



## MODERN REQUIREMENTS FOR ORGANIZATION AND CARRYING OUT OF FINE ARTS LESSONS IN SECONDARY SCHOOLS

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### Abstract

The development of technologies all over the world is also affecting the educational process. The process of teaching fine arts is no exception: new information and pedagogical technologies require new approaches to teaching. This article describes the new requirements for teaching visual arts in Uzbekistan and the issues of reflecting modernity in the educational process.

**Keywords:** visual arts, education, competence, modern education, pedagogy.

### Introduction

In the 21st century, the development of information and communication technologies, as in all fields, requires further improvement of the quality of education based on modern requirements in the education system, especially in the teaching of visual arts. For this reason, a lot of work is being done in our country to further develop visual and applied art, to increase the effectiveness of the formation of aesthetic education and creativity skills of students in the educational process. Jumaladan, restoring our national heritage in the fields of fine and applied arts, conveying the rich creative heritage of Kamoliddin Behzod to our people, perpetuating the memory of famous artists and folk masters who made a great contribution to the development of the field, post-secondary education in creative direction In order to organize education, retrain and improve the skills of personnel, and further increase the efficiency of the field of fine and applied art and design in our country, on April 21, 2020, PQ-4688 "Measures to further increase the efficiency of the field of fine and applied art" The Presidential Decision on events" was adopted. In it, a creative selection of miniature and folk art works by "Followers of Kamoliddin Behzod", works of Kamoliddin Behzod and his followers, examples of calligraphy art, an exhibition of modern miniature works, and a practical conference on the creative process. directly related to the educational process in addition to work:

- Pedagogue in the areas of fine and applied art, design, art studies and museology in state higher and professional educational institutions, specialized art and culture schools and boarding schools, children's music and art schools and retraining of specialist personnel and improving their qualifications;





- To ensure the high level of educational process with the wide use of modern forms and methods of teaching, effective pedagogical technologies, electronic information resources aimed at developing the knowledge and skills of talented young professional artists;

- Important tasks such as systematic improvement of training plans and programs of retraining and advanced training courses taking into account the wide introduction of modern pedagogical and information and communication technologies into the educational process [1] were defined.

The process of implementing these tasks, without a doubt, shows the need for a new approach to teaching in order to further improve the quality of teaching fine arts in our country and to increase the efficiency of students' ability to use the knowledge they have acquired in this subject in their daily activities. brings about. For this, taking into account the requirements set by the government through legal and regulatory documents and programs for the subject of fine arts, it is necessary to organize the lesson processes not only with modern pedagogical technologies, but also with the effective use of information, communication and digital technologies.

### **Legal-normative bases of organization of fine arts classes**

Today, fine art is a subject in the general secondary education system of Uzbekistan, according to the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "General secondary and secondary special, vocational education It will be implemented on the basis of the decision of the Ministry of Education and Culture " On Approving State Education Standards" and the Law of the Republic of Uzbekistan "On Education" dated September 23, 2020 ORQ-637.

Based on these legal and regulatory documents, it can be observed that new state education standards based on competency approach have been introduced in our country today. Based on it, the main goal of teaching fine art in general secondary education institutions is to develop visual literacy in students, to improve artistic thinking, to acquire knowledge necessary in social life by developing aesthetic and emotional sensitivity, it is to teach them to use in their daily life and the competences that should be formed in the students in the subject were defined. [2]

In particular, the subject of visual arts in general secondary schools includes the following four stages (Table 1):



**Table 1:** Classification of the levels that students should master in the subject of fine arts:

<b>Educational stage</b>	<b>Graduates</b>	<b>Standard level</b>	<b>Level designation</b>
General secondary education	General medium education of schools graduates of primary 4th grade	<b>A1</b>	Descriptive art study science of learning initial level
	General medium education of schools descriptive art science deep to be studied classes and specialized 4th grade graduates of schools	<b>A1+</b>	Descriptive art study science of learning reinforced initial level
	General medium education 7th grade graduates of their schools	<b>A2</b>	Descriptive art study science of learning support level
	General medium education of schools descriptive art science deep to be studied classes and specialized 7th grade graduates of schools	<b>A2 +</b>	Descriptive art study science of learning reinforced support level

**General medium education in institutions descriptive art study science of teaching main tasks:**

- Descriptive and practical art works, artistic crafts, architecture and design to art about historical samples and modern art his works analysis to do and practical in the activity to apply to teach;
- Of nature characteristic aspects according to to get, analysis to do and image or the statue work stages in sequence right do it to get to teach;
- Technique and of technologies improving to go based on sciences integration account received without right and conscious occupation to choose redirection;
- Support and to science about competencies formation and from development consists of.

This is it from tasks come out, descriptive art study science according to common medium education institutions each \_ stage to graduates relatively while the following qualification requirements is put (Table 2):





Table 2: Classification of competencies that are formed in students in stages.

<b>Ability to observe, analyze and express characteristic aspects of nature</b>	
<b>A1</b>	<ul style="list-style-type: none"> <li>- can observe the shape, size, structure of nature;</li> <li>- can create simple images and sculptures based on the characteristics of nature;</li> <li>- can observe the characteristic aspects of nature, can describe them in practical work;</li> <li>- knows and can differentiate types and genres of fine art;</li> <li>- can apply the rules of perspective in practical work.</li> </ul>
<b>A1+</b>	<ul style="list-style-type: none"> <li>-can analyze the shape, size, structure of nature;</li> <li>- can work on pictures and sculptures based on the characteristic aspects of nature;</li> <li>-can observe and analyze characteristic aspects of nature;</li> <li>-can describe in practical work.</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>- can artistically perceive and express the characteristic aspects of nature;</li> <li>- can apply the basic laws of perspective in the depiction;</li> <li>- the image can work by following the rules of composition when depicting nature;</li> <li>- can distinguish between applied and visual arts, can analyze and make a sketch;</li> <li>-can analyze works of visual art of Uzbekistan and the world;</li> <li>-can describe nature and approach creatively to work.</li> </ul>
<b>A2+</b>	<ul style="list-style-type: none"> <li>- can artistically perceive and express the characteristic aspects of nature;</li> <li>-can use the laws of perspective in the depiction;</li> <li>- can use the laws and rules of composition when describing nature;</li> <li>- Distinguishes, perceives and analyzes works of visual art of Uzbekistan and the world;</li> <li>- can perform practical work based on the types and genres of fine art.</li> </ul>

<b>Competence to correctly follow the sequence of steps of an image or sculpture</b>	
<b>A1</b>	<ul style="list-style-type: none"> <li>- work the place right can organize ; _</li> <li>- image paper to the surface right place takes _</li> <li>- image at work main and derivative colors right apply takes _</li> <li>- simple of nature form structure , color , size proportions , spatial - position observes , analysis does , practical at work describe takes _</li> </ul>
<b>A1+</b>	<ul style="list-style-type: none"> <li>- paper , pencil and of paints to each other suitability right choose takes _</li> <li>- various appearances and in cases draw a line __ takes _</li> <li>- simple of nature shape , size , structure , performance to himself special important sides according to takes and describe ability take over takes _</li> </ul>
<b>A2</b>	<ul style="list-style-type: none"> <li>- Uzbekistan and the world descriptive art his works knows , analysis do it takes and from him be affected takes _</li> <li>- descriptive of art genres , flow and directions differentiate takes _</li> <li>- image work stages action do it takes _</li> <li>- of nature main part and small of pieces mutually proportionality differentiate takes</li> <li>- in the description used helper lines right apply takes _</li> <li>- image shadow- light parts in operation divides , work in the process apply takes _</li> <li>- image work in the process main and derivative colors right apply takes _</li> <li>- plasticine or mud with work stages do it takes _</li> </ul>
<b>A2+</b>	<ul style="list-style-type: none"> <li>- Uzbekistan and the world descriptive art his works artistic analysis does and work feature content express takes _</li> <li>- descriptive art of his works expressiveness tools knows and them in practice apply takes _</li> <li>- practical in art color science to the rules action do it takes _</li> <li>- special material and the work of weapons use takes _</li> </ul>



In general secondary schools, the formation of the above-mentioned qualifications and skills in students based on the goals and tasks of the subject of visual arts and based on the state standards of education is carried out in the following context.

1. Perception of existence (in grades 1-4).
2. Artistic construction (in grades 1-4).
3. Fundamentals of art studies (in grades 5-7).
4. Painting/drawing according to nature (in grades 1-7).
5. Composition activity (in grades 1-7).

Based on the age characteristics of the students, the works carried out in these areas are formed based on the principle of the skills related to the subjects from simple to complex. Repetition of the content of the lessons in the cross-section of classes requires the creators of science textbooks to regularly and consistently describe the material, to plan the topics in depth, taking into account the age characteristics of the students of each class.

**Modern requirements for the organization of fine art classes.** The president of Uzbekistan Shavkat Mirziyoyev initiatives once again drew attention to the issues of introducing modernized and qualitatively organized education, the increasing attention and demand for people with a wide range of thinking, deep knowledge, mature in their field and able to respond to the demands of the times. For this reason, the formation of a person who is knowledgeable, enterprising, active in society and can conquer the world with his work is becoming a requirement today. From the point of view of the current era, it is important for teachers to organize training sessions taking into account the following criteria in the formation of a person who can meet such requirements and embody the above-mentioned characteristics:

- Application of modern and advanced educational technologies in lessons;
- Establish effective use of digital technologies in the organization of educational activities;
- Adapting the highly effective results of international experiments to the education system of our country and putting them into practice.

The teaching of fine arts has also acquired its own importance in the general secondary education system and has wide opportunities to positively solve the issue of raising a spiritually healthy generation and to form professional skills of young people. By studying art and the world of artists, the social significance and characteristics of art, and its pictorial means of expression in fine arts classes, students learn about the beauty of the environment, visual, applied art, and architecture. learning to see, appreciate and protect is done.







Therefore, first of all, the modern education system requires the teacher of the subject of "Fine Art" to rely on the important principle of the content of this subject - "from life-through-art-to-life" [3], i.e. requires the organization of classes in accordance with their professional interests, based on the personal life experiences of students. Nowadays, when working with children, the teacher should help the students to develop their creative abilities more effectively, and focus on the use of educational methods and methods that ensure the activation of students' mental and practical skills. For this purpose, it is appropriate for the teacher to make wider use of the conditions and opportunities of the educational institution.

Also, effective development of creative ability, enthusiasm, and interest of each student, depending on the personal characteristics and possibilities:

- To give creative tasks with a clear solution;
- It can be done by methods of activating and directing students' creative abilities through practical training.[4]

The fact that the amount of lessons allocated for Fine Arts in general education schools is 1 hour per week puts a double responsibility on the teacher to create sufficient skills in the student. Because the hours allocated to the topic and the time spent on mastering this topic are different from each other. For example, 60-90 minutes are usually allocated for the construction phase of a still-life work in pencil[5]. Here, taking into account that the still life consists of 3-4 items, it will take the student 15-20 minutes to complete 1 item. In general education schools, for the formation of building skills, in the example of the 1st grades, several topics such as "Working a flag picture", "Working a clock picture", "Working a leaf picture" [6] are given for 45 minutes each. separated. In traditional lessons, 5 minutes of the 45 minutes allocated for one subject are the preparation and introduction part of the lesson, 10 minutes are allocated to the explanation of the rules of implementation by the teacher, 15-20 minutes are allocated to practical implementation and 5 minutes are allocated to the final part of the lesson, and the remaining 10 minutes are used to complete the work. it will be possible to understand that mastering will cause difficulty in the student. This requires a creative approach from the teacher to create knowledge and skills about the subject, to help them understand the essence of work, to be able to properly plan and use time effectively, to create the necessary experiences for students.

Fine art is often related to emotional, personal and subjective problems, and it works not only on the basis of concrete and concrete knowledge, but also on the basis of experiential knowledge. Experiences in visual arts are important in the formation of aesthetics in the participants of the process, and the knowledge generated as a result of this aesthetic experience is always organized and creates solid knowledge [7].





At this point, in relation to the teaching of visual arts, rather than the teaching methods that were formed in the 20th century and are currently widely used in the educational system of Uzbekistan, they are currently used in the world experience and have their own positive impact. Mastering and using such methods as "Experiential learning" [8], "Project Method" [9], which gave fruit, is one of the important issues of today.

Secondly, training in the subject of "Fine Art" allows not only to practice the basics of painting, sculpture, graphics based on manual labor, to get acquainted with various types of folk arts and crafts, but also to gain knowledge about modern information technologies. It also includes knowledge of fields such as demanding design and architecture. Here, in the process of improving knowledge and skills about modern design and architecture, digital technologies, in particular information and communication technologies and graphic applications, are of great importance.

Materials in multimedia format created with the help of information and communication technologies have an incomparable potential in the field of education with the ability to clearly present images, create special effects for deeper understanding of information, and provide large-scale visual information. [10]

The literacy of the teacher regarding these digital technologies has a special place in his organization of classes, quick and high-quality delivery of information, and the formation of modern knowledge in students. It is not important for a modern teacher to have an encyclopedic memory (this feature, unfortunately, belongs to a small percentage of people), - today everyone has the opportunity to access all the artistic heritage of the world at any moment thanks to the Internet.[11]

The ability to work with a computer increases the activity of both subjects of the educational process, leads to the individualization of the educational process, the development of the student's personality is encouraged - the independence of his decisions, initiative, requirements for accurate performance of tasks increase, the feedback between the teacher and the student on mastering the subject increases significantly. These are important features for pedagogical activity and should be reflected in the activity of an artist-teacher.

If we pay attention to the pedagogical side of the issue, it should be noted that the introduction of computer technologies helps to implement the main principles of education - the principles of demonstration and convenience. The possibilities of using manuals (electronic or printed) in the educational process, as well as their independent production and preparation of visual material for various pedagogical needs are implemented on the basis of digital technologies. An artist-teacher with skills and knowledge in the field of computer technologies can significantly facilitate





and speed up the process of mastering a block of theoretical and practical knowledge in different age groups of students, as well as significantly improve the method of presenting the studied information. [12]

Thirdly, a modern school cannot be imagined without a visual arts room. This room is the center of work on aesthetic education, study of world artistic culture, organization of decorative and aesthetic environment of the school. Therefore, the visual arts room and its equipment are of great importance in the implementation of the tasks set for the subject and the effective organization of lessons. First of all, the fine arts room must meet sanitary and hygienic requirements, be provided with conditions and technical equipment for the educational process.

In particular, the production rooms of the educational institution must be maintained in accordance with the following sanitary rules:

- Determination of room temperature, relative humidity and speed of air movement, excess heat in workplaces, taking into account the season of the year according to the degree of severity of the work being performed;
- Lighting of production, sanitary-household, raw material and finished product storage rooms QMQ 3.01.05-98 "Natural and artificial lighting. Comply with "design standards" and provide sufficient light power to create working conditions;
- Lighting devices in rooms should have a structure that does not allow dust to accumulate, and should be closed so that its fragments do not scatter in case of breakage.

Also, the temperature, relative humidity, speed of air movement, etc. General sanitary and hygienic requirements". [13]

Descriptive art rooms equipment according to many projects there is To him to be placed main requirements the following own into takes:

1. The art room should be larger than a regular classroom or laboratory room. In it, special places should be reserved for conducting group classes on visual arts and performing decoration works, and for storing completed works, papers and paints.
2. A water supply must be available in the classroom or nearby. Because it is impossible to work with colors, composition and modeling without water.
3. Necessary conditions for successful lessons:
  - Availability of special furniture and accessories (full-size tables, portable lamps, corner stands, tables that can be set at any angle, folding easels, visual aids);
  - Availability of technical teaching tools (epidiascope, video projector, video-TV, interactive board, etc.);
  - Demonstration material (natural fund of household items for still lifes, plaster products - geometric bodies, vases, sockets, etc.);







- Reproductions of paintings by artists,
  - Artistic and didactic tables for the main sections of visual literacy (fundamentals of perspective, color science, drawing techniques from nature, etc.);
  - It is desirable to have systematic examples of the best works of students.
4. Decoration of the cabinet of fine arts - it should be done with a set of art stands for mobile exposition. At the stands, first of all, it is necessary to pay attention to the placement of the rules of the initial arrangement, the schematic representation of the tree species, the proportion of the human figure, issues of color science, etc. It should be remembered that unnecessary information does not contribute to the quality of education.
5. Availability of special and methodical literature, video film collections, CDs.
- In general, it can be said that the Fine Arts auditorium should be equipped with teaching aids and equipment for classes such as drawing from nature, conducting art and craft classes, designing and making simple models, and talking about art.

## Conclusion

In the 21st century, the wide spread of digital technologies and their reaching all levels of the population had a very positive impact on social life, including the education system. This, in its place, pushes forward the issues of further development of pedagogical and information technologies of teaching and thereby increasing the effectiveness of teaching. [4]

In particular, the process of teaching visual arts is no exception. Because, as the field of education is gaining great importance today, new teaching methods are emerging, especially these methods are based on the principle of "Teaching" and the principle of "Getting Education" and the main goal is to teach students about science. It is important that they can use their knowledge, skills and abilities in their life activities. Fine arts is an integral and important part of the educational process in school, as it not only provides knowledge, but also forms personal characteristics and includes creative processes. Also, the development of digital technologies is used to convey the concepts of graphic education to students in visual art classes, to familiarize them with the knowledge of the history and theory of visual art, and to form skills related to the field of design, which is most likely to be used in future activities. has been providing many opportunities.

Therefore, the modern teaching process of visual arts allows teachers to enrich their experience with new student-oriented teaching methods, to master working with digital technologies that are widely used in the world, to develop a wide range of skills in the field of design. is setting the tasks of equipping the classrooms at the level of





modern requirements for the effective use of the used applications and the meaningful and high-quality organization of lessons.

At this point, it should be noted that despite the fact that the government of our country has developed a number of decisions and decrees to improve the effectiveness of education, including the teaching of fine arts, some aspects still need attention and reforms.

For example, although a lot of technical equipment is required for the effective teaching of visual arts, some schools are not equipped with such technologies. As a result, there are some obstacles to the introduction of new pedagogical technologies. Most importantly, despite the increasing modern requirements for the art room and its equipment, art classes are held in ordinary classrooms and desks in many secondary schools. Because there is no legal and regulatory document on furnishing and decorating the art room [14]. This means that it is necessary to implement government-level projects based on modern requirements for teaching this subject.

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