

Teaching Skills in Arts Education

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Abstract:

In this article, the author talks about the professional skills and professional competence of teachers of higher educational institutions in the field of art.

Keywords: goal, imagination, process, art, actor, teacher, skill, creator, organization, visual, tool, imagination, information.

An art teacher is a person who has all the personal and professional qualities that belong to him. In particular, an organizer, creative, authoritative and reliable, initiative, business-minded, factor, able to find a way out of difficult situations, kind and able to follow his students, dedicated to his work, able to establish economy and savings, responsible, he should have qualities such as being persistent and going beyond his word, conscientious, caring, honest and self-confident. They guide students and guide them in the path of art. Teaching in art schools is a great skill, a creative and professional activity with a special content, pedagogical management. In particular, one should not make a mistake when choosing department heads, which are the main mechanism of the higher education system.

One does not become a teacher in this field by oneself. People who are knowledgeable in their field, dedicated, managers, who lead students to perfection, persistent and far-seeing can become teachers.

A person's ability to become an art teacher is formed over a period of time through consistent study and work, and it gradually improves and develops. As with any teacher, the foundation for teaching ability is laid in childhood, and professional competence is consistently developed in the organization of activities. A person who is an art teacher requires the necessary character, knowledge, skills, competence, skills, culture, professional delicacy, experience, abilities and unique characteristics. In this case, it is important for the teacher to direct himself to the teaching activity and be able to organize this activity effectively. The teacher uses the pedagogical technologies of his choice to get a productive result.

Below we will consider some of the pedagogical technologies:

1. The teacher gives the student(s) a task prepared on the topic.

He explains, shows, performs and teaches. It clarifies what the educational results will give, and tells the nature of the achievements and shortcomings of the results to be achieved. Announces start time to student(s). Organizes and manages the presentation of the results of cooperation in groups at the specified time. Announces that the duration of the presentation will not exceed 10 minutes. It provides information on what additional materials can be used (viewing the performance of the exercise by other performers, textbooks, Internet materials). The teacher concludes each question.

2. Explains the rules of group work.

Everyone should watch and show respect to their fellow students. Everyone should be active and responsible for the assigned task. Everyone should ask for help when necessary. Everyone should definitely help when asked for help. Everyone must participate in the evaluation of the result of group work.

Everyone should clearly understand:

- we learn by teaching others;
- the one who got on the ship has one soul;
- either we do it together or we die together.

3. Determines the purpose of the training session:

A teacher should be able to organize his lesson and develop teaching skills. It is necessary to strengthen students' knowledge about the importance of performing exercises as a team in the education of actors, to develop their skills and qualifications in this direction. The most important thing is to develop students' aesthetic taste and increase their interest in science by performing the given exercise as a team.

4. Visual practice: discussion, "why?" based on the drawing, cluster styles, each member of the group can be active, express their opinion, observe the performance of their teammates and choose a partner, summarize several ideas, and defend their opinion. will teach. With the help of these methods, they learn the methods of formation of performance culture of young actors, formation of their performance skills and qualifications during the training sessions.

It is necessary to design the future lesson process so that the teacher can see and visualize each lesson as a whole. It is very important for the teacher to create a technological map of the upcoming lesson for himself. Because the technological map of the lesson is made based on the nature of the subject, each subject, exercise, according to the possibilities and abilities of the students.

Students' independent preparation of etudes is one of their collective performance activities. Their role in the lesson is to reveal and develop the student's performance skills and abilities, to enrich the artistic experience of young actors, and to arouse interest in acting.

Students' use of the given exercises in the classroom in harmony with acting skills is aimed at solving several educational and pedagogical tasks:

- 1) encourage students to creative activities outside of class and in free time;
- 2) to help them develop artistic tastes and interests;
- 3) to help in the formation of the preparation of scenes with a single partner (partner) or group;
- 4) to distinguish between exercises and etudes, to achieve that partners can feel their performance;

5) activate the development of performance skills (feeling rhythm and partner, hearing and remembering music);

6) formation of students' perception of the importance of the means of scene presentation.

Training exercises and working methods are of decisive importance in the implementation of these tasks. The main feature of the exercises given in the lesson is their universality, that is, there is an opportunity to develop a number of ideas, skills, and abilities in one or several exercises. In addition, the exercise (state, action) should be convenient for the joint performance of students and group members, and should be aimed at forming a creative approach to performing actions. Repeated movements by students are especially useful for listening to music and body coordination (balance), creative development of students who lack skills. As a result of the training, students should know the following:

- names of exercises (movements) and ways to perform them;
- distinguishing the performance of exercises (movements) and understanding their expressive features;
- learning the methods and ways of performing any exercise (movement);
- understanding the importance of expressiveness of exercises (movements) (slow, fast, gentle, calm, energetic, cheerful...);
- to develop individual and group performance skills, to be able to perform uncomplicated actions;
- to know the safety rules and place of performing complex combined actions.

The results of work in the lesson depend more on the types of exercises (movements) and musical accompaniment. Therefore, it is necessary to take into account the requirements for the performance quality and technique of some exercises (movements). The teacher should understand the characteristics of exercises (movements) intended for students. Naturally, the simplest exercises can be used when working with students at the first stage of learning science. These exercises are simple, but elegant in performance, and should attract students and be comfortable in performance. During the performance, attention is paid to the free position of the body, neck, and head.

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