



METHODOLOGY OF TEACHING FINE ARTS TO PRIMARY CLASS STUDENTS

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Annotation:

In this article, opinions are expressed about the specific features of teaching fine arts in elementary grades and children's creative activities. It is noted about the classes in working with paint and the practical classes that will be held in primary classes

Key words: visual arts, visual arts, painting, persistence, ability, activity.

Introduction

The specific features of teaching visual arts in primary classes, first of all, the content of education in these classes is determined depending on the youth characteristics and psychology, interest, existing knowledge and skills and abilities of small school children. It is known that children's enthusiasm for visual activities, especially drawing, begins very early. It is known from history that it starts at the age of 2-3 years. It is characteristic that children like drawing more than reading and writing. However, the duration of the pictures they draw is very short, they finish any picture in 1-2 minutes, at most 4-5 minutes. Although the pictures drawn by children are not literate, they show the n-th view of a certain age they can describe an event or an object according to their abilities and their characteristic features. They don't like to use paints as they cause certain difficulties to work with them. But things painted with different bright colors arouse great interest in children. If the pictures don't turn out well, they will quickly return from their work. In such conditions, it is not without benefit for the teacher to provide quick help to the children and try to raise their mood. Another characteristic aspect of the visual activities of elementary school students is their efforts to simplify the pictures they draw. They show the front view of some things (house, person, book, watch, portfolio), some from the side (car, animals, birds, fish, flag, etc.), and others from the top (butterfly, leaf, dragonfly, beetle). etc.) describe.

Future teachers are engaged in the elements of pedagogical research from their student years:

- visual aids from visual arts, didactic materials for individual classes, test-questions, analyze the level of artistic preparation of students, students present documents, scientific articles and information at scientific-theoretical and scientific-practical conferences. Later, they engage in scientific research in order to study a topic in depth. The pedagogical research process consists of the following stages. Each of them has specific tasks. In the process of studying the source of literature, the following should be determined:

- the main idea of the author in the work, his position on the problem of development;
- how does his position differ from the traditional one, what innovation did he introduce in the study of the problem;
- what basic questions remained unanswered in the topics of his work;



– what issues need to be resolved in further studies of the problem.

When studying the work experience of teachers, the following should be determined:

- what difficulties the teacher faces;
- causes of difficulties and shortcomings.

In the course of practical classes held in primary classes, children are encouraged to be determined, active, and self-confident, and creativity, independent thinking, and working skills take a leading place. In this place, students are required to perceive the task in a visual way, through images.

The main task of primary school classes is to learn to distinguish different shades and shades of colors and to choose the right colors. In these classes, more gouache and watercolor paints are used, and they can also be mixed. Special hours are not allocated to the perception of art in elementary grades. It is carried out in the classes of painting composition, drawing according to nature. Educational materials related to the perception of works of visual art in primary grades are related to practical work of students.

Showing copies of works of art and talking about them increases children's interest in art and leads them to work in this field. During the presentation of the works, children are introduced to the main idea expressed in it and the artistic and visual tools used. The theoretical knowledge provided in color science aims to provide students with knowledge about colors and their names, hues, and their importance in people's lives. In primary grades, students mainly paint with watercolors and gouache paints. In the process of performing painting and decorative works, it is necessary to work using primary and secondary colors and their shades. Teaching visual arts in primary grades is unique characteristics, first of all, the content of education in these classes is determined depending on the youth characteristics and psychology of children of junior school age, interest, existing knowledge and skills and abilities.

The methodology of teaching fine arts to elementary school students includes teaching methods aimed at students to learn and understand different fields and types of art. This methodology can be based on the following steps:

1. Understanding Basic Concepts: To explain to students the basic concepts of fine art, such as color, interest, shapes, drawing, dots, etc.
2. Hands-on activities: Provide hands-on activities for students to learn visual arts, such as drawing, modeling, or creating works with pencils, paints, or other materials.
3. Illustration in historical context: Studying and analyzing works of art in historical context is important for better understanding.
4. Collective work: Bringing students to the study of visual arts through group work, exchanging ideas and sharing instructions.
5. Use of appropriate educational tools: Using multimedia, internet, database and other educational tools to introduce students to various fields of visual arts.
6. Attention to the individual abilities of students: Studying the fine arts with careful consideration of the individual abilities, vision and understanding of each student.



These methods are just a few examples of advanced methods for teaching students the fine arts. It is necessary to develop and modify that methodology

It is also very important to design lessons taking into account the interests and abilities of students.

The main thing in the technology of teaching fine arts at school is the possibility, conditions, tools, methods and methods for a guaranteed result, and their organization is part of the main task of the didactics of teaching fine arts and its principles. . Because the didactics of teaching visual arts at school ensures that the imparted knowledge and skills are scientifically based for each lesson. The principle of scientificity ensures that every information given to students about nature, objects, subjects, events or analyzed works of art is based on scientific and scientific information.

Due to its unique nature, fine art is a subject that cannot be taught without an exhibition. In visual arts classes at school:

- from the methods of the "oral presentation" method, such as conversation, story, question-and-answer, lecture;

-Demonstrating the "visual teaching" method, working with illustrations and reproductions, painting on the blackboard, and excursions;

"Practical works" method is used such as painting, sculpting, artistic and practical art, working on compositions, analysis of works of art, writing an essay on works of art, report. In conclusion, the main task of the teacher is to be able to use the didactics and methods of teaching this subject at an excellent level in order to achieve its predetermined goal..

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