



THE USE OF INTERFAOL METHODS IN IMPROVING THE QUALITY OF FINE ARTS LESSONS IN EDUCATIONAL EDUCATION

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Abstract

The article gives examples of the methods tested in their experience of using interactive methods to increase the effectiveness of visual art lessons in educational processes, and introduces the components of these methods, organizational processes.

Keywords: Lesson, aesthetic culture, artistic ideas, interface methods, innovation, cluster method, role-playing games, types and genres of fine arts, periods, styles, trends, trends, culture, style, literature, periodical literature and press.

Introduction

As we know, the lesson is the main organizational form of education. The lesson is an educational process formed during a very long historical period, and its content and methods are being developed and refined every year [1]. Something is learned in the lesson, desire, desire, interest, striving towards a certain goal appears. It prepares a person for the future life, that is, a person is formed, educated, develops spiritually.

Today, the use of modern methods of interactive, pedagogical, innovative and information technologies in the educational process is increasing day by day [2]. One of the reasons for this is that, until now, in traditional education, students were taught to acquire only ready-made knowledge, but modern technologies teach them to search for the acquired knowledge, independently study and analyze it, and even draw conclusions themselves.

In this process, the teacher creates conditions for the student's development, formation, learning and upbringing, and at the same time performs the task of management and guidance [3].

Interactive methods are collective thinking, that is, methods of pedagogical influence, which are a component of the educational content. The uniqueness of these methods is that they are implemented only through the joint activity of the pedagogue and students.

Innovative technology is the introduction of innovations and changes in the activities of teachers and students in the pedagogical process, and in its implementation mainly interactive methods are fully used.

Fine art education consists in raising students' aesthetic culture and artistic thinking, as well as nurturing creative activity. Of course, visual art lessons mainly begin with introducing students to the types and genres of visual art, the life and work of artists, and their works [4]. In this process, the teacher mainly explains the terms, names, phrases that are new to the students using visual aids, reproduction samples from the works of artists. Below, we suggest using the topic "Genres of visual



arts" in the cluster method to repeat, consolidate and evaluate the students' independently acquired knowledge.

"Networks" method (Cluster). For example, the word visual art is written in the middle on a blackboard or paper. The text is placed in a circle, then lines are drawn around the circle, and these lines are followed by the question "List the genres of fine art?" the answers to the question are written one by one. Pupils can express different opinions and write them in a circle after determining the correct answers (historical genre, portrait genre, still life genre, battle genre, household genre, landscape genre, animalistic genre). After defining the genres of fine art, we draw 2-3 lines from each genre and proceed to determine what is represented in these genres. For example, the characteristics of the portrait genre can be written around the word portrait genre, that is, in this case - external appearance, inner world, character, certain period, individuality. And then another branch is taken out of the portrait genre, in which answers to the question about portrait painters are written (Leonardo da Vinci, Kamoliddin Behzod, Raphael Santi, Titian, Rembrandt, I. Repin, I. Kramskoy, V. Serov, R. Choriev, R. Ahmedov and others). The following branches are drawn from the circle of each artist, and the name of their works created in this genre is written. For example, tell the works of portraits created by Leonardo da Vinci? Answers: "Mona Lisa", "Madonna Benoit", "Self-portrait", etc.

method that encourages students to expand their thinking and gather a lot of information in a short period of time, while organizing a discussion with each other .

"Letter to Moses". Each student prepares a paper, a pen, and an envelope to write this letter. When writing this letter, students travel to the past in their dreams and can send letters to the art and culture of their country, artist, architect, and sculptor of their desired and desired period [6]. It can reflect their questions, dreams, and thoughts. In this situation, the teacher acts as a letter carrier and delivers the letters to the mosque. In the next sessions, he will bring the answers to the letters. This task imposes more responsibility on the teacher, because it is necessary to work with additional literature when preparing an answer to each letter.

At the same time, the student can be taught to work with additional literature. For this purpose, along with brief information, a list of additional literature is recommended to the reader in order to familiarize the reader with this topic [7].

Through this small activity, the teacher learns about the students' interests, worldviews and future goals, certain aspects of their character, and learns about which subjects and chapters of science the student has more information about. This helps to increase the interesting organization and effectiveness of lessons, and the activity of students [8].

"Artist". Participants interpret themselves as creators (painter, sculptor, architect, designer, etc.) and share about the future works they want to create. In addition, they will have to reveal the positive aspects of the image they want. At the end of the performance, a short question-and-answer session will be held between the artist and the students. For example: 1. How did you feel in this image? 2. What difficulties did you face in revealing this image? 3. What good qualities does your image have? 4. Which creators or people in history, in our time and around us, do you like their good qualities? 5. What can you say about your negative and positive qualities? Through this exercise, reminiscent of a small scene,



the teacher can learn the students' attitudes to positive and negative qualities in people, their future goals, interests, and thus find a way to the student's heart through art.

In fact, the main task and content of pedagogical technology is to achieve the expected result from the set goal in cooperation between the teacher and the student [9]. It depends on the selected technology, that is, every technology used in the teaching process to achieve an effective result from the intended goal is the basis of the teaching process.

At the same time The wall newspaper of the press, which is organized on the subject of visual arts, serves to strengthen students' knowledge about the history and theory of world and national visual arts and to increase their skills and abilities through the column of practical advice [10]. The main task of the wall newspapers organized in this subject is to widely promote visual art among students, to increase the interest of students in this subject, to provide them with more information about the types and genres of visual art, styles, currents, directions, the life and work of famous artists, world and national helps to strengthen knowledge about our art, creative thinking.

Wall newspapers can be organized once or twice a month by the visual arts club. Special issues are published dedicated to science month, various holidays, important dates, birthdays of famous artists. Each issue of this wall newspaper can be organized in the form of a small booklet (magazine) at the same time.

This journal is organized under such names as "World of Fine Arts", "Magic of Paintbrush", "Young Artist", "World of Refinement", "World of Art", and several columns can be found in it. Below we recommend a few columns as examples:

- "Fine art types and genres, periods, styles, currents, directions". This column provides information about the types and genres, periods, styles, currents, directions of visual art.
- The page "Life and work of famous artists" contains interesting information about the life and work of famous artists.
- On the "Analysis of a single work" page, there are works of world and national art (painting, graphics, architecture, stained glass, examples of practical art, etc.).
- "Explanatory dictionary of terms of fine art". This column contains new fine and applied art terms with explanations for students related to the same topics found in the information presented in the previous columns.
- "Practical Tips". In the column, the opinions of fine art masters about fine art, techniques of working on the work, instructions and advice on the effective use of fine art equipment and materials are given.
- "World of Fine Arts" mail. This column is organized to study the questions and comments of the readers who have read the newspaper and the topics that interest them. These questions, suggestions and comments will be taken into account when preparing future issues of the journal.

We believe that the press works offered above will serve to develop students' artistic abilities, aesthetic taste and thinking abilities, and to educate them in the spirit of respect for national and universal values.



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