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How to Use Information and Communication Technology in Art Lessons

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Abstract

Fine art is a complex subject that contains knowledge of composition, proportions, perspective. The task of the modern school is to form the ability to act and be successful in the conditions of a dynamically developing modern society. Therefore, it is worth considering how to make the learning process more productive. Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice and an increase in the quality of education.

Currently, there is a growing increase in the impact of media technologies on people. This is especially a strong effect on the child, who with great enthusiasm will sit at the computer than read a book. Previously, a student could receive information on any topic through different channels: a textbook, reference books, a teacher's lecture, a lesson outline. But, today, given the current realities, the teacher must introduce new methods of presenting information to the learning process. The question arises, why is this necessary? The brain of a child, tuned to receive knowledge in the form of entertainment programs on television, is much easier to perceive the information offered in the lesson using media.

It is very important to organize the learning process so that the child is actively, with interest and enthusiasm working in the classroom, saw the fruits of his work and could appreciate them. To help the teacher in solving this difficult task can a combination of traditional teaching methods and modern information technologies, including computer. After all, using a computer in a classroom allows you to make the learning process mobile, strictly differentiated and individual.

As a teacher, due to the need to move to a higher level of education and upbringing of students, I chose the theme of self-education: "New approaches to teaching fine arts lessons using information and communication technologies and modern methodological complexes". To achieve the goal, I set the following tasks: explore existing media resources, create your own, test them in the classroom and in extracurricular activities, draw conclusions about the effectiveness of information and communication technologies in the fine arts classroom.

In view of the fact that the subject "Visual Arts" includes a large number of interdisciplinary connections and includes demonstrations of practically the entire surrounding world, illustrative material is often not enough, therefore, the created digital resources allow making the lesson learning process more efficient and provide an opportunity to improve your own professional skills. the level of the teacher and the level of their educational material.

It is no longer possible to imagine modern education and upbringing of students without the use of information and communication technologies. It is known that a computer has sufficiently wide possibilities for creating favorable working conditions for a teacher, making it possible to move from an authoritarian school to cooperation pedagogy, when a teacher and a student, being in equal relation to information resources, become partners with the teacher playing a leading role. Thus, information technologies provide an additional impetus for the development of school education. They help to increase learning resources, give students the opportunity to study at a higher level.

In the field of education, the following types of benefits are most commonly used:

➢ electronic textbooks;

➢ electronic encyclopedias, guides and reference books;

➢ problem books;

➢ collections, galleries, multimedia libraries;

➢ tests and mn. other

Great support in preparing and conducting lessons is provided to the teacher by the Microsoft Office suite, which, in addition to the well-known Word text editor Word, also provides the Access database system and programs such as Paint and PowerPoint.

A real creative incentive for the teacher is the creation of lessons-presentations that become an integral part of the educational process. There are lessons where you need to draw a large number of charts and tables on the board; this requires a lot of time and space. This task is successfully solved with the help of a computer and a screen. The presentations help to satisfy the creative ambitions of teachers and supplement the base of the methodological development of lessons.

Working with presentations makes the teacher specify the volume of the material, formulate their thoughts very briefly and concisely, systematize the information received, presenting it in the form of a brief outline. In the course of viewing the presentation, students have a cognitive interest and all types of memory are involved, which contributes to a better absorption of the material. The developmental effect depends on the design of the program, its accessibility for the child, and the appropriateness of its level of development.

In the process of preparing for lessons with the help of text editor Word cards with tasks of different levels of complexity, materials for conducting tests that enable students to assess their knowledge themselves.

Computer technology can be used at all stages: both when preparing a lesson and in the learning process: when explaining a new material, consolidating, repeating. Currently, there are Multimedia materials on the visual arts for primary school students in secondary schools. They are designed in accordance with the textbooks used in the study of fine art.

Electronic textbooks include: study materials, tests, practical tasks, reference book, video clips, animations, slides, photos. You can find all the necessary information in minutes. Tutorials are often accompanied by sound, commentary, and music.

Sociological data. Here are the most curious data found in a survey of parents of high school students:

➢ the majority (95%) of respondents believe that the computer has become as ubiquitous as a household item, like TV, for example.

➢ According to 88% of respondents, the computer is an assistant in the education of children.

➢ 64% of respondents believe that the unwillingness to learn how to use a computer indicates a narrow horizon, ignorance, stubbornness and technophobia.

➢ 56% of respondents believe that the World Wide Web is already one of the main sources of information.

➢ 48% - the computer is convenient and easy to operate.

Having studied the possibility of using computer technology in the classroom of the fine arts, the following conclusions:

➢ modern computer technologies really have ample opportunities to create favorable conditions for the work of the teacher and students;

➢ bring to a qualitatively new level of application of explanatory-illustrative and reproductive teaching methods;

➢ the use of computer technology in the classroom allows you to diversify the forms of work, the activities of students, increase attention, increase interest in learning and the creative potential of students;

➢ the use of a multimedia projector allows you to work more efficiently on the text (clearly, aesthetically, saves time);

➢ develops the independence of students (the ability to find, select and arrange the material for the lesson, using the capabilities of the Internet).

Thus, the use of information and communication technologies in fine art lessons is not only possible, but also necessary, since computer programs involve children in development activities and form culturally significant knowledge and skills.

Today, computer technology can be considered the new way to transfer knowledge, which corresponds to a qualitatively new content of the child's learning and development. This method allows both the teacher and the student to enjoy the fascinating process of knowledge, to plunge into the bright colorful world.

Conclusion: The use of information technology helps the teacher to increase the motivation of teaching children to fine arts and leads to a number of positive consequences:

➢ enriches students with their figurative and conceptual integrity and emotional coloring;

➢ psychologically facilitates the process of learning material by schoolchildren;

➢ excites a keen interest in the subject of knowledge;

➢ expands the general outlook of children;

➢ increases the level of use of visibility in the lesson;

➢ increases teacher and student productivity by – lesson.

There is no doubt that in modern school the computer does not solve all the problems, it remains just a multifunctional technical training tool. No less important are modern pedagogical technologies and innovations in the learning process, which make it possible not only to "invest" a certain amount of knowledge in each student, but, first of all, to create conditions for the manifestation of students' cognitive activity. Information technologies, together with the correctly chosen (or designed) training technologies, create the necessary level of quality, variability, differentiation and individualization of training and education.

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