



CONTENTS OF FINE ART CLASSES FOR FOR ELEMENTARY SCHOOL STUDENTS IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

This article investigates major points of the CONTENTS in FINE ART CLASSES FOR FOR ELEMENTARY SCHOOL STUDENTS IN GENERAL SECONDARY SCHOOLS. This paper makes analyses of FINE ART CLASSES FOR FOR ELEMENTARY SCHOOL STUDENTS both the theoretically and methodologically.

Keywords: contents, fina art, classes, elementary school, general, secondary school.

Based on the words of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev: **“We consider it our priority to improve the activities of all links of the education system in accordance with modern requirements”**¹ the idea of creating, paying more attention to radically improving the effectiveness of education and preparing young people for independent living.

The role of art, especially fine arts, is of great importance for the further development of education in our country. Fine art plays an important role in enriching people's imaginations and shaping their aesthetic tastes. In our study of fine arts, of course, general secondary schools also play a key role. In general secondary schools, the content of education is determined based on the goals and objectives of the subject of fine arts and based on state standards of education. The visual arts program identifies the following five types:

1. Perception of being (in grades 1-4). 2. Artistic construction (grades 1-4). 3. Fundamentals of Art History (grades 5-7). 4. Describe according to nature (grades 1-7). 5. Compositional activity (grades 1-7).

Perception of being plays an important role in developing students' aesthetic perception, taste, understanding, imagination and memory in this area.

¹Speech by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev “On the 24th anniversary of the adoption of the Constitution of the Republic of Uzbekistan” 07.12.2016.

Being perception classes are usually held before the performance of thematic compositions, which involve the ability to see the elegance and beauty of nature and the environment, the use of perceptual impressions in practical artistic and creative activities. Also, during the trip to nature, if necessary, some objects and events are sketched with the help of pencils, paints and other artistic materials.

In such classes, children observe plants, animals, birds, and fish in and out of the classroom, and gain insights into nature's various seasons, moods (joyful, sad, thoughtful, etc.). Observing beings and talking about them in elementary school can help students learn more about some of life's events. It also allows you to develop important qualities, such as a certain amount of analysis and generalization, such as the shape, structure, color of things.

In the process of observing nature and being, children are taught to love and care for it. Children are taught that some aspects of nature trips vary with the seasons. It also develops children's spatial imagination and focuses on plan, linear and aerial perspectives. Children are made aware that the observation of a being is directly related to the visual creative activity, and that it is impossible to do quality visual work without knowing the being.

In accordance with the tasks of the concept of being, it is planned to conduct the following exercises: 1. To study the peculiarities of nature in autumn, winter and spring; 2. Observation of flowers, insects, ornamental fish and birds; 3. Observation of natural wonders, spring and autumn works, etc.

As mentioned above, the purpose of such activities is to help children learn about existence, the peculiarities of things and events in it, in particular, their structure, shape, color, dimensions, proportions, spatial conditions, their changes depending on the seasons. is to achieve awareness. If it is not possible to observe the objects to be studied in nature, the teacher achieves his goal by showing children reproductions, slides, and photographs of works of art in the classroom. Elementary art classes also include art construction to increase students' interest and creativity and to introduce them to a variety of materials used in painting. For this fun type of visual activity, the program includes special hours that enrich the content of the lesson.

The basics of art history are an important part of the curriculum. It has its own system of learning tasks as an independent section in grades 5-7 in the program, and it consists of materials of fine, applied, decorative and architectural arts. The purpose of this section is to help students consciously understand and evaluate works of art and their importance in society and in people's lives.

The Department of Fundamentals of Art History promotes the aesthetic development of the student's personality, acquaints him with the beauties of life around him through the great masterpieces of world culture and works of art, forms his artistic taste, teaches him to love art.

In the classes on the basics of art criticism, students are introduced to the classical cultural heritage, its great traditions and the service of art to the people, the various currents and trends in art. Concepts are formed.

Learning materials for the understanding of works of fine and applied arts are linked to students' practical work. Showing children copies of works of art and their analysis arouses students' interest in art and directs them to the field. During the demonstration, the children are introduced to the idea, the main idea and the artistic means used.

As stated in the state educational standards of fine arts, it is intended to provide children with knowledge of the basics of art criticism:

1. Fine art is a kind of art and its place and importance in people's lives. Development of fine arts in the territory of Uzbekistan (samples of fine arts found in Afrasiob, Varakhsha, Toprak Qala, etc.). Types and genres of fine arts (painting, graphics, sculpture) and genres (landscape, life, still life, portrait, historical, batal, animal, legend, marina). Types of painting - bench painting, monumental painting, miniature painting. Painting techniques - frescoes, mosaics, stained glass.

2. Types of sculpture - bench sculpture, decorative sculpture, monumental sculpture; relief (barelef, gorelef); round sculptures.

3. Types of graphics - bench graphics, stamp, poster, book graphics; newspaper and magazine graphics; propaganda and advocacy graphics; label, packaging, etc.

4. Movaraunnahr Miniature School; Eastern miniature schools. European Renaissance Fine Arts; Contemporary Fine Arts of Uzbekistan; The modern advanced fine arts of the world; major trends in world fine arts; the world's largest museums of fine arts; The largest museum of fine arts in Uzbekistan. The life and work of the world's greatest artists (Kamoliddin Behzod, Ural Tansiqbaev, Chingiz Akhmarov, etc.).

Depending on the nature of the painting, it is possible to know the structure, shape, color, size of objects, their characteristic features. In this way, the most important visual skills such as observation, memory, aesthetic taste, figurative thinking are formed and developed in children. They can draw vertical, horizontal, curved, curved, wavy lines, paint the corresponding surface in the same way with paints, go from light to dark and vice versa from dark to light, students to master the skills of dividing curves and curves into equal parts. They will learn how to choose the right paper format based on the content of the drawing and how to place the picture compositionally on the paper. They also learn to work with pictures in stages.

Depending on the nature of the painting, students learn how to work with brushes, crayons, watercolors, gouache, where possible, with materials such as charcoal, sauce, pastels, sangina. They also work.

Practical work improves the structure of the human, animal and bird bodies, the proportions of their parts, the ability to accurately reflect the shape. In addition to theoretical information on light, color, perspective, composition, practical work on individual and still life work is carried out.

In the process of depiction, the analysis of nature, the comparison of their parts, the generalization, etc., are the focus of the artist. Particular attention is paid to the fluency of the lines, the elegance and proportion of colors, the ability to visualize the expressed beauty.

The above tasks are performed in the form of drafts and sketches that can be done in 1-2 hours and in a short time (5-10 minutes). This work is done at the beginning, middle or end of the lesson, depending on the topic or the content of the lesson. The above-mentioned tasks and assignments are accomplished by drawing plant and tree leaves, flowers of different shapes and colors, fruits and vegetables, handicrafts and applied arts in a still life, individually and in groups. Nature-based tasks also include working on a complete or sketch of a bird, animal, or person.

In elementary school, it was very helpful to draw a picture of an insect, such as a flag, a clock, a balloon, a toy car, a dragonfly, a butterfly, a golden beetle, that fit more children's visual abilities. When choosing nature for such activities, the teacher pays attention to their aesthetic appearance, shape and color, which will be of interest to children.

Compositional activity is divided into three parts according to their content. 1. Painting composition. 2. Decorative composition. 3. Sculptural composition.

The compositional activity aims to develop students' artistic ability, to express their thoughts and impressions in a figurative way, and to develop artistic taste.

Painting composition classes involve the performance of scenes and events from the environment in the form of practical work in all its genres (landscape, life, still life, historical, animalistic, mythical, marina). This practical work is carried out in direct connection with the theoretical knowledge of light, color, perspective. In such practical classes, children work on the basis of knowledge and skills acquired through observation of nature (drafting, painting, long-term drawing) from memory, works of fine art. Students work on a number of sketches and sketches to place the elements of the paper on the surface of the paper, to create a coherent composition, to find a composition that matches the content of the topic. When creating a composition, children

pay special attention to the typical features of the images, such as enriching the content of the composition by changing the position of the parts and adding additional details. It takes into account the integrity of the composition, the laws and rules, such as the differentiation of parts, shapes, colors and the connection and contrast between them, the subordination of all the means in the work to the main idea. So, in conclusion, the role of fine arts in our lives is invaluable, and we need to pay more attention to the teaching of fine arts in general secondary schools in order to further develop this wonderful art. We need to increase the level of quality by giving.

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