



THE CONCEPT OF "VISUAL ACTIVITY", ITS PEDAGOGICAL AND PSYCHOLOGICAL ESSENCE

Nasirdinov Omoniddin Sayfidinovich
Namangan State Pedagogical Institute 1st Year
Master, Fine Art and Applied Decorative Art

Abstract:

This article discusses the concept of fine art, types and genres of fine art, landscape genre in fine art.

Keywords: landscape, art, world art, Uzbek fine art, landscape, sculpture, architecture.

Indeed, "no matter what field we choose, we cannot achieve any change or a prosperous life without educating modern mature personnel. Preparation of such personnel, a healthy gene pool of the nation, begins first of all with the pre-school education system.

It is necessary to start educating the young generation in all aspects at the pre-school age, especially in developing children's creativity, aesthetic taste, good manners and broad worldview, and preparing them for visual activities.

There are many types of art. They are music, cinema, theater, choreography, visual arts and others. Usually, art that reflects existence in pictorial images, shapes, spatial width or plane (on paper surface, wall surface, etc.) is called visual art.

The concept of fine art has a wide meaning. Fine art means graphics, painting, sculpture. Architecture and works of decorative and practical art are also part of visual arts. In reality, they do not describe the existing existence. But in these works of art, the goal, thought, and feelings of the creator. dreams will be reflected. So, the artist's worldview reflects the spirit and meaning of the era to a certain extent. From this point of view, architecture and works of applied art are also considered fine arts. All types of visual arts are very close to each other and have a number of similarities. But at the same time, each of them has its own pictorial styles and techniques.

Fine art is an elegant art form that combines painting, sculpture, graphics; it reflects reality in visual images in its easily recognizable spatial forms. Visual art types, depending on their characteristics, create a sense of the objective qualities of real existence - size, color, space, as well as the material form of the object and light atmosphere, movement and changes, in which it is possible to move from the emotional concreteness of the image to illusionism. Fine art does not describe only





what can be seen, but also reflects the temporal development of events, one or another part of it, free storytelling, dynamic movements in its works, and expands the possibilities of ideological assimilation of the world. Fine art illuminates the mental image of a person, his interactions with others, and the psychological and emotional content of the visual state. Sometimes it creates non-existent images that are a product of the artist's imagination. It reflects different eras in human history. Not only the emotional state of the period, but also its ideological essence, political, philosophical, aesthetic and ethical ideas become the content of visual art.

The expressiveness of visual art images allows the artist to express his attitude to a certain life event at a high level; because of this, as an active form of knowing life, it plays an important role in the social life of society, in establishing the public consciousness of a certain system. As one of the forms of knowledge of the world, it forms social consciousness and is of great importance as a form of expression of people's hopes and dreams. In modern conditions, it appears as a part of ideological struggles.

Fine art appeared and developed on the basis of human labor, beliefs, and religious views.

Fine art has become a well-known field of human activity and a source reflecting the spirit of the time, its political, spiritual and, finally, aesthetic views.

The visual art of the republic is in sync with the processes taking place in the world community, and is characterized by the fact that every artist strives to express his views and experiences in new styles and forms.

Painting, making things from clay, and appliqué are types of visual activity, the main task of which is to represent the surroundings in a visual way. For example, a writer's poem and an artist's work. Visual activity is of great importance in the comprehensive education of school-aged children. In order to draw or make an object, it is necessary to get acquainted with it in advance or observe it, to know its shape, size, arrangement of parts, and color. In this process, vision, feeling, and hand movements are not involved. In the process of observing and considering objects and events, children divide the object into large and small groups, change its shape and describe its color in different ways. Also, in the process of visual activity, children get acquainted with the specific features of working with various materials (paper, chalk, paints), and the techniques of working with them, which causes children to grow mentally. In the process of visual activity, it allows the development of thinking operations (analysis, synthesis, comparison and generalization) in children, which, in turn, leads to the rational growth of children. Children's speech develops in this process.





In the process of visual activity, the qualities of will are brought up in children, such as completing the work they started, setting a goal and striving to achieve it, overcoming difficulties, helping their friends. In the process of creating teamwork, qualities such as helping each other and working together are brought up to children. In the process of work evaluation, moral qualities are brought up in children, such as a realistic attitude towards the work of their friends, correct assessment, and being happy with their work and the work of their friends. Visual activity is an activity that encourages children to work tirelessly to achieve their goals. It is necessary to develop and educate children's work skills, not only through duty, but every child. Visual activity is the main means of providing aesthetic education to children. Determining the size, color, shape, and location of each object in space are parts of this aesthetic sense. The development of aesthetic sense in children is related to a deeper perception of color, rhythm, and proportion. When children perceive or feel color, shape, and its variety, they enjoy and enjoy the variety of color combinations. The development of aesthetic sense in children, they learn to make an aesthetic assessment of the object and some of its qualities.

List of used Literature

1. Ғозиев Э.Ғ. "Умумий психологияси". Т. "Ўқитувчи". 2010 й.
2. Qodirova, B. "Analysis of verb terms in Uzbek and Kazakh language schools' manuals." *Journal of Advanced Research in Dynamical and Control Systems* 12.6 (2020): 1125-1129.
3. Kadirova, Zulayxo. "INTERNATIONAL LABOR MIGRATION POROCESSES IN UZBEKISTAN." *Вісник Національної академії керівних кадрів культури і мистецтв* 3 (2018).
4. Kadyrova, B. "The Concept of Historical Consciousness and its Interaction with Social Intelligence." *European Journal of Research and Reflection in Educational Sciences* 8: 189-194.
5. Турғуновна, Қодирова Бузулайҳо, and Айнура Мархабаевна Бекжанова. "Бадий асарлар воситасида бошланғич синф ўқувчиларида тарихий онгни шакллантириш методикаси." *Образование* 8.9 (2022): 10.
6. Turgunovna, Kadirova Buzuloikho. "Gaming technologies to improve the efficiency of the educational process." *Web of Scientist: International Scientific Research Journal* 3.02 (2022): 837-839.
7. Турғуновна, Қодирова Бузулайҳо, and Айнура Мархабаевна Бекжанова. "Бадий асарлар воситасида бошланғич синф ўқувчиларида тарихий онгни шакллантириш методикаси." *Образование* 8.9 (2022): 10.





- 8.Кодирова, Бузулайхо Тургуновна. "ФОРМИРОВАНИЕ ВОСПРИЯТИЯ ПРОИЗВЕДЕНИЙ ИСКУССТВА В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ." EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. 2020.
- 9.Kadirova, B. "PSYCHOLOGICAL-PEDAGOGICAL AND METHODOLOGICAL FEATURES OF THE FORMATION OF HISTORICAL CONSCIOUSNESS IN PRIMARY SCHOOL STUDENTS." harmony 3: 12.
- 10.Кодирова, Бузулайхо Тургуновна. "Специфика работы над художественно-историческим произведением в начальной школе." Вопросы науки и образования 7 (19) (2018): 213-215.
- 11.Кодирова, Бузулайхо Тургуновна. "Методологические основы формирования текстовой деятельности у учащихся в процессе постижения художественного произведения." Научные исследования 6 (26) (2018): 78-80.

