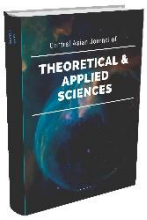


CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 02 Issue: 02 | February 2021 **ISSN:** 2660-5317

Secondary Schools Didactic Principles Of Teaching Fine Arts

Ostonova Gulshod Razzovna
Lecturer of
Fine arts and engineering graphics department
Bukhara State University

Received 25th January 2021, Accepted 12th February 2021, Online 28th February 2021

Abstract- *– Fine art is the world of beauty! How do you learn to understand it? To do this, you need to master the language of fine art, to understand its types and genres. First, both are powerful ways to harmonize the world. Art plays a huge role in the development of personality, since its works significantly affect the moral world, lifestyle, human behavior.*

Key word: *fine art, development of personality, moral world, lifestyle, human behavior, artistic perception.*

INTRODUCTION

A person with artistic perception perceives the world around him in all the variety of its manifestations, holistically and accurately, establishes the basic essential relationships underlying the problems requiring resolution.

It is no coincidence that the efforts of researchers of artistic creation and perception of works of art are focused on the problem of the development of artistic perception.

The development of the creative qualities of cognitive processes is of particular relevance among students of secondary school age. This is due to the fact that in children, in the transition period of adolescence, in connection with the general restructuring of visual activity, due to a change in the target attitude and attitude to their work in the field of fine arts, the beginnings of aesthetic development of the environment, cognition are laid at a qualitatively new level world, perception of art. The nature of all subsequent human activities in the field of fine arts largely depends on how this transition is carried out.

II.Literature review

We can say that it was at this time that a person's further abilities to communicate with the complex and rich world of the figurative, many contextual language of the visual arts were determined.

The principle of educational training in the visual arts.

Principles of scientific character, consistency and consistency in teaching fine arts (laws of composition, theory of perspective, theory of color of conduct in fine arts lessons). The principles of

activity and consciousness in teaching the visual arts (the role of logical and emotional factors in the creative process of children). Principles of accessibility and strength in teaching the visual arts.

III.Analysis

The principle of visibility in teaching the visual arts.

Methodology - a set of training and education methods. Teaching techniques - moments from the cat, the teaching method is taking shape. The training system is formed from a set of techniques and teaching methods united by a common direction. Correctly organized, methodologically competent use of didactic principles and teaching methods in art lessons, art promotes higher, the effectiveness of teaching and educating process: Increases activity, interest, Development of love for art, Develops perception, attention, imagination, thinking, memory, speech, etc. Having mastered knowledge, developing into skills and abilities. Forms the ability to apply knowledge in practice. Important didactic principles in connection with the teaching methodology basics of arts at school:

1-scientific principle: the connection between science and the subject

2-principle of visibility: supported by visual perception.

3 - the principle of the consciousness and activity of students

4-principle of connection between theory and practice

5-principle of strength of assimilation of knowledge

6-principle of consistency and consistency

7-principle of educational teaching

Forms a moral, legal, aesthetic, physical personality. culture and life, communication. Brings up the development of intelligence and, the individual. Cognitive abilities taking into account the interests of the learners.

System principle and follow learning: continuity and connection of new material with the past, expansion and deepening of knowledge. New account the material recalls what was previously perceived, clarifies and supplements it, requires strict rules not to pass to new educational material until the previous one is mastered and consolidated

Learning Principles are a necessary tool in teaching. Thanks to these principles, there is a process of combining theoretical concepts with pedagogical practice. The principles of teaching in pedagogy are, first of all, recommendatory, but optional. This is because the teacher's activity, during the learning process, can be refracted through various forms and techniques. Learning principles - guidelines underlying learning and defining its content, methods and forms of organization. Principles are the basic starting points of any theory, science in general, these are the basic requirements for something. Pedagogical principles are the main ideas, following which helps to achieve the set pedagogical goals in the best way.

“In my students, I always develop independence in observation, in speech, in practice and in application,” wrote Comenius.

There are numerous attempts to develop a system of didactic principles in the works of researchers of modern times. The analysis allows us to single out the following principles as fundamental, generally recognized:

• consciousness and activity;

- clarity;
- systematic and consistent;
- strength;
- scientific character;
- availability;
- links between theory and practice.

These principles constitute a system of didactic principles.

The principle of consciousness and activity. It is based on the laws established by science: the true essence of human education consists of deeply and independently meaningful knowledge acquired through intense exertion of one's own mental activity; the conscious assimilation of knowledge depends on a number of conditions and factors: the motives of teaching, the level and nature of the cognitive activity of students, the organization of the educational process, the management of the cognitive activity of students, the methods and means of teaching used by the teacher, etc .; the student's own cognitive activity is an important factor in learning and has a decisive influence on the pace, depth and strength of the assimilation of educational material.

The principle of visibility. It is one of the most famous and intuitive teaching principles that has been used since ancient times. It is based on strictly fixed scientific regularities: human senses have different sensitivity to external stimuli; in the overwhelming majority of people, the organs of vision are the most sensitive; the throughput of communication channels from receptors to the central nervous system is different. This means that the organs of vision "pass" into the brain almost 5 times more information than the organs of hearing, and almost 13 times more than the tactile organs; information entering the brain through the organs of vision (via the optical channel) does not require significant re-coding, it is imprinted in the memory of a person easily, quickly and firmly.

The principle of systematicity and consistency. The principle is based on the following scientific propositions: a person only has real and effective knowledge when a clear picture of the external world is reflected in his brain, representing a system of interrelated concepts; a universal means and the main way of forming a system of scientific knowledge is a certain way of organized education; the system of scientific knowledge is created in the sequence that is determined by the internal logic of the educational material and the cognitive capabilities of students; the learning process consists of individual steps and proceeds the more successfully, brings the greater the results, the fewer breaks, sequence violations, uncontrollable moments; if you do not systematically exercise skills, they are lost; if you do not teach students to think logically, then they will constantly experience difficulties in their mental activity; if the systems and sequences in teaching are not observed, then the process of student development slows down.

The principle of strength. It fixes empirical and theoretical patterns: assimilation of the content of education and the development of cognitive forces of students are two interrelated aspects of the learning process; the strength of the assimilation of educational material by students depends not only on objective factors: the content and structure of this material, but also on the subjective attitude of students to the educational material, teaching, teacher; the strength of the assimilation of knowledge by students is determined by the organization of training, the use of various types and methods of training, depends on

the time of training; the memory of students is selective: the more important and interesting for them this or that educational material, the more firmly this material is fixed and longer preserved.

Accessibility principle. The availability of education is determined by the age characteristics of schoolchildren and depends on their individual characteristics, on the organization of the educational process, the methods used by the teacher and is associated with the conditions of the learning process; the availability of training is determined by its background; the higher the level of mental development of schoolchildren and the greater their stock of ideas and concepts, the more successfully they can move forward when acquiring new knowledge; a gradual increase in learning difficulties and teaching them to overcome them have a positive effect on the development of students and the formation of their moral qualities; training at the optimal level of difficulty has a positive effect on the pace and effectiveness of training, the quality of knowledge.

Scientific principle. The principle of scientific teaching requires that students at every step of their learning be offered for assimilation genuine knowledge firmly established by science and at the same time using teaching methods that are close in nature to the methods of the studied science. The scientific principle is based on a number of provisions that play the role of natural principles: the world is cognizable, and human knowledge, tested by practice, gives an objectively correct picture of the development of the world; science plays an increasingly important role in human life, therefore school education is aimed at assimilating scientific knowledge, equipping the younger generations with a system of knowledge about objective reality; the scientific nature of teaching is ensured primarily by strict adherence to the principles of its formation and depends on the implementation of the accepted content by teachers.

IV.Discussion

The principle of connection between theory and practice.

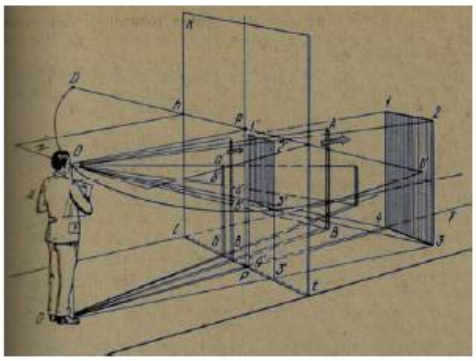
The principle under consideration is based on many philosophical, pedagogical and psychological provisions that play the role of natural principles: the effectiveness and quality of teaching is tested, confirmed and guided by practice, practice is the criterion of truth, the source of cognitive activity and the field of application of learning outcomes; a properly organized upbringing follows from life itself, practice, is inextricably linked with it, prepares the younger generation for active transformative activity; the effectiveness of the connection between teaching and life, theory with practice depends on the content of education, the organization of the educational process, the forms and methods of teaching used, the time allotted for labor and polytechnic training, as well as on the age characteristics of students; the more perfect the system of labor and productive activity of students, in which the connection between theory and practice is realized, the higher the quality of their training; the better the productive work and vocational guidance of schoolchildren are set, the more successful their adaptation to the conditions of modern production is; the higher the level of polytechnics in school lessons, the more effective the knowledge of students; the more the knowledge acquired by students in their key moments with life, are applied in practice, used to transform the surrounding processes and phenomena, the higher the consciousness of learning and interest in it.

The teaching methodology bases its provisions on the data of pedagogical science. However, the science of pedagogy alone, without practice, does not provide an opportunity to master the art of teaching

- it only indicates general provisions. And vice versa, practice alone, without the theory of pedagogy, does not allow the teacher to correctly build the educational process. For successful work at school, a teacher must know well the main provisions of didactics and be able to creatively implement them in practice.

Fine arts not only educate, but also help man to know the world. The learning path should lead students to reliable knowledge, based on scientific evidence. From here the first teaching principle is the scientific principle. Next we will call the principle of visibility. All that is learned children must be supported by visual perception. And this requires us constantly referring to the very things and phenomena as source knowledge. Students are convinced of the truth of knowledge in practice. Principle consciousness and activity of students is also one of the most important didactic principles.

The scientific principle is the selection of the content of education in accordance with the modern level of development of science and technology. In the learning process, students must master the system of reliable, scientifically based knowledge, i.e. knowledge that correctly reflects subjects and real world phenomena.



The principle of the scientific nature of teaching drawing is of great importance not only for mastering the method of realistic art, but also as a means of developing observation and curiosity. He teaches to be active in getting to know the world around him, in knowing the laws of its development.

The principle of clarity is to apply reasonably and to a reasonable extent a variety of illustrations, demonstrations, laboratory and practical work, visual aids, TCO (technical teaching aids) and modern information technologies; to use visualization not only for illustration, but also as an independent source of knowledge, a method of creating a problem situation.

The principle of accessibility and increasing difficulty is to take into account the level of the actual development of each student and the individual speed of advancement when mastering new knowledge or requirements.

The principle of systematicity and consistency is teaching from an early stage in various ways of a systematic, logical, detailed and concise presentation of your thoughts: retelling, story. The principle of systematicity and consistency is that the new educational material recalls previously perceived clarifies and supplements it.

The principle of consciousness, activity, independence, creativity and initiative of pupils in combination with pedagogical guidance - the collective nature of education and training, combined with the development of the individual characteristics of the personality of each child, in which students join

cooperation and cooperation in solving problems of a theoretical and practical nature, learn to distribute tasks in a group, coordinate individual actions, lead and obey the orders of others.

The principle of strength, awareness and efficiency the results of education, training and development - the formation of a positive attitude towards the studied; application of the knowledge gained in new situations;

The principle of the connection between theory and practice and with life; organization of various creative activities in accordance with the nature of the knowledge obtained, aimed at applying, testing, consolidating, developing skills, skills, habits;

The principle of aestheticization of children's life - aesthetic appearance of pupils and educators; the formation of a culture of relationships among all participants in pedagogical interaction;

The principle of subjectivity is the development in each pupil of the ability to recognize and accept his "I" in relationships with people, the world; create conditions for the development of a personality of its own individuality and the disclosure of spiritual potentialities.

The principle of nurturing education and formation emotional - value attitude to the world. The ratio of training and education is a fundamental problem of pedagogy. Her permission lies with the art teacher. He also has to educate by teaching art.

The didactic principles are related to each other. Any principle can be applied effectively only if all other principles are simultaneously taken into account. So, the scientific principle itself is not in doubt. The higher the level of training, the better, more successful, more effective can be training on accessible material, which is expressed in the principle of accessibility. When the principle of accessibility is considered by itself, it loses its validity.

V.Conclusion

So, all the principles of teaching are inextricably linked:

Thus, the principles of teaching are a historical category, which depends on the goals of teaching and changes along with their change. Didactic principles are interconnected, interchangeable and mutually complementary.

Ignorance of the principles or inept application slows down the success of learning, hinders the assimilation of knowledge, the formation of personality traits of schoolchildren. Finishing the list of teaching principles, we emphasize that each principle is closely related to others and its effectiveness depends on the entire teaching system.

So, teaching fine arts in a general education school requires a certain teaching methodology. No matter how the individual training system is built, no matter what methods are used as the basis for constructing the image, they must meet the basic principles of didactics. In the learning process, the student must acquire knowledge, skills and information about the fine arts in a single, consistent system.

References

1. O.A. Bakiev "Methods of teaching fine arts" Textbook Publishing house of Tyumen State University 2012

2. Sokolnikova NM Fine arts and methods of teaching it in elementary school. - M.: Academy, 2002
3. N. M. Sokolnikova "Methods of teaching fine arts" 2012
4. M.Y.Samakaeva "Didactic principles of teaching methods in the disciplines of the art cycle in a comprehensive school" Textbook Yekaterinburg, 2015
5. Jalolovich Y. N., Shavkatovich A. A. OPTIONS FOR PERFORMING THE DETAIL SPREAD APPLIED IN DRAWING USING AUTOCAD GRAPHICS SOFTWARE //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. CONGRESS. – pp. 3-3.
6. Shavkatovich A. A., Sharifovna X. N. DEVELOPMENT OF DESIGN SKILLS OF HIGH SCHOOL STUDENTS //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – pp. 5-5.
7. Shomurodov ON, Avezov Sh. N. Computer training technologies // Bulletin of Science and Education. - 2020. - No. 21-2 (99).
8. Batirov J. S., Avezov S. N. THE CURRENT IMPORTANCE OF THE PHILOSOPHICAL AND PEDAGOGICAL VIEWS OF MEDIEVAL THINKERS ON ARTOF THE PHILOSOPHICAL AND PEDAGOGICAL VIEWS OF MEDIEVAL THINKERS ON ART //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 4. – pp. 293-296.
9. Shodijon Bakaev, Shukhrat Ramazonov, Jakhongir batirov, Nigora Ibatova, Sherali Avezov. CONTENT OF INNOVATION AND INNOVATIVE ACTIVITY OF THE TEACHER International Journal of psychosocial Rehabilitation, Vol. 24, Special Issue 1, 2020.– pp. 585-590
10. Khakimova G.A.Psychology and symbolism of color // Young scientist. - 2018. - No. 9. - pp. 107-109.
11. Muzafarovna A. N., Jurayevich J. Q. The role of islam in folk decorative art of Bukhara //Asian Journal of Multidimensional Research (AJMR). – 2020. – T. 9. – №. 5. – pp. 347-350.
12. Istamovna I. N., Rakhimovich R. S. THE USE OF INNOVATIVE TECHNOLOGIES IN DEVELOPING THE CREATIVE POTENTIAL OF THE STUDENTS IN THE FINE ARTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 12.
13. Mamurova D. I., Ibatova N. I., Badieva D. M. THE IMPORTANCE OF USING THE KEYS-STADI INNOVATIVE EDUCATIONAL TECHNOLOGY METHOD IN TRAINING THE IMAGE MODULE OF GEOMETRIC SHAPES //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 1. – pp. 335-338.
14. Razzoqovna O. G. THE PROBLEM OF DEVELOPING STUDENTS'PERCEPTIONS OF VISUAL ARTS IN UZBEKISTAN //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 12.
15. Ostonova G.R. PSYCHOLOGICAL AND PEDAGOGICAL THEORETICAL BASES OF PERCEPTION AND IMAGINATION OF FINE ARTS BY STUDENTS // EUROPEAN RESEARCH: INNOVATION IN SCIENCE, EDUCATION AND TECHNOLOGY. - 2019.- pp. 30-31.

16. Ibadullaeva S. I. PAVEL BENKOV'S LEGACY AT THE BUKHARA MUSEUM OF FINE ARTS //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – p. 3.
17. Musinov A.S. FORMS OF ADDITIONAL EDUCATION OF ADULTS IN HIGHER SCHOOL // NEW INFORMATION TECHNOLOGIES IN SCIENCE. - 2017 .-- pp. 152-154.
18. Kadirova N. A. UZBEK NATIONAL CHILDRENS CLOTHING AND ITS EVOLUTION //Theoretical & Applied Science. – 2020. – №. 6. – pp. 155-157.
19. Azimov S.S. Psychological aspects of the formation of professional skills of future teachers of fine arts // Bulletin of science and education. - 2020. - No. 21-2 (99).
20. Shomurodov O.N., Avezov Sh. N. Computer learning technologies // Bulletin of science and education. - 2020. - No. 21-2 (99).
21. Bakaev Sh. Sh., Avezov Sh. N. DEVELOPMENT OF THE CREATIVE POTENTIAL OF STUDENTS BY THE MEANS OF FOLK ART // European science. - 2020. - No. 4 (53).
22. Badiev M.M. STALACTITES IN THE ARCHITECTURE OF CENTRAL ASIA // Academy. - 2020. - No. 11 (62).
23. Abdullaev S. S., Rafieva N. A. Art of Ancient Russia and Central Asia in spiritual dialogue (historical excursion) // Bulletin of Science and Education. - 2020. - No. 21-2 (99).
24. Rajabovna T. V. THE HISTORY OF THE DEVELOPMENT OF GOLD EMBROIDERY ART OF BUKHARA // International Engineering Journal For Research & Development. - 2020. - T. 5. - No. 7. - p. 5.
25. Mamatov D.K. The role of computer graphics in the development of space imagination of students // Bulletin of Science and Education. - 2020. - No. 21-2 (99).
26. Mamurova D. I., Shukurov A. R. Scientific And Methodological Bases Of Development Of Creative Activity Of Students In Drawing On The Basis Of Computer Animation Models // International Journal of Psychosocial Rehabilitation. - T. 24. - No.
27. Islamovna M.F., Umedullaevna S.S. SHADOW FORMATION IN PERSPECTIVE // International Engineering Journal For Research & Development. - 2020. - T. 5. - No. 4. - pp. 5-5.
28. Mukhiba S. THE ROLE AND IMPORTANCE OF FINE ARTS IN IMPARTING KNOWLEDGE AND SKILLS TO STUDENTS // International Engineering Journal For Research & Development. - 2020. - T. 5.– No. 7.– P. 3.
29. Azimova, M.B. (2018). Sculpture and coroplasty. Young Scientist, (19), 418-421.

