# FORMATION OF STUDENTS' SKILLS OF INDEPENDENT PERFORMANCE THROUGH THE TEACHING OF ART HISTORY

Tajimuratova Shakhnoza Saginbaevna
Karakalpak State University, Teacher of the Faculty of Arts

**Abstract**

The article also discusses the criteria for organizing independent learning of students through the use of a credit-modular system when teaching art disciplines, their work, form, volume and process of completing educational tasks, as well as the procedure for evaluating the results.

**Keywords:** credit module, independent learning, independent activity, knowledge, qualifications, skills, theoretical knowledge, assignment, information search.

**Introduction.** It is appropriate to cite another evidence of cultural relations between the Greeks and the ancient inhabitants of our land: during the Greco-Bactrian state (lived in 256-75 BC), various Greek peoples entered the territory of Bactria. The state of Bactria included the territory of the current Surkhandarya region of Uzbekistan. Since the Greeks entered and settled in the territory of this state, it is known as the Greek-Bactrian state. The pictures found on the territory of the Greco-Bactrian state testify to the merging of the culture of various ethnic processes. There is a picture from the territory of this country showing worshipers of Greek gods. The people in the photo are local fire worshipers who worship their god like a Greek god. These are the most vivid examples of cultural influence. In this way, local fire worshipers created symbols of the Greek style and took Greek culture and art as a standard. At the same time, local fire worshipers were not limited to depicting the images of Greek gods on the walls of temples, but were also put on the money of the Greek state of Bactria.

Many arguments can be made about the role of art in human life. For example, when Alexander was still a young child, his future famous world-loving person was reflected in his character. His romantic mood coexisted with healthy rationalism, his need for love coexisted with persistence, belligerence and a tendency to violence. One day, as soon as he finished listening to the great Timothy's war song, he drew his sword and got ready for battle. In this sense, it is necessary to effectively use modern approaches in the teaching of arts sciences. In European universities, the educational program has a different structure: within one module, subjects that are thematically close to each other, regardless of their general scientific status, are combined. The main principle of building a module is moving from simple to complex, from methodological to applied sciences. That's why the module "general professional" and "natural science" disciplines, etc. within the educational module, both fundamental and applied sciences are combined into an organic whole. For example, in Germany, a module is understood as one of the directions of mastering the educational field, not a course, but a separate part of the

educational program. An important feature of the modular system is the focus on student practice, including research.

The module allows the student to move quickly and efficiently. By integrating conceptual knowledge, a direction from one level to another and practical skills are implied. Therefore, at the master's level, the modular organization of the educational process must be related to the individual master's program (subject master's thesis). The module is referred to in the European Higher Education Area. Therefore, in several courses (subjects), the module forms a certain holistic view. A student is defined by the achievement of the student's learning result, not by the subject area, which allows for the development of certain competencies. The number is determined by the module results per semester, which each student must achieve during the semester.

The credit-module system of organizing the educational process should positively solve the following tasks:

 - Dividing the educational material into modules with checking the mastery of each module;
- Use of a broader knowledge assessment scale;
- Improving the objectivity of knowledge assessment;
- Encouraging systematic independent work of students during the semester;
- Introduction of healthy competition in training.

In European universities, the academic year, on average, lasts 40 weeks. The total labor intensity of the student's academic load per year is equal to 60 credits. Based on this, the student should earn 30%.

There are several differences between the current European "unit of credit" and the local "academic hours" system. First, in almost all universities, the academic hour does not include general work, only classroom work, standard and real curricula. Secondly, behind each European credit, the unit is not actually physical costs, but actually acquired knowledge, or rather, competences.

An important method of students' independent work is working with textbooks, study guides, reference literature, and using Internet resources. The skills of working with books and Internet resources reflect the general culture of a person, the level of development of the logic of thinking, the formation of a worldview, knowledge, orientation to the flow of information. In the context of the credit system of education, high rates, a large amount of information and a complex approach to studying program materials at a higher educational institution lead to independent, efficient and quick action of the student.

In the course of this work, the skills of reading the text, emphasizing the main thing, analyzing, comparing, synthesizing, evaluating the practical application of the considered issue are developed. The result of learning information should be its presentation in a certain form. In writing - in the form of an abstract review, essay, thesis; in the form of an oral presentation, report, discussion. In the process of independent work, students acquire the skills of clearly organizing their activities, they realize that they must always deal with issues of self-education in the future work process.

A.V.Merenkov, S.V.Kunshchikov, T.I.Grechukhina, A.V.Usacheva, I.Y.Vorotkova a system of independent study tasks for philologist-students and tasks for their evaluation was developed

for the credit-module system, based on the convenient approaches in the methodical manual prepared by on organizing students' independent education:

*System of tasks for independent work in Teaching Arts*

*Task 1. Writing an essay about music or music (Essay)*

The purpose of independent work: to develop the skills of independent creative thinking and written presentation of one's thoughts. The essay is "a genre that combines philosophical, literary-critical, historical-biographical, journalistic prose with a free, often paradoxical presentation of the author, a strict individual position, colloquial speech".

*Classification of essays:*

- According to content: philosophical, literary-critical, historical, artistic, artistic and journalistic, spiritual and religious, etc.;
- By literary form: reviews, lyric miniatures, notes, diary pages, letters, etc.;
- There are descriptive, narrative, reflexive, critical, analytical essays, etc.

*Marks of the essay:*

- Small volume - three to seven pages of computer text; An essay of up to ten pages of written text is allowed.
– A specific topic and its strictly subjective interpretation.
- Free composition is an important feature of the essay.
- Ease of storytelling.
- Using paradoxes. The essay is designed to impress the reader, which, according to many researchers, is its mandatory quality.
- Internal semantic unit.
- Orientation to conversational speech.

Task performance:

1) Write the introductory word (serves for sentences 2-3 the next formulation of the problem).
2) Formulation of a problem that is important not only for the author, but also for others;
3) Comment on the problem;
4) Form the opinion of the author and provide evidence;
5) Write a conclusion (conclusion, summarization of what was said).

Planned results of independent work: convenience for logically correct, argumentative and clear oral and written speech.

*Task 2. Preparation of reports on instruments*

The purpose of independent work: to expand scientific horizons, to master theoretical research methods, to develop the student's independent thinking.

A report is a situation in which a public message or document is issued that contains information and reflects the nature of a question or study.

*Report types:*

1. Based on the results of the work, the oral report is read, performed and an effective means of explaining its results.
2. Written report:
- brief (up to 20 pages) - summarizes the most important information obtained during the research;

- detailed (up to 60 pages) - contains not only text, but also structure with headings, as well as diagrams, tables, drawings, photos, appendices, comments, links.

*Task performance:*

1) Clearly formulate the topic (for example, a written report);

2) Study and select recommended literature on the topic, highlight three sources of bibliographic information:

- Primary (articles, dissertations, monographs, etc.);

- Secondary (bibliography, journal abstracts, signal data, plans, graphic diagrams, subject indexes, etc.);

- Tertiary (reviews, compilation works, reference books, etc.);

3) Write a plan that is fully compatible with the chosen topic and explain it logically;

4) Write a report in compliance with the following requirements:

- The following should be included in the report: a brief introduction justifying the urgency of the problem; main text;

summary with brief conclusions on the problem is being studied; abstracts;

- To the content of the report - general rules should be supported and explained with specific examples;

Do not repeat the person, the textbook or the chapters of the textbook and their opinions on the Content of the issues under consideration, their suggestions;

5) Organize the work according to the requirements.

Planned results of independent work:

- Ability to analyze students' scientific results

research and their application in solving specific educational and research tasks;

- Willingness to use individual creative abilities to solve research problems in an original way;

- To be able to solve the standard tasks of professional activity on the basis of information and bibliographic culture using information and communication technologies and to describe them taking into account the main requirements of information security.

*Task 3. Search for information about music*

The goal of independent work is to develop the ability to design and change educational activities based on various types of information acquisition.

Information retrieval – unstructured documentary information retrieval.

A list of modern information retrieval tasks:

- Solving modeling issues;

- Classification of documents;

- Filtering, classification of documents;

- Design of search system architectures and user interfaces;

- Extracting information (annotation and abstraction

documents);

- Choosing the language of information and search queries in search engines.

*Content of the task by search types:*

- Bibliographic search - search for necessary information

to find out about the resource and its availability in other resource systems. Searching for bibliographic information and bibliographic manuals (information publications);

- Search for information sources (documents and publications) that contain or may contain the necessary information;

- Search for real information contained in literature, books (for example, about historical facts and events, about biographical information from the life and work of a writer, a scientist, etc.).

*Task performance:*

1) Definition of the field of knowledge;

2) Selection of data types and sources;

3) Collection of materials necessary to complete the information model;

4) Selection of the most useful information;

5) Selection of information processing method (classification, clustering, regression analysis, etc.);

6) Choosing an algorithm for finding patterns;

7) Search for patterns, formal rules and components

relationships in collected data;

8) Creative interpretation of the obtained results.

An example of a model to determine the required features and features (conditions) of a specific information search

- The purpose of the search is document search (search for key documents and publications on the subject).

- Search topic thematic search (only by problem).

— Genre (type) of literature — type search (monographs, collections, references, bibliographic manuals).

- The search method is dialectical (all possible sets of available search methods).

- Chronological coverage-retrospective (search for a specific period).

- Geographic coverage-country-specific search (information sources, excluding publications translated from foreign languages).

- Search completeness-selective search (the most popular publications are selected).

*Planned results of independent work:*

- Using information and communication technologies and taking into account the basic requirements of information, students can solve exemplary tasks of professional activity on the basis of information and bibliographic culture;

- Readiness to use knowledge on modern problems of science and educational tasks in solving educational and professional problems.

*Task 4. Preparation of methodological developments of training*

The purpose of independent work: development of professional pedagogical competencies.

The methodological development of the educational session reveals the content and essence of the educational process.

*Job Opportunities:*

- Formation of new knowledge (pedagogical practice) development of lesson plan summary;

- Creating methodical development of the seminar lesson (scientific-pedagogical practice).

*Task performance:*

1) Working with the calendar and thematic planning (pedagogical practice) or the work program of the subject (scientific and pedagogical practice) to determine the topic of the lesson, its place, type (pedagogical practice) or form (scientific-pedagogical practice) in the studied department;

2) Determining the goals of education, upbringing and development of students (pedagogical practice) or relevant educational goals to educational results and developing competencies (scientific-pedagogical practice);

3) Planning and clarifying the tasks of the training session;

4) Choosing the optimal content of the educational material of the lesson;

5) Didactic processing of the selected educational content, i.e. determining which educational material, its size and in what form it will be used;

6) Determination of internal and external connections of educational material;

7) Selection of didactic tools of the lesson (diagrams, tables, cards, drawings, film and audio fragments, etc.);

8) Determine the structure, form and didactic purpose of the lesson depending on its type;

9) Forming the didactic task of each stage of the lesson (pedagogical practice);

10) Clarification of performance conditions and indicators (pedagogical and scientific-pedagogical practice);

11) Development of a technological map of the lesson;

12) Lesson plan - making an essay.

*Planned results of independent work:*

- Students' ability to use effective pedagogical experience and innovative approaches in organizing the educational process;

- To be able to analyze the conditions, processes and results of the educational process to ensure quality;

- The ability to use modern methods and technologies and to implement the educational process in various educational institutions and educational levels;

- Readiness to develop and implement methodological models, analyze the process, techniques, technologies and teaching methods, results;

- Forecasting ability, design, model development.

*Task 5 Self-monitoring questions and tasks for independent study in art studies*

1. What is the academic achievement rating used at your institution?

2. Analyze the forms of independent work that are often used as assessment tools and justify why.

3. What types of control over the execution of independent forms of work are rare and which are most common?

4. What forms of independent work can you offer, as a final or intermediate certification procedure? Justify your answer.

5. Analyze a set of general criteria and indicators for evaluating the performance of independent forms of work and make your proposal. Justify your suggestions.

6. Make a performance evaluation table, from the forms of independent work you have done before and determine the level of their implementation.

In conclusion, it can be said that many people believe that art studies, visual arts, cultural studies in general are practical activities.

In fact, in addition to performance and practical training, students work more with theoretical information in the initial stages and enrich their imagination and thinking as much as possible. Today's education is very different from the past. Due to the rapid development of information technologies and science, obtaining and giving information in the educational process has become no longer a problem. If the student does not work on himself, if he does not discover new methods, he will fall behind the student.

In this sense, the module-credit education system is convenient for the teacher. In this case, teaching students to work independently is the solution to the problems. The main criterion for effective organization of student independent education is the careful preparation of educational tasks.

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