

USING THE CASE-STADY METHOD IN FINE ARTS EDUCATION

Sattorova Sarvinozhan daughter of Ortikboy

Lecturer of the Department of Fine Arts and Engineering

Graphics of the Kokand State Pedagogical Institute

ABSTRACT

This article develops the features of using case-stage methods in the course of fine arts activities. The main goal of the case-study technology is to develop their scientific and creative abilities by solving educational and didactic tasks and existing problem situations. One of the educational methods that allows you to connect knowledge in the field of fine arts education with everyday life, improve the thinking abilities of students and improve the effectiveness of learning, the Case-study method was mentioned, examples are given about it. given.

Keywords: Case-study, technology, knowledge, skills, competence, scientific and creative, problem, case-task.

«Ta'limning buyuk maqsadi bilim berish emas, balki hatti-harakatlarga o'rgatishdir»
G.Spenser

INTRODUCTION

When it comes to using the CASE-STUDIES method in fine arts education, we first address the questions of what is CASE-STUDIES? and answer them as follows;

CASE-STUDIES METHOD (Method of teaching practical cases) The name of this method is taken from the English words "case-study". Here, "case" means box, case, folder, "study" means study, research, study, study. According to the English expression "case – true life", which is used about this method, a case is a "piece" of real life. Accordingly, this method is also called the "method of teaching practical cases".

According to the case-study method, the plan of work to be carried out on each problem or topic being studied, the details of their implementation, the set of results and conclusions constitute a separate case. This method is aimed at using real-life situations in the educational process. This is one of the current problems in the field of education. The fact that this method allows solving this problem shows that it is of particular importance.

Therefore, in educational institutions in Western countries, the use of the case study method, that is, cases, makes up 25% of the curriculum. In this regard, we will briefly dwell on the importance of using real-life situations in educational institutions.

The relevance of using real-life situations in the process of visual education:

The use of the case study educational method in the study of various situations is an educational process aimed at organizing the study of typical situations taken from life or requiring students to search for appropriate solutions to relevant problems based on artificially created situations.

Definition of some basic concepts of the case study teaching method:

1) a description of the situation in which learners perform life tasks with certain goals, a set of materials that allow them to understand and evaluate it and to express the problem, search for its appropriate solution;

2) a set of additional information, audio, video, electronic media, educational and methodological materials on the specified topic or problem and its solution;

Case study – 1) is an educational method based on a problem-situational analysis of a specific real or artificially created situation that directs learners to express the problem under study and search for options for its appropriate solution.

2) is an educational technology consisting of a set of optimal methods and tools, brought together in a unified system, which provides a guaranteed achievement of predetermined (predictable) learning outcomes in the process of implementing the educational goal set in the teaching of education, information and communication, management or other areas and solving a practical problem situation described in the case.

Situation (Latin situation - situation) - a set of conditions and circumstances that create a specific situation, state. The situation described in the case is an idealized reflection of real or artificially constructed phenomena that recreate typical problems in organizational life at a discrete (same) time in the institutional system (here and later - in the enterprise).

Problematic situation - in this case, a situation that threatens the achievement of the current or future goals of the subject of the situation.

History of the case study method. The case study, as a teaching method based on the analysis and solution of practical situations, was first used in foreign education in the field of law: it was first used at Harvard University's Law School in 1870. This teaching method began to be widely used in 1920, after the teachers of the Harvard Business School (GBS), relying on the teaching experience of lawyers, chose the analysis and discussion of specific situations in economic practice as the main method of education.

Since then, GBS has collected a rich collection of cases and brought this method to the level of an independent concept of education. For this reason, the case study method is often called the Harvard method. In essence, the Harvard method consists of intensive training of students in solving practical situations using video materials, computers and software.

There are two classic schools of case study - Harvard (in America) and Manchester (in Europe). Within the framework of the Harvard school, this method is considered a method of teaching the search for the only correct solution, while the second school (Manchester) offers a variety of solutions to the problem situation described in the case. American cases contain dozens of pages of text and many drawings. European cases are somewhat smaller.

In foreign business schools, an average of 25% to 90% of the teaching time is devoted to the study of typical situations. For example, at the University of Chicago Business School, 25% of the teaching time is devoted to cases, at Columbia University - 30%, and at Wharton - 40%.

In terms of the number of hours devoted to conducting classes using this method, its "first inventor" - Harvard - leads. An average student at the GBM studies up to 700 cases and spends up to 90% of the teaching time on this.

Factors determining the relevance of the widespread use of the case study method in the educational process. The relevance and necessity of the widespread application of the case

study in the educational practice of an economic higher educational institution are associated with the following factors: Firstly, the general direction of economic education in the country is related to its orientation not only to the formation of specific knowledge in students, but also to the development of thinking activity in students, readiness and ability to apply theoretical knowledge in practice, independence and initiative in future specialists, the ability to perceive a wide range of issues related to various aspects of management and economic research. "If you give a man a fish, he will eat for a day, but if you teach a man to fish, he will never know what hunger is all his life" - there is such a wise saying among Chinese sages. If you do not acquire the skills and abilities to make managerial decisions in the classroom, you will not be able to become a good manager later.

The use of cases in the educational process forms the following necessary qualities in students:

- ✓ teaches to be objective;
- ✓ forms an integral connection between theory and practice;
- ✓ helps to formulate a problem situation in a new way;
- ✓ in solving situations, the presence of factors affecting it;
- ✓ forms the ability to accept the opinions of others;
- ✓ teaches a culture of asking questions;
- ✓ cultivates a sense of responsibility for the decision made.

Ideas of the case-study method. The ideas of the case-study method are very simple:

1. The method is intended for obtaining knowledge in subjects in which the truth is pluralistic, that is, there is no single answer to the question posed, but several answers that compete with each other in terms of the degree of truth; the task of teaching in this case deviates from the traditional scheme and consists in obtaining not one, but several correct answers and targeting them to the problem area.
2. The emphasis of teaching is not on acquiring ready-made knowledge, but on the cooperation of the student and the teacher in developing it; the fundamental difference of the case-study method from traditional methods is that there is democracy in the process of obtaining knowledge, in which the student has equal rights in the process of discussing the problem with other students and the teacher.
3. As a result of using the method, not only knowledge is obtained, but even professional skills are obtained.
4. The undoubted advantage of the situation analysis method is not only the acquisition of knowledge and the formation of practical skills, but also the development of students' values, professional positions, life guidelines, a unique sense of professional life and a system of life changes.

Let's complete the KEYS task together:

KEYS TOPSHIRIG'I:

Rasmlarni bir biriga tegishlisini tanlang va to'g'ri joylashtiring!



1. Ivan Nikolayevich
Kramskoy



2. Ilya Yefimovich
Repin



3. Ivan Ivanovich Shishkin



4. Ivan
Konstantinovich
Ayvazovskiy



The correct answer is as follows:

JAVOB:



4. Ivan
Konstantinovich
Ayvazovskiy



3. Ivan Ivanovich Shishkin



1. Ivan Nikolayevich
Kramskoy



2. Ilya Yefimovich
Repin



In conclusion, in our country, case studies are mainly used in the system of retraining and advanced training of specialists, especially in the field of management. In recent years, there has been an increasing interest of teachers in the development and implementation of cases in higher education institutions.

"Case studies" is formed from the combination of the English words "case" - a specific situation, event, and "study" - to organize, analyze, educate.

- is an educational method based on the study, analysis of specific situations and the achievement of socially significant results.
- is based on making specific decisions based on the study of real situations, unlike the problem-based learning method.
- when used as a way to achieve a specific goal in the educational process, it has the character of a method.
- when carried out step by step, based on a specific algorithm, it reflects the technological aspect of studying a process.

REFERENCES

1. Dilobarxon, Sodiqjonova, and Sattorova Sarvinozxon. "Guash bo 'yoqlari bilan ishlash, amaliy mashg 'ulotlar bajarishda guashning ahamiyati va rang texnologiyasi." Science Promotion 3.1 (2023): 155-158.
2. Sarvinozxon, Sattorova, and Manobova Dilafruzxon. "Tasviriy san'at texnologiyasi va nusxa ko'chirish fanida ishlatiladigan materiallar." Science Promotion 3.1 (2023): 132-135.
3. Sarvinozxon, Sattorova. "QO'QON NAQQOSHLIK USLUBINING O'ZIGA XOSLIGI." World scientific research journal 17.1 (2023): 19-24.
4. Sarvinozkhan, Sattorova. "TYPES AND DEVELOPMENT OF APPLIED ARTS IN UZBEKISTAN." Open Access Repository 8.11 (2022): 108-111.
5. Sarvinozkhan, Sattorova. "HISTORY OF FORMATION AND DEVELOPMENT OF APPLIED ART." Open Access Repository 9.11 (2022): 84-87.