



SCIENTIFIC AND THEORETICAL BASES OF PEDAGOGICAL GUIDANCE OF STUDENTS' INDEPENDENT WORK ON PAINTING

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ABSTRACT: - The importance of self-study in the professional training of future teachers of fine arts, methods for performing practical tasks to acquire theoretical knowledge, practical skills and competencies of a student in the field of drawing, painting and composition, consistent and orderly work of teachers of higher educational institutions are about the process.

KEYWORDS: Independent education, fine arts, painting, methodology, fine arts, professional training.

INTRODUCTION

By the method of teaching visual activity we mean a system of coherent and orderly interrelated actions of the teacher, which organizes the practical and cognitive activities of the student on the acquisition of theoretical knowledge, practical skills and competencies in drawing, painting and composition. In the system of independent

work of students, all known methods of teaching have a place to one degree or another. These methods are classified as follows: oral (linguistic), visual, practical according to the level of knowledge; according to the nature of students' cognitive activity and the teacher's participation in the learning process: information-receptive,

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reproductive, problem-based exercises, research and heuristic; according to the interaction of teacher and students: instruction, independent work.

1. The information-receptive method is known by the teacher, mainly,

Theoretical information is provided by various means of education: visual aids, samples of educational work, photo reproductions, various devices, etc. consists of transmitting using. When giving homework, the installer (introductory) is used in the interview, instruction, pedagogical institutions.

2. The reproductive method involves the demonstration by the educator of the methods of visual activity, the methodological sequence of drawing and painting. When using this method, the teacher's activity acquires a guiding, corrective character, and the student performs practical work in nature through various exercises. This method is used at the faculty during the entire period of primary education in painting and is the basis for the formation of practical skills and abilities.

THE MAIN FINDINGS AND RESULTS

Information-receptive and reproductive methods are often used in conjunction, but the former always precedes the latter. Together, they help students shape their knowledge, skills, and abilities, form basic mental operations (analysis, synthesis, generalization, transfer, classification, etc.), but they do not guarantee the development of students' creative abilities.

Other methods are used to develop creative independence.

3. We used the problem-based exercise method only after the students had developed certain skills and competencies

related to visual activities. It is a method of transition to higher-level research and heuristic teaching methods. In this case, the activity of the teacher is to create a problematic situation. For example, students are given the task of doing a still life study independently on a cloudy day. As students complete a still life study with bright top relationships in the workshop, this task (which is exactly the expression of tonal relationships in the general dark background) poses a certain level of difficulty for them, a problem that needs to be solved. The method of problem-based exercises helps to increase the level of independence and activity of students. At the beginning of the training, most of the homework will be of a problematic nature, thus creating a more solid basis for the performance of subsequent compositional educational and creative tasks. Students will be required to provide a detailed analysis of each completed work, its advantages and characteristic errors in the performance of problematic tasks. This will increase the effectiveness of the application of the problem-based exercise method and the introduction of research and heuristic methods of teaching.

4. The research method involves the application of reproductive imagery skills in a changed, non-standard situation, like the problem-based exercise method, which is also applied after mastering the theoretical rules of image theory and learning how to work with watercolors. For example, students are given the task of studying the color characteristics of nature when the color of lighting changes. At the same time, students are working on a new, electrified, still life staging etude, during which time they have only worked on daytime (natural) illuminated still lifes. The use of this method helps to increase the activity of students to work

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independently with a small amount of corrective role of the teacher.

5. Heuristic method. In teaching visual arts, this method involves the research-based mastery of visual activities by students. In the second semester, composition tasks on thematic still lifes are performed. These are tasks for independent work and contribute to the formation of productive visual activity. The role of the teacher in the implementation of this method of teaching in the form of heuristic conversations in the discussion of research, sketches and sketches on composition performed at home is great.

The methods of teaching described will consist of the use of methods that are always combined and interdependent. Their selection depends on the software material that needs to be given to the students and their individual abilities.

As mentioned above, the effectiveness of students' independent work depends primarily on the organization of student activities. The teacher seeks to increase the activity of students using a variety of ways and means. The methods depend on the specifics of the education, the teaching methods and forms used. In problem-based learning - it is the creation of problem situations; when using information-receptive and reproductive methods - detailed planning of student behavior to achieve specific goals, etc. the nature of the activities of teachers and students and the method of its organization are determined by the forms of education. They are grouped individually: both lectures, practical classes, seminars, etc.

The main form of education in the system of independent work of students on painting is the individual independent work of students. It is advisable to hold an introductory lecture,

in which students are explained the purpose, objectives, main content of independent work, the order of interaction between teachers and students in the process of independent work. Independent work of students should be carried out in three main areas: self-education, self-education and self-management. To activate it:

- to increase and motivate students to work independently, to stimulate the creative process, the fine arts in general, and painting in particular, a stable, constantly evolving interest;

- assist in the formation of necessary independent work skills and competencies;

- Individual work with students is required, taking into account their level of preparation and interest. It all depends in many ways on the skills and desires, experience, pedagogical skills of the teacher. The set of activities carried out by the teaching staff of the Department of Painting should be aimed at creating the most favorable conditions for students to effectively and efficiently perform all types of independent work on painting and to implement all the functions of education related to independent work of students. They are divided into two groups: organizational-methodological and scientific-methodological activities. Organizational and methodological measures include: planning of independent work of students (development of independent work programs and curricula); setting a time budget for independent work of students; providing students with textbooks and the necessary visual aids; creating opportunities for independent work in the faculty workshop outside the classroom; providing control over students' independent work. The activities listed are necessary, but not sufficient for students to succeed.

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Scientific and methodological activities include: teaching students to work independently; providing methodological guidance, oral instructions for independent work of students; determine the scope and workload of assignments for students to perform independently; determine the sequence of learning and creative assignments for students to work independently; identify interdisciplinary connections and coordinate specific tasks for students to work independently; giving individual assignments; analyze the work done, make recommendations for correcting deficiencies.

Management support is an independent function of organizing students' home-based learning and creative work. its responsibilities include harming and adequately assisting the student in the process of professional and creative self-determination. Management support is provided by the teacher through the creation of problem-creative situations that require the expansion of the student's creative potential, the development of painting skills and abilities, the ability to work independently.

First-year students who are just starting their studies usually do not know exactly what they need to learn, what skills and competencies they need to work on, and why these assignments are included in the curriculum. The adaptation of first-year students to the methods of higher education, including the solution of the problem of teaching them to organize their activities, should be carried out purposefully during the first year of education under the guidance of teachers. Independent work of students is related to the organization of the educational process in general and is an important part of it. In classroom classes, the teacher must ensure

that students are sufficiently independent and active, while organizing homework and providing the necessary guidance. For this process to be effective, the teacher must constantly analyze the results of his or her and the students' activities, compare the achieved level with the planned one, and make adjustments for further work.

The methodology of actions to guide the teacher's independent work of students should include: 1) justification of the need for independent work; 2) planning, taking into account the planned complexity of independent work of students; 3) providing methodological assistance; 3) taking into account the psychological characteristics and individual capabilities of students; correction of the nature, level of complexity and sequence of independent work assignments; 4) control over the implementation of independent work; assessment of students' professional growth; 5) correction of students' activities to achieve the planned goals; 6) Involve students in self-analysis of the results achieved. Direct leadership is gradually and consistently replaced by indirect leadership. One of the ways to increase the effectiveness of extracurricular activities of students is to develop an independent work program and provide methodological support for teaching in this program.

CONCLUSION

The average duration of independent work of students is 4-6 hours per week. The development of an independent work program for first- and second-year students of art faculties was based on the above information. However, it is difficult to determine the time that students spend on homework and creative work, as in teacher-led classes, because independent work is

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organized by the student and its intensity depends on the student's abilities, personal interests.

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