



## SCIENTIFIC ANALYSIS OF THE DEVELOPMENT OF STUDENTS' ARTISTIC IMAGINATION THROUGH VISUAL ARTS

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### Abstract

This article analyzes the fact that as a result of the development of culture, as well as the development of cultural and spiritual relations between peoples, the demand for art is increasing day by day.

**Keywords:** fine art, realism, realistic, artist, optics, anatomy, perspective, light shadow, watercolor.

Fine art appeared and developed on the basis of human labor, beliefs, and religious views. In the early stage of the ancient stone age, in the process of creating things necessary for one's needs, preparing clothes, dwellings, the concepts of comfort and expediency developed, and the sense of rhythm and symmetry increased. Spatial thinking, spatiality, spaciousness, concepts and ideas of the world were formed in the customs of saying goodbye to the dead, placing various objects on the graves of the dead during funeral ceremonies. In various shapes and sculptures made of stone, bone, and later on clay, painted on rocks, cave walls, and painted in color, primitive man's labor activity, dreams of thinking about the world, existence, and visions of the other world are embodied (see Primitive art). The crisis of the social collective system and the emergence of the division of labor, the separation of mental labor from physical labor occupy an important place in the development of visual arts. Fine art became a known field of human activity and became a source reflecting the spirit of the time, its political, spiritual and, finally, aesthetic views.

In the countries of the Ancient East, including Ancient Egypt, visual art became a tool for glorifying the concepts and imaginations of people about the world, existence, and pharaohs who rose to the level of gods. In Greece, Fine Art focused on the free citizen of the society and matured the ideas of ancient mythology in the form of plastic materialization, Ancient Roman realism showed a complex human body. "The artist's world is almost a constant life-world, because it is completely finished and purposeful, only partially. The artist's views are typical of constant birth. Depth is a third dimension derived from the other two." says Maurice Merleau-Ponty. Central Asia, which is considered one of the important centers of human civilization, is an integral part of Uzbekistan. Fine art occupies an important place in social life and reflects





subtle changes in the era and human thinking. The paintings of Zarautsoy, the majestic sculptures and paintings of Khorezm, Sughd, and Bactria are proof of this. The visual art of the Middle Ages is colorful in terms of style, its types are wide and diverse, and rare examples of magnificent sculpture were created during this period. Unique works of sculpture were created in India, Indonesia, Indochina. A unique type of miniature was created in the countries of the Middle East, while in the European culture of the Middle Ages, sculpture and painting discovered a specific direction and content on the basis of religious beliefs and worldviews, and icon art flourished. Excellent examples of the synthesis of arts were created in the Romanesque and Gothic architectural monuments.

In the fine arts of the 13th and 16th centuries, the growth of worldly themes and views is determined by the increase of the forms and appearances that exist in the images. In this movement and development, the interest in studying the rules of Fine Art on a scientific basis increased. Important studies on optics, anatomy, perspective, ray theory were carried out. The watercolor technique was perfected, the creators tried to materialize the humanitarian ideas of the Renaissance, relying on the traditions of ancient art.

In the 17th-19th centuries, fine art was colorful in terms of style, and the expansion of the art world began with the development of national and local schools. In this period, especially, monumental art experienced its real flowering period, artists, architects, sculptors, craftsmen created wonderful examples of synthesis of arts. Artists and sculptors have different roles in these achievements. The types and genres of fine art have increased, genres of realistic direction (portrait, landscape, still life, domestic genre) have begun to take the leading place. Restraint, line, color, and texture proportionality typical of the Renaissance era are replaced by vibrant forms and color play, and the increase in decorative features is observed. Since the 17th century, the creation of works that reflect the existence in forms similar to itself, while the trend of classicism prevailed in Fine Art, increased. The establishment of the academic education system ensured the development of professional art schools. A retreat from classical (classical) realistic (academic) art styles and a search for unconventional styles began. This situation was reflected in the formation and development of impressionism, post-impressionism and other styles.

Fine art of the 20th century is complex and contradictory. On the one hand, while maintaining the requirements and styles of classic realistic art, attention is paid to its expressiveness, and there is a desire to fill each created image with deep figurative content, on the other hand, in the non-traditional visual art style, there is a strong





desire to find new means of expression and image, to create a completely new art. is happening.

In fact, the cultural values created by humanity are not only ordinary wealth, but also a mirror that reflects human intelligence and thoughts about life. To teach the history of world art, to understand the laws of its development, to get acquainted with rare monuments, to study the feelings and life experiences of people of the past means to know the formation of ideological and aesthetic views. This undoubtedly helps people to enrich their life experiences and approach life more comprehensively. Fine arts include painting, architecture, graphics, and sculpture. Painting is one of the most important types of fine art, and is used on special canvases and walls. Color plays an important role in revealing the purpose and content expressed in works of fine art. Painting works are divided into monumental, decorative, and miraculous types. Monumental paintings are related to architecture, they are used to decorate the walls and ceilings of houses. Because they are intended for large viewing distances, these are processed rounded, and colors are also taken conditionally. Miraculous works of art have been developed in different countries, including Uzbekistan, since very ancient times, and were written on ancient manuscripts. For example, Alisher Navoi's paintings of "Khamsa" are an example of this. Easel paintings are widely used on special fabrics, cardboard, wood, framed canvas, and the like. Easel painting is done in watercolor, gouache, watercolor, and tempera paints, mounted on a special easel. Graphics is derived from the Latin word "grapho", which means "to write", "to draw". This type of visual art includes charcoal, pastel, sanguina, watercolor, gouache and dream designs in simple and colored pencils, various posters, cartoons and drawings.

Sculpture is one of the fine arts. It is derived from the Latin word "sculpo" and means to work on hard materials by "cutting, cutting, engraving, shaving". Types of visual arts. Portrait is one of the oldest genres of painting, which reveals the external and internal experiences of people through images. The works of fine art created in the genre of portraits give us an interpretation of the period in which the artist lived, the culture and the psyche of the person in the picture. Self-portrait is one of the manifestations of the portrait genre, in which the artist depicts his own appearance. In the works of the landscape genre, existence, appearances in nature are truthfully reflected. In the landscape, not only things and events are expressed, but also the inner experiences of the artist. Some painters are fond of depicting valleys and mountains, while others are skilled at depicting seascapes. In the landscape genre, O. Tansikboyev's "March in Uzbekistan", "Jonajon olka", "My Song", N. Kashina's "Spring in the Mountain", Z. Inogomova's "Barley Harvest", "Tea", R. Temurov's "Spring in Bibikhon", "Ulugbek madrasa" works brought fame to the authors. Still life





is a French word meaning "still life". In this genre, the artist mainly depicts the objects of the environment surrounding a person, items used in life, food products, flowers, fruits, etc. By describing the surrounding things in his work, he is able to show its characteristic features and the period in which the event takes place. R. Akhmedov, L. Salimjonova, G. Abdurahmonov and others are among the well-known creative painters who are creating in the genre of still life. Through historical pictures, we get to know the events, historical figures, and people's culture in the distant past. One of the manifestations of the historical genre is battle (botal) scenes. Botal Genre - "botal" is a French word meaning "battle", "war". It depicts battle scenes. Scenes of battles and military campaigns occupy the main place in this genre. The works of Botalist artists express the image of a warrior, his heroism, bravery, courage and boundless love for his motherland. Leonardo da Vinci, Metodika B. Grekov, G. K. Savisky, A. A. Deineka, V. V. Volkov and others are such artists. The famous artist Metodika Nabiyev's "Spitamen Rebellion", artist R. Rizamammedov's "Mukanna Rebellion", artist T. Sodikov's "Tomaris's Revenge" are vivid examples of this. Animalistic genre is a special kind of fine art. It means "anima" in Latin, "animal kingdom". An animalistic artist approaches the animal world with great interest, love and skill. The animal world was of great importance in the life of primitive people. At that time, they painted pictures of deer, stags, and mammoths on the walls of their caves. In ancient times, in Japan and China, the images of animals were considered the basis for creating decorative patterns and creating monumental compositions. By the 16th century, great artists Leonardo da Vinci and A. Dürer worked on the anatomy of the animal world. The elderly sculptor and graphic artist V.A. Vatagin depicts his four-legged friends truthfully and faithfully in his works. Household genre: works of this genre in visual arts embody people's daily life and various events. The domestic genre reflected in most of the paintings first appeared in the works of Dutch artists who lived and created in the 17th century - Peter de Hoch, Ostade, Sten, Terborch, Vermeer. Realist artists such as P. Fedotov, V. Perov, V. Maksimov, V. Makovsky, K. Savisky, I. Repin made a great contribution to the development of the domestic genre. Uzbek artists R. Akhmedov, Metodika Saidov, Z. Inoghomov, R. Choriyev, G. Abdurakhmanov are also considered mature representatives of this genre.

In order for the leader of the lesson to fully reveal the content in the process of imparting theoretical knowledge to the students, it is advisable to make effective use of photos, literature, films and video films and slides from the works of artists, along with speaking through a live speech.

The development and implementation of the national personnel training program in our country is of great importance in the educational process. Because the training







of national personnel and its improvement in terms of quality is the main factor for raising the education of the young generation to a higher level, along with the training of highly qualified teachers and pedagogues.

It is known that elementary school education is a separate stage, a separate stage in the educational process, and this period is the period of the strongest development of the child's personality. Because this period is the period of growth of children from 5-6 to 10-11 years old, in which the child's personality gathers knowledge, thinking, imagination, skills and abilities for the period of maturity and adolescence. Because, in the same period, the child's personality is the most intense stage of learning to see, observe, perceive, imagine and think. Therefore, it is necessary to ensure that the curricula and programs of pedagogic schools and their departments prepared by primary school teachers are at the level of the demands of our society today.

It is known that the subject "Fine art and its teaching methodology" is considered one of the main and main subjects of the specialty only in the training departments of "Primary class and labor teacher" of pedagogical colleges. Because this educational subject equips teachers and pedagogues with the basics of aesthetics and art, teaches them to see beauty in nature, society and art. Also, this subject gives the skill of drawing, which is especially necessary for the profession of a teacher, which is needed every hour, every minute. Knowing how to draw a picture is so necessary for a teacher, especially a primary school teacher, that it was appropriate to remember the saying - "A dumb person who sees a picture can speak." So, if a primary school teacher knows how to draw, there is an opportunity to use drawing well in teaching other educational subjects.

As can be seen from the above, the subject "Fine Art and its Teaching Methodology" taught at Pedagogical Universities is working with the goal of training a well-rounded elementary school teacher, giving him aesthetics, art and materialistic concepts, and instilling drawing skills. Based on the above rather complex and responsible goal, the course aims to:

1. Future elementary school teachers should be taught about nature-society and to observe and see phenomena, teach them to perceive them on a scientific basis;
2. Students' artistic taste, aesthetic understanding, materialistic worldview, the world of beauty and creative talent, creativity training ability.
3. To know how to draw a picture of things, events, events, to create skills to perform them on the basis of creativity;
4. To give the skills to see, perceive and understand works of art of all types and genres of painting and distinguish them from low-level, fake paintings;





5. Tasks with content such as introducing future teachers-pedagogues to the easiest, short, scientifically based modern style and didactic principles of teaching drawing to teachers

puts To fulfill these goals and objectives, the course includes:

1. To give brief information on the theory of art;
2. To teach drawing, pencil drawing, painting, composition, artistic decoration, working with clay and plasticine, and teaching works of art;
3. Methodical recommendations for teaching drawing to primary school teachers in the most modern, most effective ways include: It is known that there are specific difficulties in the teaching of visual arts in the departments of pedagogical colleges that train elementary and labor teachers. This is primarily due to the fact that the students in this department have absolutely no skills in drawing, and secondly, very little time is devoted to teaching drawing in this department. Therefore, when creating the manual, attention was focused on imparting the knowledge and skills necessary for primary school and labor teachers. Accordingly, drawing in the guide has been made possible, starting from drawing pictures of very simple things, to more practice, and even learning to draw independently using the guide. However, while drawing in the textbook starts with very simple things, its educational materials are not allowed to lag behind the state standard and program. Because the manual provides theoretical and practical concepts-skills on the wide and complex process of painting.

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