THE METHODOLOGY OF TEACHING THE DISCIPLINE MANAGEMENT OF THE SPHERE OF CULTURE ART

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Abstract. *In this article, the sphere of culture and art theory and methodological management methods also have their own specifics. Consideration of its theoretical and methodological methods is of great importance for understanding the features of the mechanism of functioning. It also helps to define management goals, formulate guidelines for understanding the logic of management activities.*

Keywords: culture, art, management, method, purpose, interactive, didactic, scientific, game, activity, literary, theory, model, technology, scheme, mechanism, education, teaching educational, practical skills, competence, scientific and technical, progressive, individual learning.

МЕТОДИКА ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ МЕНЕДЖМЕНТ СФЕРЫ КУЛЬТУРЫ ИСКУССТВО

Аннотация: В данной статье сфера культуры и искусства теория и методические методы управления также имеют свою специфику. Рассмотрение его теоретических и методических методов имеет большое значение для понимания особенностей механизма функционирования. Это также помогает определить цели управления, сформулировать руководящие принципы для понимания логики управленческой деятельности.

Ключевые слова: культура, искусство, управление, метод, цель, интерактивное, дидактическое, научное, игровое, деятельностное, литературное, теория, модель, технология, схема, механизм, воспитание, обучение воспитательному, практическому умению, компетентности, научно-техническому, прогрессивному, индивидуальному обучению.

"MADANIY MENEJMENT: SAN'AT" FANINING O'QITISH METODOLOGIYASI

Annotatsiya: Ushbu maqolada madaniy va badiiy boshqaruvning nazariyasi va metodologik yondashuvlari ko'rib chiqiladi, ularning har biri o'ziga xos yo'nalishga ega. Ushbu nazariy va metodologik yondashuvlarni o'rganish uning ishlash mexanizmining o'ziga xos xususiyatlarini tushunish uchun juda muhimdir. Bu shuningdek, boshqaruv maqsadlarini aniqlashga va boshqaruv faoliyati mantig'ini tushunish uchun yo'naltiruvchi tamoyillarni shakllantirishga yordam beradi.

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Kalit so'zlar: *madaniyat, san'at, boshqaruv, usul, maqsad, interaktiv, didaktik, ilmiy, o'yinga asoslangan, faoliyatga asoslangan, adabiy, nazariya, model, texnologiya, diagramma, mexanizm, ta'lim, o'qitish, amaliy ko'nikmalar, kompetensiya, ilmiy va texnik, progressiv va individual o'rganish.*

INTRODUCTION

The main aspect of the discipline is the methodology of teaching the discipline "Management in the field of culture and art," which consists of studying the historical, theoretical, and scientific aspects of management, the views of scholars on management and leadership, the use of modern technologies in management, writing essays, theses, and articles, using methods, managing creative processes, leadership psychology, decision-making in management processes, working with documents, organizing and managing the activities of cultural and art institutions, planning, preparing reports in work processes, knowledge of regulatory legal documents related to the field, financing the field, organizing and managing international events. The science of management in the field of culture and art has its own subject, method, theory, and methods. The subject determines to which field the science belongs. Theory defines the laws governing the processes and phenomena occurring in this field. Research methods, based on theory, should show how people's scientific and practical activities are carried out, and develop a system of various tools and methods for generalizing and studying phenomena in this field of science.

Today, more than ten educational technologies are used in the system of continuous education. They are:

Modular learning technologies (serve the assimilation of scientific knowledge based on logically complete modular units).

Problem-based learning technologies (creating conditions for the student to encounter problem situations, conducting research to find a solution, conducting small research to verify the correctness and rationality of solution options, involves the assimilation of new knowledge).

Software educational technologies (provide the organization of the educational process based on specially programmed tools, in particular, programmed according to various models, technological schemes; modern computer programs also serve to

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organize software education; by their essence, software educational technologies are grouped as teaching-oriented (educational), developing practical skills, abilities, control, analysis and evaluation programs; for example, electronic monitoring used in educational institutions is considered a program that monitors student activities).

Differentiated educational technologies (depending on the age, psychological characteristics, physiological capabilities of students, as well as the level of assimilation of knowledge, skills, abilities, differentiated - means the involvement of students in different groups according to programs of varying levels of complexity, ensuring the growth of knowledge, educational tasks from simple to complex).

Individual educational technologies (serves to develop the individual characteristics of the student, ensure the full realization of their inner potential; these educational technologies require an individual approach to the student; according to this, the teacher organizes their professional activity according to a program developed taking into account the individual characteristics and inner capabilities of the student).

Distance learning technologies (represents the transmission of a training session from one point to many points through a system, network, or local information network; with the help of these educational technologies, video communication, video conferencing, online learning, and a "master class" are organized).

Interactive learning technologies. The concept of "interactive" when translated from English literally means to act together.

Game based technologies. Activity, including work, education, and play, plays a leading role in the formation of personality traits. For example, a participant learns to comply with general requirements in the game. Gradually understands the meaning of game actions. In the process of games, initiative is formed.

Goals of game based technologies: Didactic: broadening worldview, cognitive activity; application of knowledge in practice; formation of certain skills and abilities. Educational: fostering independence and will in the student; forming certain attitudes, moral and aesthetic orientations, fostering cooperation, teamwork, and sociability. Developmental: development of attention, memory, speech, thinking, comparison skills, empathy, reflection, skills in finding optimal solutions, motivation

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for learning activities. Socializing: instilling in the minds of students the norms and values of society, adaptation to the environment, self-management, teaching communication, psychotherapy. In the training process, the game form is organized through game methods and situations. They serve as a means of encouraging students to participate in the educational process.

Taking into account the specifics of the process, a certain group of methods was used: introductory, cognitive methods: conversation, lecture, discussion, motivational dialogue, modeling of national and general cultural activities; methods of stimulating activity and behavior: illustration, demonstration, dramatized games, exercises, methods of stimulating activity, performing group educational projects, the method of behavioral reflection;

Analysis of the literature on the topic. (Literature review). Below are examples of the application of some methods. Debate represents the process of exchanging ideas at meetings or gatherings. In modern conditions, debates are used to organize discussions by expressing opposing views, different points of view, and opinions on a particular topic, issue, or problem. Debates on artistic knowledge should express educational and upbringing goals. The preparation and conduct of debates are based on the following stages:

1. Problems or topics reflecting art-related knowledge are identified.

2. Preliminary communication of the debate topic to the participants.

3. The student group is divided into two groups, and each group presents a contradictory solution on the chosen topic.

4. Representatives of small groups prove the correctness of the solutions presented by them with evidence and real-life examples.

5. Groups defend their positions (the proposed solutions to the problem) with the help of their leaders. Group leaders take turns defending the correctness of the solution.

It is important to conduct debates on topics or problems that are interesting to students and ensure educational effectiveness.

RESEARCH METHODOLOGY

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The application of the methodological function contributes to the comparison of research methods, clarification of the principles and approaches of scientific research. The educational function of lectures is carried out in the learning process by stimulating emotional evaluation of knowledge and information about art, developing interest, and clarifying logical thinking and argumentation.

ANALYSİS AND RESULTS

A distinctive feature of the cultural environment is that management methods are methods and techniques of practical actions aimed at achieving goals and objectives, based on the analysis of information and selected from possible options.

The methodology of teaching the discipline "Management in the field of culture and art" is based not only on the socio-cultural environment, but also on general scientific methods and special methods used in various fields of knowledge. General scientific methods include, for example, the systemic, complex, historical method, as well as the use of the principles of modeling, sociological research, etc. In the socio-cultural environment, management has its own essence and character due to the multifaceted nature of its tasks, principles, and functions. His methods of management in the creative process are very diverse. Evaluating talent and performance greatly helps in analyzing the essence of the problem. It is best for the manager to choose good and foreign management methods. This is the essence of socio-cultural environment management.

CONCLUSİONS AND PROPOSALS

The methodology of teaching the discipline "Management in the field of culture and art" allows all these games to "be in an impossible place," to create an internal "fund," to create tones, movements, gestures, views, situations. What do the participants think about this activity? Did they feel free and comfortable? Through this training, participants have no doubt that they are being trained in communication methods and their activity is significantly increasing. It is impossible to remain outside the system of traditional types and related educational methods, but it does not allow students to acquire a wide range of practical skills, use strategic planning, pose and solve problems, and develop their emotional-volitional and communicative spheres.

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In this regard, interactive teaching methods, which involve interaction between students themselves, teachers, and the socio-natural environment, are more promising.

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