ARTISTIC TRAINING OF FUTURE SPECIALISTS IN THE FIELD OF ART PEDAGOGY

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Annotation: the article covers the problem of artistic training of future specialists in the field of art pedagogy and its role in the higher education system, considers methods for implementing integrative ties between them based on the use of active teaching methods.

Keywords: pedagogical education, profession, vector graphics, professional competence, professional excellence, artistic-creative ability, computer graphics, professional skill

Artistic training of future specialists in the field of art pedagogy (teachers of fine arts, educators of professional education in the field of design) is based on the content of courses in art disciplines such as “Chizmatasvir”, “Rangtasvir”, “composition”. On the topics” composition“,” Colorology“,” design", certain ideas about the artistic taste of readers, quality criteria are formed. To create a full-fledged product with the help of various graphic editors, it is advisable to flexibly apply various knowledge in order to avoid miscalculation of the artistic plan, reducing them to solve specific problems.

The process of teaching computer graphics not only allows you to combine different areas of knowledge, but also requires such an integration.

Integrasia (lot. integration-recovery, filling from integer-whole)

1) combining the differential parts and functions of the system, body into one whole.

2) the process of convergence and bonding of the sciences, which occurs together with the process of differentiation.

The integration of education is understood as the purposeful implementation of the connection between the content of educational material and educational activities, previously included in various educational disciplines or disciplines, in order to achieve a synthesis of knowledge and activity, a holistic vision of a fact or phenomenon. In particular, it is worth noting the understanding of the entire structure of activity, which is revealed by various points of view, the sum of disciplines interconnected by students.

Interdisciplinary connections in the process of teaching computer graphics, the integralization of knowledge gained in the process of mastering the material of various educational disciplines allows:

- development of artistic and creative abilities of students, flexibility of thinking, increase cognitive and creative activity;
- teaching graphic language comprehension more efficiently;
– to “scan” old knowledge in various disciplines of the art cycle and involve students in creative research activities in order to find the necessary information, the right solution;
- solving practical issues using computer graphics;
- implementation of research projects using computer graphics;
-development of the design and visual-graphic culture of future professional designers.

At the same time, it is advisable to treat graphic programs as a means of teaching the basics of artistic activity, developing students ' artistic abilities. Educational tools are objects of material and natural nature, as well as artificially created by man, used in the educational process as a carrier of educational information and as a means of activity of teachers and students to achieve the goals of teaching, education and development.

Computer graphics belongs to the group of technical means of teaching; according to its characteristics it is a complex, audiovisual, virtual, electronic, innovational tool with the following functions:

- compensation-restorative, energy and time-saving, facilitating the nature of work (both for the student and the teacher).

– information-acquaintance with the necessary educational information.

- integration-the ability to consider an object or phenomenon both in its entirety and in terms of its structural elements.

- instrumentality-the performance of technically safe and rational actions by students and the teacher, the education of a pedagogical culture of Labor.

In the process of mastering the basics of computer graphics in the content of teaching, it is important to use knowledge, skills and abilities that affect the abilities of students, first of all, their artistic and creative development.

The content of educational activities in the field of computer graphics is determined by the following factors:

- the structure of the object of study – a personal computer, its capabilities and the material of the program under study;

- division of activities into theoretical (theoretical foundations of computer literacy) and practical (program of skills and competencies of working with various graphic editors;

- the structure of personal characteristics corresponding to the specifics of the activity being mastered, i.e. qualities that apply to the subject of activity – flexibility of thinking, the ability to find alternative solutions such as creativity;

- placement of educational material in accordance with the age and psychological characteristics of the study of the experience of this activity;

- individualization of Education, corresponding to the interests, inclinations and abilities of students.

Summarizing the structural components, it is worth noting that the content of education and training in the field of computer graphics are determined by two factors: the structure of the field under study and the structure of activity.

It is known that in order to develop abilities, it requires special work on the content of educational activities with a clear definition of the knowledge and skills program. In particular, the theoretical basis for the introduction of different types of activities at each stage of students ' studies, in which access to specific tasks with both typical and leading elements of creativity is born.

Referring to computer graphics, it is worth noting that the exact presence of graphic programs leads to the fact that students remember standard solutions, which leads to a rethinking of the information received, a misunderstanding of the need to develop their abilities, specific ways of solving problems. In this case, the effectiveness of teaching decreases sharply, which affects the quality of professional training of students.

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