

ПӘНДЕРДІ ОҚЫТУ ӘДІСТЕМЕСІ ЖӘНЕ ТЕХНОЛОГИЯСЫ МЕТОДИКА И ТЕХНОЛОГИЯ ПРЕПОДАВАНИЯ ДИСЦИПЛИН

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APPLICATION OF INNOVATIVE TECHNOLOGIES IN THE WORKS ON FINE ARTS IN THE JUNIOR CLASSES OF THE COMPREHENSIVE SCHOOL

Abstract

In this article, the concepts of "innovation" and "innovative technologies" in the art classes in the junior classes of the comprehensive school are considered. The ways of applying innovations in education are considered.

Key words: *innovative technologies, innovation, visual arts, educational technologies, lesson.*

1. Introduction

The current stage of the development of society, poses a whole series of fundamentally new problems for the Kazakhstani education system, conditioned by the political, socioeconomic, ideological and other factors, among which the need to improve the quality and accessibility of education should be highlighted. Increasing academic mobility, integrating into the world of scientific and educational space, creating optimal educational systems in the economic sphere, raising the level of university corporations and enhance links between different levels of education.

As President N.A. Nazarbayev, presented the project "Intellectual Nation – 2020", where the goal is "the upbringing of Kazakhstanis in a new formation, the transformation of Kazakhstan into a country with competitive human capital": "It is important that the student, getting knowledge, was interested in this, and also knew how to use them. One of the potential moments to be considered in the projects should be the moment that concerns "innovative development of the education system. It is necessary to ensure that our young people are able not only to receive, but also to create new knowledge. The most valuable knowledge today is creative thinking, the ability to re-engineer knowledge, generate new solutions, technologies and innovations. This requires new methods, new forms of teaching, new specialists" [1, p. 2].

As is known, the program "Rukhani zhangyru" (spiritual enlightenment) includes 6 special projects: "Tugan Zher", "Sacred Geography of Kazakhstan", "Kazakhstan Culture in the Modern World", "100 new books", "Translation of Kazakh graphics into Latin graphics", "100 new faces", which are implemented on four basic programs: "Atameken", "Tarbie Jane Bilim", "Rukhani Kazy-na" and "Aqparat Tolqyny" [2, p. 12].

To save and increase spiritual and cultural values is the main purpose of work on the program article of the president "Rukhani zhangyru" – a look into the future.

Innovation – the introduction of new forms, ways and skills in the sphere of teaching, education and science. In principle, any socio-economic innovation, while it has not yet received a mass distribution, i.e. serial distribution, it can be considered an innovation.

The main goal of innovative education technologies is to prepare a person for life in an ever changing world. The essence of this teaching is the orientation of the learning process on the potential capabilities of the person and their realization. Education should develop the mechanisms of innovative activities, find creative ways to solve vital problems, promote the transformation of creativity into the norm and form of human existence.

The aim of innovative activity is a qualitative change in the personality of the student in comparison with the traditional system. This is made possible by the introduction in the professional activity of not known practices of didactic and educational programs, which implies the removal of the pedagogical crisis. The development of the ability to motivate actions, self-orienting in the information received, the formation of creative non-conventional thinking, the development of children through the maximum disclosure of their natural abilities, using the latest achievements of science and practice – the main objectives of innovation. Innovative activity in education as a socially significant practice aimed at moral self-improvement of a person is important because it is able to ensure the transformation of all existing types of practices in society [3, p. 7].

The issues of research and application of innovations in education have been devoted many works (E.B Abdullin, D.B Kabalevsky, V.V Medushevsky, G.M Tsypin, L.V Shkolyar, etc.). The authors agree on the need to introduce innovative technologies in the educational process of the general education school. However, in the practical activities of teachers, there is a predominance of generally accepted methods and approaches in teaching; underestimation by teachers of additional education of the importance of innovative teaching methods, a lack of opportunity in the education intended for the transfer of knowledge, abilities and skills, to receive basic competences that allow to acquire knowledge independently.

Having achieved a certain success, the pupil with a great desire attends the lessons of the circle on the subject, he is engaged independently and strives for further successes.

2. Materials and methods

The modern school should become an advanced platform in the scope of information technology, a place where a person receives not only the necessary knowledge, but is inspired with the spirit of the modern information society. Without the use of information and communication technologies (ICT), an educational institution can not claim an innovative status in education. In fact, an educational institution that widely introduces organizational, didactic, technical and technological innovations into the educational process is considered innovative, and on this basis it achieves a real increase in the rates and volumes of mastering the knowledge and quality of training specialists [3, p. 8].

Innovative technology involves organizing a lesson in the form of an independent design. This process is aimed at the enthusiastic mastery of new knowledge by students, the development of the need for cognitive activity and confidence in their creative abilities.

At school, children with different abilities, different self-esteem, and different attitudes are learning. The teacher's task consists of that all children come to classes with a thirst for knowledge, and leave with boundless faith in their capabilities. And the innovative technologies will help in this.

The lessons of fine art give an opportunity to experiment creatively. The child must independently cope with the task and get the result of his work. Therefore, the teacher should seriously approach the preparation of tasks, so that any student can fulfill them. It is also necessary to actively apply new technologies and new materials that allow children to perform their work most effectively.

In the junior school almost all children like drawing lessons, but in the middle, many students do not show much interest in visual arts, because they are not sure of their abilities in the sphere of drawing. The fact is that at this age they begin to compare their work with the works of masters and, discovering the imperfection of their image, lose interest in drawing.

In the lessons of fine arts, we must offer such options for tasks that almost any student can accomplish. In the end, he gets an interesting, effective work.

Many innovative technologies apply to the modern school: the project method, teaching in cooperation, differentiated teaching, the "student portfolio", modular training, etc., and the application of these innovations is difficult to imagine without multimedia technology. There is an opportunity to combine theoretical and demonstration material (slides, films, videos, music and presentations for lessons). Since the lessons of the art are built on a visual scale, the use of multimedia equipment makes it easier for the teacher to prepare for the lesson, which often uses visualization.

Plunge into the world of art, to visit the role of an artist, designer, architect, without requiring materials that children are sometimes not available. In this case it is necessary to take into account that the computer does not replace the teacher, but only supplements [4].

The use of multimedia technology in the classroom is first perceived by students at the level of the game, gradually involving them in serious creative work, in which the personality of the student develops.

As a result, you can determine the forms of computer use in the lessons of art:

1. As a source of information.
2. Support of the teacher.
3. Organization of project activities of the student.
4. Use of graphic programs, as a tool for artistic activity.

In accordance with the Law of the Republic of Kazakhstan "On Education", there is pointed a necessity for new approaches to teach art in the general education school. This largely determines the success of the revival of national culture, folk traditions, folklore, and music within the regional component.

The lesson becomes more effective, because it is based on the following:

- the attractiveness of the educational material with the use of techniques of pedagogical techniques that increase interest in the topic;
- the principle of the co-creation of the teacher and students for obtaining in-depth knowledge, and the application of the information received;
- conducting a lesson with a multimedia presentation;
- doing homework and independent work of students.

3, 4. Results and discussion

The current stage of the development of society, poses a whole series of fundamentally new problems for the Kazakhstani education system, conditioned by the political, socioeconomic, ideological and other factors, among which the need to improve the quality and accessibility of education should be highlighted. Increasing academic mobility, integrating into the world of scientific and educational space, creating optimal educational systems in the economic sphere, raising the level of university corporations and enhance links between different levels of education.

The task of technology as a science is to identify a set of patterns in order to identify and use in practice the most effective, consistent educational activities that require less time, material and intellectual resources to achieve any result.

The main goal of innovative education technologies is to prepare a person for life in an ever changing world. The essence of such training is the orientation of the learning process on the potential capabilities of the person and their implementation. Education should develop the mechanisms of innovation, find creative ways to solve vital problems, promote the transformation of creativity into the norm and form of human existence.

In the lessons of fine arts, we must offer such options for tasks that almost any student can accomplish. In the end, he gets an interesting, effective work.

A new generation of students are interested in the sphere of multimedia technologies with interest. Research work, creative activity, motivation, independence, material search, discovery of a new one are developing more effectively.

Drawing as a kind of art is considered one of the powerful tools for the mental and functional state, including the mind of the intellect through the regulation of the emotional and somatic background. Psychological studies devoted to positive effects on brain work, psychomotorics, speech development and mental processes, such as attention, perception, thinking, memory [5, p. 10].

How the educational activity of the students should be organized so that it stimulates the development of their critical thinking in art lessons [6].

The main condition for such educational activities, as studies and practice show, is the constant involvement of students in various activities in which they could critically evaluate, first of all,

their own thinking, and also to check, analyze, develop, use the received information, and where important not the answer as such, but its search.

The process of learning is the process of linking the new with the already known. The trainees build new ideas based on previous knowledge and ideas. There are a number of tactical techniques and methods that are effectively used in the art classes in the technology of critical thinking:

- breakdown into clusters;
- cinquain – creative form of reflection;
- the insert method;
- interactive strategy «Know – Want – Learn – Recognize»;
- forecasting (by portrait, picture, etc.);
- "Clustering".

Critical thinking – is a complex of cognitive skills and abilities, which assumes that a person who has it (competitively):

- can express his thoughts (verbally and in writing) clearly, confidently and correctly with respect to others;
- is able to work with increasing and constantly updated information flow in different areas of knowledge; distinguish essential information from nonessential, relevant from irrelevant;
- is able to argue his point of view and take into account the views of others;
- is able to assess the origin of knowledge, its reliability and plausibility;
- takes into account the diversity of points of view on the problem;
- takes into account the context of any information, problems, situations;
- knows how to ask questions, independently formulate a hypothesis, distinguish real problems from invented ones;
- is able to develop their own opinion on the basis of understanding different experiences, ideas and perceptions;
- reveals hidden assumptions and biases, stereotypes and prejudices;
- independently is engaged in the training;
- finds alternative ways of solving problem situations;
- can explain the studied and apply it in everyday life;
- is able to evaluate his own thought process, using such intellectual standards as clarity, accuracy, relevance, logic, significance.

5. Conclusions

During the period of work with students of junior grades the following conclusions were made:

- application of technologies for the development of critical thinking. The technology offers a system of specific methodical techniques that are successfully used in the lessons to solve urgent educational and educational problems.

- lessons become even more diverse, emotional, active and creative. They are developing with an atmosphere of mutual trust, mutual assistance and cooperation. In such a situation, the child is calm and self-confident, which means he feels comfortable.

Based on the standards of the second generation in the program of basic general education in art, it was emphasized that "... the formation of the foundations of critical thinking on the basis of perception and analysis of works of art, understanding of the role of art in the life of society is of particular importance."

The main objectives of the technology used in the lessons in junior classes:

- to acquaint with the basic principles of critical thinking;
- to acquaint with some methods and means of development of critical thinking in school educational practice.

Speaking generally about working with children in junior classes, it should be noted that the emotional world of the child is oversaturated, and the teacher's task is to teach him to express himself so that he is understood by others, without suppressing his personality. We must not forget

that a teacher working in junior classes requires a good command of modern methods and technologies, including:

- information computer technologies;
- communicative methods;
- design and research technologies;
- individual approach to students.

This will allow the teacher to greatly enhance the motivation for learning activities, increase the effectiveness of the learning process, stimulate each student to achieve the maximum possible results for him.

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Резюме

В данной статье рассматриваются понятия «инновации», «инновационные технологии» на занятиях по изобразительному искусству в младших классах общеобразовательной школы. Рассмотрены способы применения инноваций в образовании.

In this article, the concepts of "innovation" and "innovative technologies" in the art classes in the junior classes of the comprehensive school are considered. The ways of applying innovations in education are considered.

ЖУСУПОВА, Д.Ж.

ЖАЛПЫҒА БІЛІМ БЕРУ МЕКТЕПТЕРІНДЕГІ ТӨМЕНГІ СЫНЫПТА БЕЙНЕЛЕУ ӨНЕРІ САБАҒЫНДА ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ПАЙДАЛАНУ

Бұл мақалада жалпы білім беретін мектептің кіші сыныптарында өнер сабақтарындағы «инновация» және «инновациялық технологиялар» ұғымдары қарастырылады. Білім берудегі инновацияларды қолдану жолдары қарастырылады.

Мақаланың мәнін ашатын сөздер: инновациялық технологиялар, инновациялар, бейнелеу өнері, білім беру технологиялары, сабақ.

ЖУСУПОВА, Д.Ж.

ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПО ИЗОБРАЗИТЕЛЬНОМУ ИСКУССТВУ В МЛАДШИХ КЛАССАХ ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЫ

В данной статье рассматриваются понятия «инновации», «инновационные технологии» на занятиях по изобразительному искусству в младших классах общеобразовательной школы. Рассмотрены способы применения инноваций в образовании.

Ключевые слова: инновационные технологии, инновация, изобразительное искусство, образовательные технологии, урок.