PROBLEM EDUCATIONAL TECHNOLOGY IN TEACHING FINE ARTS LESSONS

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Annotation: The summary of the article contains recommendations on the meaningful organization of the teaching process, the meaningful organization of lessons on the basis of new pedagogical technologies. There is also a definition of innovative technology.

Keywords: creativity, activity, technology, thought, independence, circle, profession, skill, skill, personnel.

The concept of "pedagogical technology" is used in educational practice at three levels: General pedagogical (macro) degree. The technologies that meet this level belong to the whole pedagogical process and can be used in all types of education. Special-methodical (meso) degree. This level reflects the focus on a particular subject, a particular group of learners, and educators in a particular specialty. Local level (micro). The technologies of this level are an integral part of the educational process, the formation of individual qualities, the formation of special learning skills and competencies. Based on the analysis of the concepts of "methodology" and "technology", it can be concluded that these concepts are not only interconnected and common, but also characterized by some peculiarities. It is known that in recent years, the widespread application of the technological approach to education, there is a special need to clarify the essence of the concept of "technology" and "methodology", which is a separate branch of pedagogy.

Because in many cases, the inability to clearly distinguish the essence of these concepts leads to the predominance of one of them over the other, or their substitution. Of course, it is a bit difficult to set clear boundaries in the definition

of "methodology" and "technology". However, an analysis of their specificity allows us to highlight some differences. Methodology is a special didactics, ie the theory of teaching a subject. Based on the study of different forms of interaction, a subject methodology is developed to teach and teach a subject, and offers teachers a clear system of interaction with learners.

These systems are reflected in the educational content described in the STS, curriculum, and textbooks, and are implemented through teaching methods, forms, and tools. The methodology of teaching science is closely connected with didactics and is based on its general rules. Based on the principles of education, the methodology reveals the purpose of the subject, its importance in the development of the learner. Didactics reflects the general laws of the educational process, which are carried out in different educational institutions in different disciplines. Naturally, each subject has its own characteristics, laws, requires its own methods and forms of organization of education.

These issues are addressed by private methodology or methodology of teaching certain subjects (history, mathematics, pedagogy, psychology, etc.). The technology of education is a pedagogical direction that explores the best ways and effective means to achieve educational goals based on a technological approach to the teaching process and reveals the laws. Technological education approach is the analysis of general and specific goals of the educational process through a comprehensive analysis of information and educational content, at the meeting points of teacher and student goals (learning objectives, reading goal) to achieve the intended standard through the design and implementation of education based on the definition of the didactic purpose of education. In general, when it comes to educational technology, there is a need to distinguish between the following interrelated phenomena: didactic design of education; project implementation; make adjustments and changes to the didactic project according to the current and intermediate results of education; retraining and final control.

The first and second of these phenomena also occur in the practice of traditional education. The difference between educational technology and a traditional education system is that the learning outcome and its benchmarking are always in the focus of the teacher and the student. The teacher frequently checks the learning outcomes, alerts the students to their achievements, and tries to make the students realize their achievements and shortcomings, to increase their achievements, and to overcome their shortcomings. Students feel the need for education as they become a real subject of the learning process.

There have been recent attempts to prioritize the concept of "technology" over methodology. In fact, the concept of "methodology" is superior to technology. If we apply this concept to the learning process, there are general requirements for defining the learning process, goals, objectives, content, form, methods and tools. The implementation of each training session is based on a certain algorithmic sequence. The methodology requires relying on the general and specific rules of this algorithmic sequence.

The teacher is free to choose the technology of teaching depending on the purpose of the lesson. More precisely, it is possible to design the stages of training separately according to the expected results of each session, to choose the form, methods and tools to be used in each stage. In some cases, the distinction between "methodology" and "technology" is based on teacher and student performance. In other words, the methodology covers the teacher's activities in the classroom, while the technology clarifies the students' learning activities. But such an approach is unacceptable. Both "methodology" and "technology" diagnose teacher-student performance as a whole. Unlike methodology, technology clarifies the content of teacher-student activities at each stage. Allows you to diagnose and correct the results achieved at each stage in a timely manner.

This is one of the most important aspects of the technological approach to education. There are some differences between the concepts of "methodology" and

"technology". For example, the methodological system includes "How to teach?", "Why teach?", "What to teach?" and technology, "How can effective teaching be achieved?" raise the question. The methodology focuses on how the learning process should be organized, while the technology focuses on how to organize the learning process in the most convenient and optimal way.

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