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PEDAGOGICAL POSSIBILITIES OF MODERNIZATION OF THE FINE ARTS TEACHING CONTENT IN THE SCHOOLS OF KARAKALPAKSTAN

Abstract: The article highlights the goals and objectives of modernization of the content of fine arts teaching. The author identifies the pedagogical possibilities of modernization of the subject "Fine Arts" in the schools of Karakalpakstan. The value of a unique national and cultural life of the region in enriching the content of the subject "Fine Arts" is revealed. This, in turn, plays an important role in consolidating students' knowledge of history, culture and art and in enriching their mental world.

Key words: education graphic arts, modernization, edification, development to creative activity, scholastic activity management, personalizations of the education, schools of Karakalpakstan.

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Introduction

Since the first years of independence of the Republic of Uzbekistan pressing problems associated with reforming the education system, improving society, the future of young people began to be seen as a promising sector, has been a special emphasis on education and upbringing of young people. Article 3 of the Law "On Education" of the Republic of Uzbekistan states: "Education is declared paramount in the sphere of social development". [7]. It is well known that taking into account the evolutionary development of social life in the content of education is not allowed to make radical changes, the content of education is modernized in close connection with the development of science, culture, technology and production. As a consequence, the need to achieve the content of learning requirements of science and production, which, in turn, creates the possibility of effective development of science and production.

The content of learning is enriched, differentiated in close connection with the spiritual and cultural, economic life of society, the development of the labor market. In particular, in order to prepare the public labor market specializes the content of technological learning.

As you know, one facet of didactics is the timely modernization of the content of training. Analysis of the literature confirms that the first works on industrial pedagogy refers to its applied forms. Thus, the first dissertation research is devoted to the study of the problem of using folk applied art in aesthetic education of elementary school students [8]. In the 80s of the twentieth century, research in this area becomes more and more [1; 3; 4], in the 90s there are works that cover the theoretical aspects of this problem [2; 3; 6]. The use of illustrative materials on fine arts in the lessons, classes in circles in schools with the Uzbek language of instruction was studied by A. Sulaimanov, R. Khasanov. S. Bulatov and K. Kosimov in their studies also address issues of teaching fine art. It should be noted that in the above-mentioned studies the technological basis for the modernization of fine arts education has not been studied. At the same time, the technological basis for modernization of the content of fine arts education in the schools of the Republic of Karakalpakstan has not been specifically studied either.

As it was underlined in the "National Training Program", the art education is based on the peculiarities of art and culture as well as on the artistic

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traditions of a particular region and its geographic and ethnic peculiarities. At the same time, "studying the sources of spiritual culture, following the ideas expressed in them, transmitting them to the next generation as a spiritual value is for each member of society a duty before the conscience, before the Motherland" [7]. Based on this point of view, the main purpose of using illustrative materials at the lessons of fine arts, which is part of the sphere of art and aesthetic education in Karakalpak language schools, as stated earlier, is to study traditions in art as a cultural heritage, to achieve the effectiveness of fine arts lessons through the application of art history and fine arts materials.

Visual arts materials on Karakalpak culture and art are important because they refer to all kinds of visual activities. Methods of modernization of the content of fine arts teaching make it possible to understand that the use of teaching and illustrative material in the development of pedagogical system of raising the level of artistic and aesthetic knowledge of students creates great opportunities in the future.

As a consequence, the modernization of learning content in the fine arts system provides an opportunity to influence students comprehensively both educationally and educationally. The educational and upbringing potential of visual arts materials is manifested in the fact that in the process of assimilating new knowledge while solving educational problems, conditions are created for the development of students' creative abilities. In addition, visual arts materials contribute to the development of aesthetic feelings of students, confidence in their abilities, and creative activity. Since visual arts materials are familiar to students to a greater or lesser extent, the process of learning them will be relatively easy.

Visual arts materials are an effective stimulating tool in modernizing the content of visual arts education, aimed at the personal achievements of the student, increasing interest in new knowledge. At the same time, one of the main tasks can be pointed out as integrating the educational material that has been expanding in recent years and leading to overwork of the student. There is no denying it: until now, some teachers traditionally believe that expanding the scope of educational material leads to an expansion of students' horizons. Here, it is necessary, first of all, to understand the main meaning and purpose of the learning content provided in the lessons of fine arts. When choosing the teaching material, the minimum and maximum levels of training, the conceptual foundations of the modernization of teaching content are taken into account, when it means the assimilation of new knowledge by students, comprehension of their content, the formation of cognitive skills. At the same time it is necessary to go not down the path of reducing knowledge in the content of training, and their integration. The existing traditional models of

the educational process in general education schools require modernization of the various levels of general education, because the dictates of the time are the new experiences. When the selected learning content takes into account the physiological, age, individual and psychological characteristics of students, the learning process is effective, students are not overworked, tired and bored. As a result, students can fully apply the acquired knowledge in their activities and strive to master new knowledge in a deeper way. Consequently, each learning content parameter should be set with a focus on students' implementation of the acquired knowledge in their activities, formation of creative abilities of an individual.

The subject "Fine Art" provides the elementary knowledge and skills of artistic culture necessary for each person. For no matter in which industry in the future each graduate of a secondary school will work, at his or her leisure time he or she should rest, restore the strength spent during working hours. At the same time, this does not mean that schools need to give extensive and deep knowledge of art and applied art.

Ensuring the uniqueness and continuity of the subjects taught in general education schools, their mutual coordination is aimed at improving the knowledge of students in a number of areas of education. In particular, the knowledge obtained at the lessons of fine art, which includes elements related to the circle of knowledge, intellectual level, abilities, features of thinking is undoubtedly a technological tool that increases the effectiveness of knowledge of such subjects as mathematics, physics, geography, history, biology, chemistry, etc., which should be obtained in secondary general education schools on the basis of illustrative material.

It is important to develop pedagogical requirements for the technology of modernization of the content of education taking into account the interdisciplinary connection, obtaining and consolidation of the skills obtained in the process of teaching the fine arts, increasing the efficiency of mastering the subjects that contain illustrative material, increasing the interdisciplinary connection of teaching material, as well as student literacy.

One of the main objectives of the fine arts subject is to study centuries-old national traditions and rituals, the history of the people, its ethnogenesis, which equally applies to the content of a number of other school subjects, such as geography, zoology, biology, natural history, art history. This means that the visual arts materials are quite extensive. We are talking about historical monuments, archaeological, ethnographic, toponymic, archival documents, samples of national and artistic craftsmanship, folk applied art, works of fine arts. Consequently, the methods of modernization of the content of fine arts education represent one of the main factors in strengthening the national basis of the pedagogical system, increasing the level of artistic and aesthetic

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knowledge of students. The use of visual art materials at different stages of education due to its pedagogical impact is an effective means of consolidating knowledge of the history of the people, enriching the mental world of students.

Based on the above, we can conclude that the modernization of the content of the subject "Fine Arts" is aimed at the formation of the spiritual culture of students.

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