



IMPORTANCE OF FINE ARTS IN GENERAL SECONDARY SCHOOLS

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ANNOTATION

This article discusses the role and importance of visual arts in shaping the worldview of students in secondary schools. According to its content, the subject of fine arts taught in general secondary schools is an integrative subject.

Because in its content, it is determined to master educational materials related to decorative arts, artistic crafts, architecture and design, in addition to visual arts. Also, there are certain differences in the content of visual arts education in grades 1-4, 5-7, and the continuous system of visual arts is based on the principle of logical development.

Keywords: visual art science, color science, perspective, composition, practical architecture. color science, practical architecture, grade classification, specialized classification.

The purpose of the subject of visual arts in general secondary schools is focused on the formation of a well-rounded, perfect person and his artistic culture. The subject of visual arts provides elementary knowledge and skills of artistic culture necessary for every person. Because every student, regardless of what field he will work in the future, will need to rest, relax, and restore energy spent during work. He achieves this by getting acquainted with works of art made at a high artistic level in museums, exhibitions and other places, perceiving them and enjoying them. Students will have to do a certain amount of painting in their future life. When we talk about the tasks of visual art classes at school, they can be conditionally divided into two parts.

1. The unique and special tasks of fine art classes are: teaching to see, perceive, understand and appreciate the beauty in existence and art; development of aesthetic and artistic taste; expanding children's range of artistic thought; development of artistic creativity and imagination; to introduce the theoretical foundations of fine art (light, shadow, color science, perspective, composition); formation of elements





and skills related to painting, sculpting, artistic construction; development of observation, visual memory, ability to guess, spatial and pictorial imagination, abstract and logical thinking; teaching to read and understand visual and practical architectural works of art; arousing interest in art, teaching to appreciate and love it.

2. Additional tasks of fine arts classes, they are; help to know existence, life; implementation of the ideology of national pride and national independence; moral (patriotic, international) to children; implementation of work, physical education; sending children to various professions and trades. When talking about the purpose and tasks of the fine arts subject, it should be noted that it is connected with almost all subjects taught at school and has an effective effect on the mastering of materials related to them. It is especially important in reading, literature, geography, natural science, biology, history, mathematics, and labor lessons. Visual arts are even useful for physical education, chemistry, and music classes. It should also be noted that although visual art is aimed at the implementation of aesthetic education, it also serves to increase the effectiveness of moral, labor, environmental, and physical education lessons.

Fine art is considered the main educational subject aimed at the implementation of aesthetic education in the school, and it is carried out in the following directions: Teaching students to perceive the beauty of nature, art and life: Education of students' aesthetic taste, beauty the ability to evaluate, to learn to distinguish real beauty from ugly events and things; Cultivating the skills to show oneself in the visual and creative activity of the person, to support his behavior and to add beauty to life: to expand the scope of children's artistic thinking, etc.

One of the important tasks of the visual arts subject is to develop children's observation, ability to see things, and thus to develop memory. It is known that a person receives more than 90% of the information he receives from his surroundings through his eyes, and the remaining 10% through his ears, nose, mouth, etc. absorbed through members. It can be seen that the development of eyes and memory is very important in people's activities. These qualities are of particular importance in children's perception of existence, as well as in nature depiction and the basics of art studies.

In such lessons, students observe the structure, shape, color, dimensions, spatial arrangement, beauty of movement of things and events and try to keep them in their memories. The essence of observation is that children have a broad and deep understanding of things and events. For example, when observing a flower, people who have not developed observational skills have a superficial approach to it, that is, they pay attention to the flower band, flower, leaves, and color of the flower. People





with developed observational ability can remember the size, proportions, color of each part, arrangement of leaves and petals of flowers at a glance. Children's observability and thoroughness, in turn, affects the retention of information about things in memory. That's why it becomes clear how important the subject of visual art is in developing memory, especially visual memory. One of the most important tasks of fine art classes is teaching to read works of fine, applied and architectural arts. Fine art works reflect a certain content, such as a fairy tale, story, epic, novel. However, it cannot be read like a book. Fine art works have their own language. Only those who know them can read them. In particular, artists reveal the content of the work using expressive means such as lines, colors, dimensions, composition, proportion, rhythm, symmetry, and form.

The subject of visual art is not only important in the aesthetic education of young people, but also occupies an important place in moral education. In particular, visual art classes have a great power in forming the ideology of national independence, in patriotism and international education, in forming the ideas of friendship and mutual assistance. If we look at the visual arts program of the school, we can see that it is overflowing with visual art works that express the great past of our country, the struggle of our compatriots for independence, the refined nature of Uzbekistan, and the ideas of friendship between peoples. we will be For example, the lives and images of our great compatriots who fought for the motherland, Amir Temur, Jalaluddin Manguberdi, Spitamen, Muqanna, the colorful and beautiful landscapes of Uzbekistan, the peaceful harmony of the Uzbek people with representatives of other nationalities living in our Republic. there are visual works of art that depict him working.

In the process of studying them, children will get acquainted with the laws and rules of art, and they will work on pictures in the content mentioned above. In conclusion, it can be said that in the current conditions, when the scale of knowledge necessary for a person is expanding, it is not limited to mastering a certain set of facts. Therefore, it is necessary to teach students to independently expand and enrich their little knowledge, to focus their attention on the most important scientific and political information. This task requires the expansion and development of students' visual art classes in a continuous connection with the educational process.

When thinking about differentiated education, it is extremely important to first have a sufficient idea of its positive and negative aspects. When talking about the positive aspects of graded education, the following should be noted.

In this:

✓ All students in the class master the program materials.





✓ There is an increase in the knowledge, skills, and creative work of all students in the class, and it increases students' interest in science.

✓ The activity of all students in the class will increase. Because every child in the group of low assimilators tries to move to the group of high assimilators. Children in the group of high assimilators try not to fall into the group of low assimilators.

✓ Due to the fact that students are given knowledge according to their abilities and opportunities, there are no cases of them straining to master the learning loads.

✓ The needs of talented students in the class to acquire deep and comprehensive knowledge are also met.

✓ Differentiated education helps to democratize and humanize it. Differentiated education serves the dynamic development of knowledge and skills of all students in the class by teaching students individually and in groups, organizing their independent work correctly and according to the purpose. In this case, the teacher achieves to increase the effectiveness of the lesson by organizing classes taking into account the interests, abilities, and skills of each student.

Since all students in the class have different abilities, interests in science, psychological and aesthetic characteristics, the knowledge provided and the methodology organized on this basis do not have the same effect on all students. As a result, students do not master the learning materials in the same way. From this, it is necessary to think about what kind of pedagogical influence is shown to the children and how the intended goal can be achieved. One of its effective ways is a differentiated approach to education.

In the works of some pedagogical scientists, the essence of differentiated education, its scientific foundations are given in-depth analysis, as well as some advanced primary school teachers have experience in individual work with students who are learning freely. collected.

In the theory of pedagogy, two types of education, classified by pedagogic scientists, are noted:

1. Grading.
2. Specialized classification.

Grading is also divided into two types:

1. Individual education. In this case, work is carried out individually with each student, depending on the abilities and opportunities of the students.
2. Group education. Students are divided into two or more groups depending on their abilities and opportunities. Specialized classification is aimed at in-depth teaching of





one or another subject, orientation to different professions or mastering their basics. These include schools (classes), facultatives, clubs that teach visual arts in depth. In the theory and practice of education, there are the following types of education differentiated from visual arts:

- Segregated schools;
- Differentiated classes;
- Classified groups;
- Individualized education.

These directions can be both degree and specialized. For many years, specialized schools and classes, facultative courses have been operating in the pedagogical practice, along with other subjects.

Most experts, while approving the separation of students into groups of (low, medium, high) mastering children, also note that it can cause negative consequences in the activities of high and low mastering children. In particular, they note that children with high mastery are observed in such traits as arrogance, putting themselves above others or disregarding them, overestimating themselves, and being rude to others. At the same time, children of this category also have a sense of fear. Because they may fall from a higher group to a lower group due to not performing tasks at a high level. Low-achieving students feel discriminated against and uneducated in the stratified groups.

They often feel like short-sighted children among their peers, siblings, and parents. As a result, they become depressed and lose their desire to study. They remain a loner who does not join their classmates and does not interfere with children. Gradually, various reprimands and insults given to students of this category by teachers, parents, and classmates can have a bad effect on their morale. As a result, this situation causes them to become indifferent to everything, to any talk, and to stop developing. When the teacher begins to implement differentiated education, he will have to correctly approach both the positive and negative aspects of it mentioned above.

Taking into account these subtle aspects of the issue, when dividing children into groups, it is appropriate to use the first, second, and third groups instead of the words capable, incapable, mastering, non-mastering, high, and low in the class. It should be noted that, in addition to the fact that the effect of differentiated education is great, there are also complex aspects of it. Its complexity is related to the fact that the teacher conducts training on the basis of programs of three different levels.

For this, each group needs separate textbooks, methodology, didactic and handout materials, and technical tools, without which training cannot be organized at the required level.





This is expressed in the following directions:

1. Having thoroughly mastered the scientific foundations of differentiated fine art education.
2. To be armed with educational-methodical complexes necessary for training.
3. To have a special room and material and technical base necessary for training.
4. The teacher should have complete information about the level of knowledge and skills of students in their subject, etc. One of the difficult and complex aspects of the problem is that the teacher has a complete picture of the students.

It is known that each person is a world of his own, and the skills of knowledge of visual arts are also different. Moreover, the individuality of children is so different that it is extremely difficult to identify them. In order to know children in all aspects, it is necessary for the teacher to conduct pedagogical and psychological diagnosis among children.

This work is directly related to: the general ability of the student, his character, which subjects he is interested in and to what extent he knows them, interest in reading, level of imagination, thinking and creative thinking, activity and fantasy, memory and observation, attention, initiative, independence, was for training at home conditions etc. In diagnosis, it is also useful to know the health and physiological growth of students. Summing up from the above, it should be noted that the teacher should also know the characteristics of the student in his subject related to visual arts. In this regard, it is necessary for the teacher to be aware of the growth in the knowledge and skills of each child during the lesson.

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