

THE IMPORTANCE OF “ARTEdu+” ART TECHNOLOGY IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE DIRECTORS

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Abstract:

This article discusses the importance of using “ArtEdu+” art technology in developing the professional competence of future directors. It covers the stages of implementing art technology, its forms, methods, and tools, as well as the objectives and tasks of art technology.

Keywords: art, director, student, art technology, literary work, artistic thinking, theoretical-creative process.

Modern pedagogical processes are focused on technologization, i.e., designing to enhance the quality and effectiveness of education. Art technologies serve not only as a means of education but also play a role in developing students' creativity and creative abilities. In the global education system, research in several areas has been conducted to effectively utilize art technologies. These technologies are important because they foster a spiritual need in students for the ideological and aesthetic appeal of art based on an art-technological approach.

According to researcher W.H.Souver, art technology is an innovative pedagogical technology that enhances students' interest in acquiring knowledge directed toward creative activity, ensures their success, encourages an aspiration to understand themselves and others, and helps them comprehend their emotional states. The uniqueness of art technology lies in its foundation on both art and scientific achievements. It has developed at the intersection of multiple disciplines, including medicine, pedagogy, cultural studies, sociology, and many others. The methods used in art technology are universal and can be applied to solve numerous educational problems [2, 142].

Today, modern art-technology methods are becoming a necessary and fundamental component of the educational process in special schools. This is because pedagogical technology represents a unique new approach to teaching, where innovative and effective methods are applied in the lesson process within the education system. The introduction and application of interactive methods, as well as the use of engaging methods in the special school education system, are proving to be effective. One of these methods is art technology [1, 183].

The "ArtEdu+" art technology, which encompasses the theoretical and creative processes of working on literary works and staging them, has been developed for future directors. This art technology demonstrates its effectiveness and advantages by being widely applicable in both

classroom and extracurricular activities, in individual lessons, independent learning, and during the staging of independent directing works.

This art technology is a critical component for developing the professional competence of future directors based on literary works. Its stages of implementation, content, forms, methods, and tools reflect its importance. This art technology is a pedagogical process that, based on the principle of moving from amateurism to professionalism, shapes and develops important theory and practice as well as professional competence. The classification of the recommended art technology consists of the following components (see Figure 1).

This technology is aimed at developing the skills of working with literary works in staging independent directing works during the four-year study period of future directors. The technology ensures that the future director, when working with actors, can fully explain and correctly interpret the content, core meaning, and essence of the literary work from a performance perspective.

The "ArtEdu+" art technology consists of five stages: in the analytical stage, the collection of literary sources and the implementation of directorial analysis for independent directing work; in the organizational-preparatory stage, the synthesis of the literary source; in the activity-related stage, the preparation of a staging plan; in the monitoring stage, the rehearsal and run-through processes; and in the outcome stage, the submission of the performance for collective review and discussion.

Each stage involves unique scientific, creative, and pedagogical activities that must be carried out under the strict supervision of the course's artistic director. The implementation of the technology involves using various forms, methods, and tools such as directorial analysis, directorial concepts, role distribution, tempo-rhythm, and premiere.

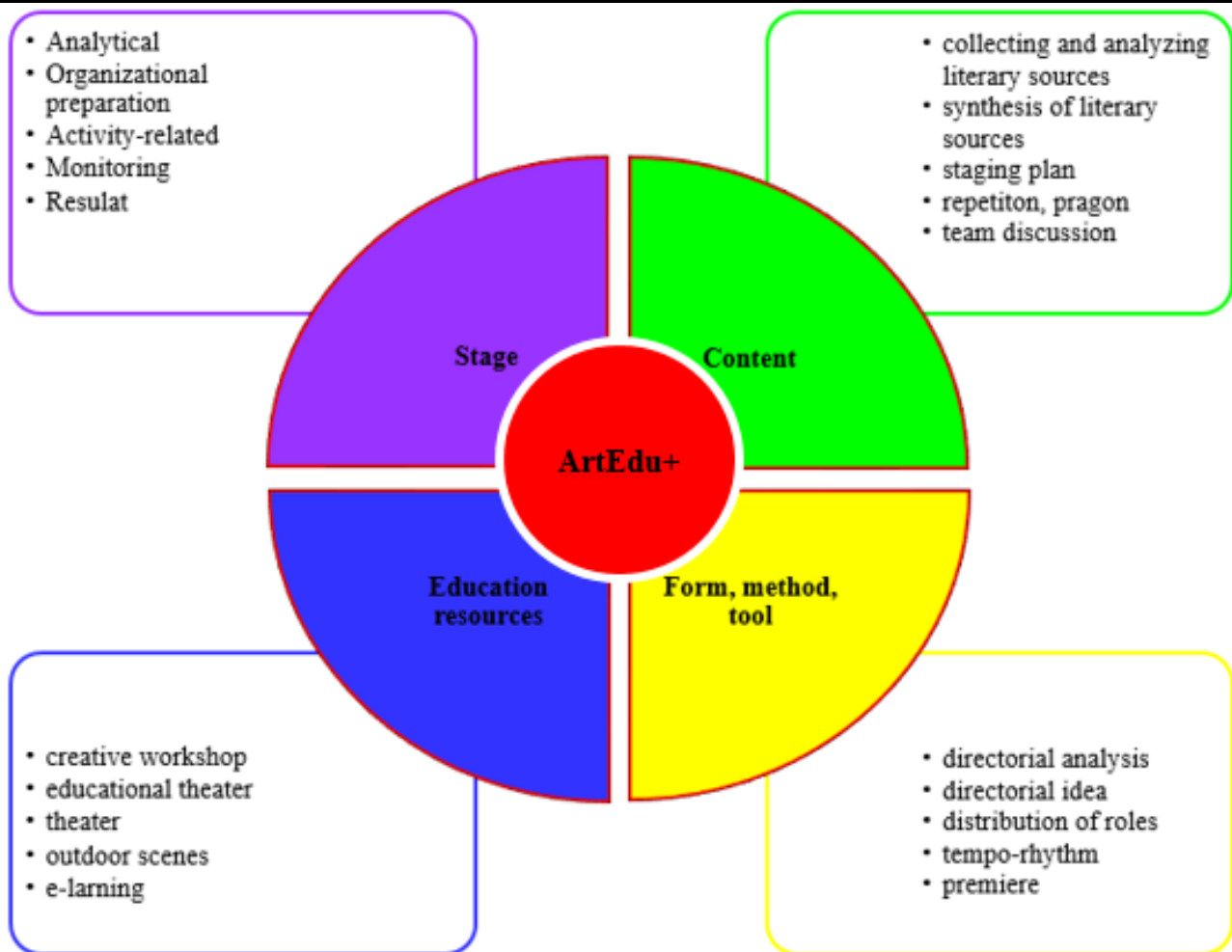


Figure 2.5. "ArtEdu+" Art Technology

In implementing the "ArtEdu+" art technology, it is advisable to use educational resources such as creative workshops, a student theater, a professional theater, open spaces and stages (for theatrical performances), and electronic educational resources. If the creative workshops and student theater listed as educational resources are directly implemented within the higher education institution through classroom and extracurricular activities, the activities held in a professional theater, open spaces, and stages (for theatrical performances) are conducted as extracurricular activities or as part of a practical training base based on the integration of science, education, and production.

It is recommended to use electronic educational resources in the implementation of this technology. Currently, the HEMIS platform is widely used in the higher education system. The HEMIS platform's course resources component provides the necessary resources for students, such as lectures, practical works, study literature, and electronic resources, as uploaded by the professor or instructor. Due to the large size of the video materials required for directing specialization as electronic resources, the link addresses for these video materials are provided

on the platform instead of directly uploading the videos. This, in turn, necessitates the use of other electronic resources for hosting the video materials.

For this reason, before the HEMIS platform was introduced into practice, the "ArtEdu+" platform was established in 2020 with the aim of developing the professional competence of future directors and implementing the "ArtEdu+" art technology in practice. This platform has been registered in the State Register of Software Products of the Republic of Uzbekistan. You can familiarize yourself with the "ArtEdu+" platform by scanning the QR code in Figure 2 (see Figure 2).



Figure 2. "ArtEdu+" Platform

In conclusion, it should be noted that the "ArtEdu+" art technology, which encompasses the theoretical and creative processes of working on and staging literary works, is highly effective and advantageous as it can be widely used in both classroom and extracurricular activities, individual lessons, independent learning, and in the process of staging independent directing works.

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