative.

The graphic editor "Paint" is most often used in computer science lessons, when topics on computer graphics are studied. As a result of classes in computer graphics, it allows students to realize their creative potential in a new type of fine art.

The possibilities of the computer are inexhaustible; it is a really powerful tool both as information and as a tool for artistic activity.

The advantages of using computer technology in teaching fine arts are obvious:

- acquaintance with any topic accompanied by the display of videos, photos, reproductions;
- "visiting" the largest museums in the world;
- "immersion" in space and time;

- independent work of students;
- activation of the educational process;

Teaching children joyfully, without coercion - perhaps if the teacher uses new technologies in his work.

In modern conditions of the development of society, our children need emotional support. We must teach children to solve some of their problems on their own, teach them to orient themselves in their feelings and experiences. In this regard, the lessons of fine arts have enormous opportunities, which we will try to realize.

All methods of teaching fine arts are usually divided into two groups: general and private. At the same time, there is a division of methods into visual and verbal. In modern pedagogy, the general methods include all those that are suitable for almost all areas and branches of knowledge. Verbal includes:

- Method of conversation,
- Explanation,
- Questions,
- Method of encouragement,
- Advice,
- Artistic word.

In art lessons, where it is necessary to draw on the theme of a literary work, both verbal and visual methods are used. In this kind of art lesson, it is important to remember the main idea of the work and the idea. It is necessary to emotionally revive the image, read the lines of a poem, fairy tales, give a description of the external appearance of the characters. It is necessary to remember their relationship and clarify the composition, techniques and sequence of work.

In the process of visual activity, favorable conditions are created for the development of aesthetic perception and emotions, which gradually turn into aesthetic feelings, contributing to the formation of an aesthetic attitude towards reality. Isolation of the properties of objects (shape, structure, size, color, location in space) contributes to the development in children of a sense of form, color, rhythm - the components of aesthetic feeling. Aesthetic perception is directed primarily to the object as a whole, to its aesthetic appearance - the harmony of form, beauty of color, proportionality of parts, etc.

The case study method is very interesting in terms of innovative potential. It is extremely relevant due to the fact that modern teachers need to master intensive interactive teaching technologies. The case study method, the case study method is training in which students and teachers participate in direct discussion of business situations or tasks. With this method of teaching, the student is independently forced to make a decision and justify it. Before revealing the basics of the case method, let's define what a case is. The word "case" has English roots and is translated as "case", "situation". Currently, a case is understood as an analysis of a situation or a specific case. It can be called a technology for analyzing specific situations, "a particular case. In the process of working on a case, additional information support is often required for the participants in the analysis of the situation. Ultimately, students find their own conclusions, solutions from a problem situation, and often, in the form of ambiguous multiple solutions ...

Innovative technologies in teaching often come from well-forgotten old ones. In modern pedagogy, especially in its university component, changes are ripe and a return to theories and ideas that, for one reason or another, have been forgotten or devalued. Discussion is a form of educational work in which students express their opinion on the problem posed by the teacher. Conducting a discussion on problematic issues involves writing essays, abstracts and abstracts by students. Electronic libraries are used in preparation for the discussion. A significant part of digital libraries is freely available on the Internet. The discussion is carried out in several stages:

- Formulation of the problem
- Breaking the participants into groups
- Discussing the problem in groups
- Presenting the results to the whole group
- Continuing the discussion and summing up the results.

The traveling school method has spread relatively recently. Its main application is relevant for higher and secondary vocational education. Traveling schools are most often organized during the summer. They include:

- lectures,
- seminars and trainings,
- intellectual and business games,
- problem solving,
- theatrical performances,
- competitions,
- communication with teachers,
- students and with peers.

Traveling schools are intensive forms of collective learning in a mode of immersion in a professional environment.

In modern education, the colloquium has become widespread as one of the many-sided methods of checking and consolidating students' knowledge. Its positive feature is that it covers all kinds of questions and topics from the studied course, not included in the topics of practical and seminar training sessions. Colloquium is one of the forms of training sessions, during which the teacher controls the assimilation of students in a complex lecture course. Very often, colloquia become a kind of training sessions, where various works of students, their educational projects and written abstracts are discussed. Based on the results of the colloquiums, teachers give either grades or grades, in accordance with which the passbook is passed or not accepted.

Having considered the most common innovative technologies in teaching in Russian education, we can single out a system of functions, thanks to which the role of these very innovations increases. Key functions of innovative teaching include the following:

- intensive development of the personality of the student and teacher;
- democratization of their joint activities and communication;
- humanization of the educational process;
- orientation towards creative teaching and active learning, student initiative in shaping himself as a future professional;

-modernization of means, methods, technologies and material base of training, contributing to the formation of innovative thinking of the future professional.

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