



FORMS, METHODS AND MEANS OF DEVELOPING ARTISTIC AND CREATIVE COMPETENCIES IN STUDENTS AND YOUNG PEOPLE THROUGH THEATER PEDAGOGY

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ABSTRACT

This article discusses the role of theater pedagogy in child education, analyzes the education of the younger generation through theater art. The importance of theater pedagogy, the fact that theater art education opens the way to the discovery of a person in the research conducted by theater scholars as an advanced tool, as well as the fact that theater pedagogy is a separate direction of the general pedagogical theory of education, which includes a system of methods that ensure the self-expression of the child in theatrical activity, is given.

KEYWORDS: Pedagogy, art education, art culture, educational process, educational methods, innovative technology, theater pedagogy, creativity, ability, personality.

INTRODUCTION

The model for the rapid development of skills of identification through theater is developed on the basis of a consistent and consistent consideration of the mutually integrative properties of the components of information exchange, processing, conclusion, and decision-making. This model develops artistic and creative competencies in students and young people. The correct setting of a strategic goal from its components serves to ensure increased work efficiency.

Objective component. The structural structure of the model element is directed towards the development of artistic and creative competence of students through the effective organization of their educational activities, which is the main component of the learning process. The implementation of this goal has its own regulatory and legal basis, and the necessary tasks have been implemented within the framework of the tasks set out in regulatory and legal documents. Based on the normative and legal foundations established as a social necessity in the targeted component, students were directed to develop their artistic and creative competence through the effective organization of educational activities in the lessons of "Pedagogical Skills" and "Teaching Children to Staging and Creative Activities".

The content-process component considers the development of artistic and creative competence of higher education students - the implementation of educational approaches, mechanisms, methodologies and assessment criteria based on the discipline of "Teaching Children to Staging and Creative Activity", as well as the stages of developing students' artistic and creative competence.

Outcome-assessment component. The component approach is a set of general principles for setting educational goals, selecting educational content, organizing the educational process, and assessing learning outcomes. The outcome-assessment component consists of criteria and results for assessing the development of students' artistic and creative competence. The

development of students' artistic and creative competence was assessed at the levels of "high", "medium", and "low".

The observations, empirical studies, and analyses conducted within the framework of our research have allowed us to conclude that this model is most effective when implemented through the gradual integration of the following interrelated functions:

- developing a system of pragmatic educational tasks that foster artistic and creative competence and encourage thinking based on interdisciplinary connections ;
- developing tasks that increase artistic and creative competence based on interdisciplinary connections using texts and educational materials in various styles ;
- artistic and creative competence in students ' ability to relate text and extratextual information to the topic, and acquire the skills to identify subtextual meanings based on keywords ;
- To propose methods, techniques, and technologies for using interdisciplinary communication in developing artistic and creative competence in stage performance training .

: "Pedagogical skills" and "Teaching children to stage and creative activity" as a component of the methodology for developing artistic and creative speech competence in students and young people through improved theater pedagogy . We will give examples of interactive methods used in lessons.

Students' lives are enriched by the integration of play and various methods, embodied in theater and game activities.

Explanatory method. In this method, the conceptual foundations of the upbringing of a well-rounded person, put forward by thinkers, are brought to the minds of students using the explanatory method. The components of well-roundedness and the main concepts related to it are analyzed. Professors-teachers isolate the main ideas put forward by thinkers and discuss them with students, trying to explain them with the help of clear evidence and examples.

To develop artistic and creative competencies in students and young people through the Theater Pedagogy of our ancestors The reproductive method is also considered to be quite effective in bringing the experiences of the students to their minds . With the help of activity algorithms, students gradually analyze and assimilate the ideas of thinkers that encourage the individual to think independently and freely.

Using the reflection method , the professional beliefs of students and young people are comprehensively analyzed from the point of view of developing artistic and creative competencies through Theater Pedagogy . The gaps in their professional knowledge, skills, and professional competencies are identified and filled using the compensation method.

To develop students' experience, methods of analysis, generalization, and reflection are used.

To develop artistic and creative competencies in students and young people through the Theater Pedagogy of Thinkers When teachers use the problem statement method, guided experiments and practical actions are brought to the attention of students. Such a statement encourages students to engage in discussion. Logical thinking and deep thinking operations are implemented on historical experiences. As a result of using educational materials in the problem statement method, students develop artistic and creative competencies. It becomes possible to use many methods that serve.

Case. With the help of this method, students are introduced to pedagogical teachings developed by Eastern thinkers. As a result, they develop cultural, moral and professional qualities, motivation to perform good deeds, and socio-cultural mobility.

The imitation method serves to enhance the understanding of historical processes and historical figures in the eyes of students. It is this method that is applied in practical work. the heuristic research method and the thinkers' Theater Pedagogy, we aim to develop artistic and creative competencies in students and young people. ideas are collected, analyzed and assimilated by students. This method can include heuristic conversations. Heuristic conversations play a special role in arousing students' interest in studying the heritage of our thoughtful ancestors. Professors-teachers, using the heuristic conversation method, inform future teachers about the life-giving ideas of thinkers, encouraging individuals to perform noble deeds. As a result, students develop an interest in studying the works of thinkers with pedagogical and artistic aesthetic content. This method encourages students to search, read books, and acquire independent knowledge.

Research method

With the help of this method, students conduct small studies, write reports, term papers, and graduation theses on didactic and artistic works created by our intellectual ancestors. At the same time, they develop the skills of independent work on these works (give an example of students' work in the appendix). In this way, they develop the skills of independent analysis of various sources and form motivations for scientific research. This method allows students to become closely acquainted with the works of thinkers, to analyze them from all sides, and to study scientific sources about these works.

The "diaries" method - ideas that arise from each member of the group at certain intervals are recorded and analyzed in the group, reaching a common opinion.

The purpose of the method: to form in students the skills of individual and collective creative activity, as well as creative abilities, to form integrative skills for mastering various forms of creative activity.

Procedure:

First stage: Each group member selects one of the handouts prepared by the teacher for individual work. The handout contains the names of the key concepts from the topic. The listener individually forms what he knows about the key concepts in the form of a table.

Second stage: Students individually express their daily activities orally and in writing, using basic concepts related to the topic. This task can also be carried out in a group setting.

Third stage: a question-and-answer session is held to determine the level of students' mastery of the topic.

Fourth stage: evaluation of student performance.

The "6-6" method - six members of the group individually write down their thoughts and options for solving the problem in 6 minutes, then the group analyzes them and selects the most important one.

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