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Integration of Visual Arts and Computer Technologies in Teaching Higher Education Requirements in Secondary Schools

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Abstract: The paper considers the place of information technology in the acquisition of fine arts at school. The use of information technology in the classroom allows you to actively develop the creative and cognitive abilities of each student, apply graphics, lights, sounds, simulate different situations and among, create an emotional mood, which positively tells on the development of artistic creativity in schoolchildren.

Keywords: Integrity, pedagogy, computer science, psychology composition, frieze, shelf, ceiling, arch, altar.

Introduction: One of the problems is that at the present stage, art as a form of culture has a holistic character both at the level of integration with other sciences, fields of knowledge (e.g. photography, cinema, dance) and at the level of technology. performing artistic work (e.g., computer graphics, animation.). Today, it is an integration of art and computer technology that has the widest path to further development.

The second problem is related to the fact that today the needs of students are expanding: there is a growing interest in computer technology, which leads to their independent development, often using examples that

are far from ethical and moral standards. As a result, the level of knowledge of computer technology of individual students is several times higher than that of the teacher.

The third problem is the lack of methodological justification for the process of combining computer technology and art. This article offers some solutions to these problems.

The need to consider the integrative approach as a methodological basis, on the one hand, stems from the fact that the said problem is based on the integration of several disciplines (pedagogy, computer science, psychology), the integration of information technology. The fine arts, on the other hand, are an integrative process by nature of the process of informing modern society and its various fields (including education).

As the basis of the integration approach, integration is understood as both a state and a process. The integration of several disciplines is based on the interaction of one science with another, provided that it is constantly growing, while maintaining the independence of each. The result of integration is the emergence of a new integrity with new potential and quality capabilities.

The state of integrity of the integration is distinguished among the qualitative qualities: interaction, interpenetration, interdependence.

The integration approach is based on the following principles:

a) the principle of integrity - the process of artistic education of students through the integration of fine arts and computer technology should be holistic and have its own goals, objectives, content, methods, forms and results;

b) the principle of development - the use of computer technology and the integration of art in art education should help to solve the problems of student personality development (focus on the "proximal development zone"), the implementation of individual educational trajectories.

The applied computer technologies should form the skills of students to work with different types of information based on personal content, contribute to the development of information culture;

c) the principle of potential - the integration of computer technology and art in art education should be aimed at unlocking the potential of the individual, the mobilization of personal resources and self-knowledge.

The process of systematic integration of information technology in education includes the following stages: adaptation of the structure of the education system and existing educational technologies to the

capabilities of information technology used; adaptation of information technologies to the requirements of the structure of the education system; creation of new mutually compatible structures and relevant information technologies.

There are four main areas of computer use in education: 1) as an object of computer learning, 2) as a teaching tool, 3) as a research tool in education, 4) as a management tool. The need for integration is due to the fact that the information technology used does not become a high structure of art education, but rather enters into it appropriately and rationally, creating new opportunities for teachers and students. The main goal of combining computer technology and fine arts in the mainstream of the issues under consideration should be to increase the effectiveness of students' art education. This is the main goal that governs the integration process, not the other way around.

The following options for the integration of the educational process in general secondary education are available:

1) a combined course consisting of the content of the subjects of one field of education, while maintaining the equivalence of the two disciplines;

2) an integrated course created from the content of the disciplines of one field of study on the basis of any discipline;

3) a course consisting of the content of disciplines of different but the same field of education, while maintaining the specific features of one subject and using the second subject as an auxiliary;

4) quality based on simultaneous thinking (ability to understand the general characteristics of different objects, processes, events);

5) "breaking" of educational disciplines through the prism of the direction of the general educational institution.

The disciplines of "Fine Arts" and "Informatics" belong to different fields of education, but their integration is possible in the form of subordination of computer science to fine arts, and information technology becomes a means of achieving the goals of art education. developing personal qualities and attributes. In our view, it is this kind of integration that allows us to preserve the valuable aspect of art and the vector of art.

One of the options for using computer technology is computer graphics, which allows modeling of artistic and creative activities, which solves the problem of increasing the effectiveness of students' art education.

Two levels of integration of computer technology and fine arts are possible in the mainstream of the problem

under consideration in the art education system:

1) subject (external) - a combination of knowledge about the same phenomena of reality in a single discipline ("Computer Science", "Fine Arts");

2) technological (internal) - the use of computer technology to create an artistic image (in its pictorial and expressive unity) in the creative process.

The subjective level of integration can be in a variable component of education, for example, in the context of the artistic development of peripheral reality in computer graphics and the understanding of artistic language within a choice made through computer technology.

The content of such an optional course combines the technical and artistic components of computer graphics. When acquainted with the technical component, students, on the one hand, develop the skills and abilities to work in graphic editors, on the other hand, master the basic laws, rules and expressive means of fine arts.

Work is underway to master the specifics of using the main menu, commands, available tools, drawings; show and explain "composition", "color", "color scale", "rhythm", "symmetry" and so on, the basic laws of composition, differences in color measurements, volume creation techniques, and more.

The main focus in getting acquainted with the artistic component is to expand the knowledge, skills and abilities to create an artistic image in creative work. In this regard, the toolkit of graphic editors software includes search activities to increase the expressiveness of the lines used, color combinations, compositional solutions, and more.

Due to the use of the computer as an "art material" in fine arts classes and extracurricular activities, the technological level of integration is possible within a fixed component. Insufficient time has been allocated for the study of 'computer-artist' in the context of the subject of 'Fine Arts', as well as the degree of integration of low-level general secondary education has not been considered. powers of artist-teachers and primary school teachers in the field of computer technology.

Thus, relying on an integrated approach as a methodological framework allows us to consider the problem of integration of art and computer technology in terms of their most effective combination to achieve the goals of art education and personal development of students. Given the degree of integration of computer technology and the arts, it can provide a theoretical basis for software development for a changing

component of education. Mastering such elective courses will satisfy the need of students to study computer technology and art.

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