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## APPLICATION OF THE DESIGNED TECHNOLOGY IN THE LESSONS OF FINE ARTS STUDENTS

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### ABSTRACT

In this article, the implementation of innovations in the pedagogical process involves the introduction of innovations in the purpose, content, methods and forms of teaching and learning, joint activities of teacher and student, problems of using sketching technology in the pedagogical process. In fine arts classes, a fine arts project is a meaningful initiative and is formalized through a document stating that it will be aimed at achieving educational goals over a specified period of time.

### KEYWORDS

Design technology, curriculum, educational process, innovative technologies.

### INTRODUCTION

The reforms carried out in the educational system of our republic opened a wide way to enrich the content of education with general human values based on the historical experience of our people, centuries-old traditions in the field of culture and science. A lot of work has been done in the education system. In particular, a new generation of educational standards, curricula, textbooks was created. At the moment, they are being improved and modernized. Currently,

science and technology is developing rapidly, it is growing and changing every minute [1].

Implementation of innovation in the pedagogical process means the introduction of innovations in the purpose, content, methods and forms of education and training, in the cooperative activities of the teacher and the student. In the following decades, the design of pedagogical technologies and pedagogical innovations is gradually becoming the norm for the

education of our republic, especially for students who want to engage in pedagogical innovation processes in the application of design technology in classes. However, the analysis of special literature, the results of scientific research and the experiences of higher education institutions shows that pedagogical innovations are not used actively and intensively in practice. One of the main reasons for the insufficient use of pedagogical innovations in the practice of higher education institutions is that they are not thoroughly prepared in advance for their practical application, both organizationally, technically, and pedagogically (personally).

Design technology appeared in the USA in the 20s of the 20th century, and it was considered one of the main aspects of humanitarian pedagogy. It was first applied to the educational process as a project method or a problem-based method. The main ideas of this technology were developed by the American pedagogue scientist John Dewey. According to the scientists, the project technology should be applied to the educational process, taking into account the personal interests of the students, and should be aimed at targeting the activities of the educational subjects in the educational process. The didactic paradigm in the educational process should be a situational problem taken from real life, and the solution to this problem should be found independently using scientific achievements in a collective way or in small groups, and serve to achieve a certain result. In this case, it is necessary that the problem and its solution consist of design activities in a holistic state [3].

Currently, the effective use of innovative technologies and advanced methods of world pedagogy in the educational process are urgent issues, and the project

method incorporates advanced methods of education. In the project method, there is an important task of mastering the existing experience during training and applying it at all stages of education. Designing is a method of creating a future model of activity, choosing ways and means for the time set in the existing conditions, dividing the stages of achieving the goal, forming separate tasks for them, and determining the means and ways of delivering educational information. Design technology implements a complex teaching method that involves practical application, analysis and evaluation of knowledge and skills. Students are involved in planning, organizing, monitoring, analyzing and evaluating the results of the task at a higher level than using other teaching methods. The method of learning projects helps the teacher and students to express the problem, hypothesis, tasks and quickly manage. Teaching in projects is valuable not only for the results, but also for the process itself. The project can be interdisciplinary, within a discipline or beyond a discipline. Designing is carried out in two ways - on an individual and group basis. Both directions have positive and advantageous features. The design of subjects in the lessons of fine arts education students increases the quality and efficiency of education, students carry out activities for a specific purpose based on a project plan when working on a project. As a result, the realization of the concept that the implementation of the project depends on one's own activity creates a high sense of responsibility among the participants; during all stages of the project, from the birth of the idea to the final reflection, students gain experience; formation of the most important learning skills and competencies in students (research, evaluation, independent thinking, independent decision-making, presentation) becomes a fully controlled process. The methodological passport of

the educational project is a brief description of the expected goal of the educational project, its place in the educational program. According to many authors and researchers who have studied the problems of using design technology in classes, the developmental functions of teacher design activities in classes are based on the following (Fig. 1):

- to the productivity of imagination (in this, students studying visual arts develop their ability to engage in activities that form the basis of the development of practical creative skills);

- to the possibility and freedom of creativity (important professional qualities of the person are developed, it is the organizer of the axiological component);

- coherence and follow-up (these are organizational skills, implying the ability to consistently solve issues related to the implementation of the planned scope of work);

- to encourage the development of social activity (in which the communicative skills of the practice-oriented component are formed, which characterize interpersonal relations);

- emotional enrichment of one's life in connection with the feeling of ability to change the existing situation (an axiological component that determines the ability and readiness of a person for any activity is manifested);

- subject to the possibility of obtaining results (all components are manifested in a complex way: gnostic component as knowledge, practical orientation component as skills, axiological component as values).

In particular, design technology for students studying visual arts is a content-based and documented initiative that is directed toward achieving educational goals within a specific time frame. If we apply this rule to our activities of designing the formation of practical skills for students based on a competence approach, changes will be made relatively: new technologies of education, pedagogical conditions, educational-methodological complexes, psychological characteristics of the person, new methodological systems, new educational functions and others.

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