

The main tasks of fine arts in the educational process

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ABSTRACT

The article discusses the purpose of the science of fine arts, its role in the formation and upbringing of the child's worldview. It was noted that this science is inextricably linked with other disciplines, and that it is of great importance in the development of new materials in these disciplines.

Keywords: fine arts, applied arts, architecture, nature, being, worldview, beauty, aesthetic education.

Introduction

The purpose of the subject of fine arts in general secondary schools is to bring up a harmoniously developed person and to form his artistic culture.

The subject of fine arts provides the basic knowledge and skills of art culture that are necessary for everyone. This is because every student, regardless of the field in which he or she will work in the future, will have to rest, relax, and regain energy during off-hours. He achieves this by getting acquainted with, mastering and enjoying works of art of high artistic quality in museums, exhibitions and other places [1: 9]. Also, many students have to draw a certain amount in their future lives.

Drawing is important not only for artists, designers and architects, but also for teachers, engineers, medical workers, builders, agronomists, the military and scientists. In their work, each of them tries to express their ideas and thoughts that cannot be explained in words through pictures, diagrams, diagrams, sketches. However, this does not mean that the fine and applied arts in these schools require a deep and extensive knowledge and skills in architecture [2: 182].

Main part

Schools, as they are called, are intended to provide children with general, elementary knowledge and skills in the fine, applied, and architectural arts, among other subjects. It should also be noted that general secondary schools do not train artists, nor do they engage in working with or developing gifted children. The training of artists and work with gifted children is carried out in school clubs, special schools and academic lyceums, colleges and universities.

Therefore, it is not appropriate to try to give assignments in general secondary schools that are overly stressful and stressful. It will be necessary to use teaching methods in schools in accordance with the basic knowledge and skills provided in the fine

arts. However, there is no denying the use of some aspects of the teaching methods used in the fine arts in higher and secondary special education institutions. It is also pedagogically inappropriate to use them entirely in general secondary schools.

When it comes to the tasks of art classes at school, they can be divided into two parts:

1. The specific tasks of fine arts classes are:

- to teach to see, comprehend, understand and appreciate the beauties of being and art;
- development of aesthetic and artistic taste; expanding the scope of children's artistic thought;
- development of artistic creativity and imagination; introduction to the theoretical foundations of fine arts (light, color, perspective, composition);
- development of skills in painting, sculpture, artistic construction;
- development of observation, visual memory, imagination, spatial and figurative imagination, abstract and logical thinking;
- to teach students to read works of fine and applied architecture with understanding;
- to arouse interest in art, to teach to appreciate and love it.

2. Additional tasks of fine arts classes are to help them learn about existence and life;

- realization of the ideology of national pride and national independence;
- implementation of moral (patriotism, baynalminal), labor, physical education in children;
- sending children to different professions and trades.

When talking about the goals and objectives of the subject of fine arts, it should be noted that it is connected with almost all subjects taught in school and has a positive impact on the acquisition of materials on them. It is especially important in reading, literature, geography, science, biology, history, mathematics, and labor. Fine arts are even useful for physics, physical education, chemistry, and music lessons. It should be noted that although the fine arts are aimed at the implementation of aesthetic education, they also serve to increase the effectiveness of moral, labor, environmental, physical education classes.

One of the important tasks of the subject of fine arts is to develop in children observation, the ability to see existence, as well as the development of memory. It is known that human beings receive almost 90% of the information they receive from the environment through the eyes, and the remaining 10% through the ears, nose, mouth, etc. through This shows that the development of eyesight and memory is very important in human activities. These qualities are especially important in children's cognition activities, as well as in the basics of nature and art studies [3:17].

In such classes, students observe the structure, shape, color, size, spatial location, and beauty of objects and events, and try to memorize them. The essence of observation is that children gain a broad and deep understanding of things and events. For example, people who are not observant tend to be superficial when observing a flower, that is, to pay attention to the petals, the petals, and the color of the flower. Advanced observations are made at a glance at the size of the flower petals, petals, etc., the proportions, the color of each part, and the location of the leaves and petals. Children's observation and curiosity, in turn, affect their ability to memorize information about things. Therefore, the importance of the subject of fine arts

in the development of memory, especially visual memory, becomes clear.

In the context of education, any subject must be based on the incomparably rich, cultural and spiritual heritage of the Uzbek people [4: 174].

Therefore, the world-famous works of architecture, applied and fine arts of the Uzbek people need to be taught in schools more widely and in depth than other materials. At the same time, it is advisable to differentiate the content of education in schools by region and city. Because the development of applied arts and architecture in the regions, cities and even villages of Uzbekistan is unique. This can be seen in the art of Bukhara, Samarkand, Kattakurgan, Rishtan, Shahrisabz, Nurata, Margilan, Gijduvan, Urgut, Khojayli and other cities.

Our national art is our pride, and it is natural that we study it widely. However, there are also universal artistic values recognized by all nations in the world. Without teaching them to students, our people will not be able to find their place in world culture. Otherwise, our students will be stuck in the national shell and will not be able to enjoy the masterpieces of the world [5:24]. It should be noted that in addition to providing relevant knowledge about our centuries-old national-artistic culture (fine arts, decorative-applied arts, architecture), we must not forget the skills that students are taught in fine and applied arts.

At school, the fine arts are the main subject of aesthetic education, which is carried out in the following areas: we must not forget the skills taught:

- To teach students to understand the beauty of nature, art and life;

- to develop students' aesthetic taste, ability to appreciate beauty, to distinguish real beauty from ugly events and things;
- to develop the ability to express themselves in the visual and creative activities of the individual, to support their actions and to add beauty to life;
- Expanding children's artistic thinking, and others. [6:73].

The subject of fine arts plays an important role in the development of such qualities as aesthetic perception, aesthetic pleasure, aesthetic feeling, aesthetic taste, aesthetic reasoning, aesthetic evaluation, aesthetic creativity, which by its nature form the basis of aesthetic education.

In decorative composition classes, students experience the beauty of prints, works of applied art, and try to create such compositions themselves. For this purpose, children are shown examples of folk arts, shawls and colors are analyzed.

By observing and studying the patterns of the Uzbek and fraternal peoples, students will understand the beauty of their shapes and colors, the harmonious unity of the colors of the shapes [7:39]. For thousands of years, children have been fascinated by the masterpieces of folk art, which have been perfected and beautified in every way, and they have a desire to create expressive works of applied art like experienced masters. In the process of observing and analyzing flowers, animals, and birds in their natural state, the teacher notes the subtlety of their structure, color, size, and movement. Students are excited about the brightness and luster of things in nature, their elegance and purity, the return or exchange of their parts, and their symmetrical arrangement. The variety of colors and shapes of flowers in nature, butterflies and dragonflies, the light flight of birds, the beauty of spring and autumn landscapes, the

beauty of willows, the twinkling of lawns in the sun, the evening flicker of house windows. The growth of such aesthetic feelings in children leads to the formation of skills in the aesthetic assessment of the properties of objects and events. The use of figurative expressions in children's activities, such as "handsome," "joyful," and "holiday-like," indicates that they are developing the skills of aesthetic perception of beings and events.

Particular attention is paid to the perception of color gamut in nature by children in the development of aesthetic perception of students. Children are taught not only to know the names of colors, but also to see them, to look for beautiful color combinations around them.

Conclusion

The teacher shows the children the branches and leaves of the trees and notes that the young leaves are light green and delicate. The fact that the leaves are clean after the spring rains, that they look like they have been washed away, and that the rainy grains in them shine like silver, emphasizes that. In autumn, the yellow and red colors of the leaves of the tree turn golden, and the rustling of the fallen leaves "speaks" figuratively. In their paintings, children depict houses, trees, birds, animals, people, and vehicles. In doing so, they encounter the colors of the dimensions, proportions, textures, and shapes of the unspoken characters, and try to place them compositionally correctly in the picture. This encourages us to think about proportionality, perfection, purposefulness in their structure. Children think about the shapes and colors of things and animals, how they look beautiful, and what their strengths and weaknesses are. As students think about objects and phenomena in nature, the teacher focuses on the beauty and perfection of the event, the events that fit their understanding. Through her experiences of beauty, she tries to

teach children to appreciate the events and happenings around them, to evoke feelings of humanity, love for the motherland, love for work. In art classes, the teacher tries to reveal and refine the subtlety of many works on the nature of our country, the selfless work of our people, the heroic struggle of our great ancestors for independence.

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