



USE OF INNOVATIVE METHODS IN VISUAL ART LESSONS IN GENERAL SECONDARY SCHOOLS

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Abstract: *In this scientific article, the basics of organizing fine art classes in general secondary schools, as well as organizing the lesson process based on interactive methods.*

Key words: *principle of consciousness, mirror image, correct painting or cross-hatching, constructive viewing, perspective colorism*

It can be seen from the work experience of the teachers that they have achieved good results by putting the visual aids made on white paper on the tablets and showing them to the students.

One of the factors to further increase the efficiency of the lesson in the teaching of fine art education is the use of technical tools. These, in turn, are of great importance in increasing the level of knowledge of students.

In the science of pedagogy, activity and awareness are the main principles of pedagogy. Conscious activity and independent work always lead to good acquisition of educational material. In addition, consciousness and activity are necessary for the deeper study of the acquired knowledge, arouses interest in work, encourages creative work.

This principle implies the organization of education in such a way that students consciously and actively acquire knowledge and methods of their practical application, creative initiative and a wide world view. Only such education allows to prepare the young generation as a person who actively participates in the construction of a society capable of creative work.

The principle of awareness in teaching ensures that students clearly understand the specific goals of educational work, master the studied phenomenon processes and the connections between them, and be able to apply the acquired knowledge in practical activities.

Consciousness in teaching leads students to take responsibility for their studies, to try to complete their tasks accurately, independently and creatively on time.



The students' activity is reflected in their acquisition of theoretical material and the tasks they perform in the visual arts classrooms and as a result of observing nature. The activity is strongly connected with the development of students' independence in educational and work activities.

In the implementation of the principle of awareness and activity, it begins with revealing to students the purpose and tasks of the subject or its knowledge, and showing its practical importance for professional training.

The effectiveness of education depends very much on the ways in which the teacher consistently and regularly engages children in visual arts classes in their practical work.

Learning material can be mastered only when the processes aimed at knowledge are sufficiently activated and the mental state is active. It is not a mirror image of spiritual reality, but an active expression. The active desire of the spirit appears under the influence of external factors, according to its essence, it is an expression of the internal state of the student, the cognitive powers and personal feelings of the student.[1]

The task of the teacher is to use the student's desire to learn, to form and strengthen his interest in learning.

The task of the teacher is to create conditions for increasing the general activity of primary school teachers in learning, to accustom them to independence and diligence in their creative attitude to visual arts. The teacher should ask the necessary questions to increase the activity of the children. At the same time, it is necessary to teach children to systematically work independently. Homework and class assignments can be different in nature, drawing from nature only with a pencil, or else drawing with watercolor gouache paints using light and shadows, and students paint correctly. Or try to express with a bar, each working independently and intelligently.

The task of the student is to support and monitor the student's thinking and development.

The student should not only verbally explain and show, but also strive to understand and interest students. The combination of these two moments creates a complex process. This requires a lot of experience from the teacher.

The principle of consciousness in education depends, first of all, on activity in the activity of mental thinking. As for thinking, it is to think about the educational materials that are being described or the things, events, and events that surround the environment. In active thinking, that is, comparison should be aimed at activating the activities of analysis and synthesis.



The teacher needs to explain the content of the subject, its importance in life and the rules of drawing in order to activate the students in the lesson. Sometimes, teachers used tools such as asking students questions about the subject of the lesson and filling in the answers given to them in order to activate the students.

Pupils acquire knowledge and creative skills through the work they do independently during class and extracurricular time. The teacher's task is to help students in their independent work, to see their achievements and shortcomings in a timely manner based on the method of encouragement. To show them, to strengthen their confidence in their own strength.

In conversation classes on visual arts, students get to know in detail the lives of representatives of visual arts and their creations in movies.

In this case, objects of nature can be seen constructively, perspective can be shown along with visual aids such as color science.

Use of technical tools in the lesson to improve students' skills in the subject of the lesson and technical tools.

Organization of their own workplaces is of great importance in providing thorough knowledge to students. During the year, the teacher systematically monitors the students and young people's preparation for the lesson.

Activity and independence are important places in teaching activity. This is the law in fine arts education.

Understanding itself consists of awareness, activity, «independence». These are closely related to each other, consciousness requires timely activity from students and young people, according to which many experts believe that activity and independence are important in practical training. In fine arts classes, it is necessary to introduce and explain to students the subject of the lesson and its importance, ways of drawing, and the rules of perspective.

Students, young people must have knowledge skills in independent work, help them in independent work and show their knowledge, achievements and shortcomings in various jobs, make students educated according to their strengths and apply the knowledge they have gained in practice. It is necessary and necessary to invite.[2]

The principle of systematic and sequence of education is proven by the science of pedagogy. It is observed that research in every discipline is based on knowledge, that everything is always moving from simple to complex. Therefore, it is necessary to expand the sequence by connecting the topics of the previous lesson to the topics of the new lesson and design it in depth.[3]



The structure of systematic and sequential principles also requires that new material be supplemented with accuracy.

The systematic principle of education plays a very important role in visual arts. It is basically based on the rule that the topic of the current lesson is connected to the topic of the next lesson. Because the new topic becomes more complicated compared to the topic of the lesson. The teacher should do such a way that in order to make the nature lessons interesting for the students, the things in the nature should be gradually complicated from simple to complex. In fine art education, it is necessary to interest students and young people not by events or events, but by systematic conduct of activities.

Fine art is taught in the following types of lessons:

Pencil drawing;

Painting;

Composition;

Practical art

Sculpture;

Art history;

Build - make.

These disciplines are related to each other and complement each other during training. Pupils expand their knowledge.

Individual approach to students in teaching the basics of fine arts.

The school educates children of different ages who differ from each other in their individual characteristics. Among students, there are those who can easily describe what they see and draw based on memory, and those who find it difficult to copy based on a simple picture. In this regard, we take into account other points, such as the weakness of some of our students' visual abilities, lack of color perception.

Taking into account the mental and physiological characteristics of students does not mean adapting to the possibilities of each student. On the contrary, it means conveying knowledge to every student using different methods and methods.

The method of grouping students according to their abilities and characteristics is purposeful.

Pairing «strong» students with «weak» students also gives good results. It is also important to interact with individual students and exert pedagogical influence on them in order to activate students' visual activity.



The issue of individualization of education is currently of interest to pedagogues and psychologists.

After having the initial information about the children in the class, the teacher divides all the children into the following groups based on their abilities and skills:

Pupils with well-developed visual activity, developed observation, creative imagination, mastered drawing materials or can quickly master them.

Pupils who master the educational materials by independent work after a general explanation.

The tasks recommended for the students in all three groups of students who have slow assimilation of imagination, words and lesson material, and those who need the special help of the teacher, are prepared in advance, and after the teacher's frontal explanation, all the students are adapted to their abilities. Must be busy.

The teacher's conversation is of great importance in increasing student activity. Conversation increases the activity of each student to a certain extent. As a result, they actively participate in the lesson and try to answer every question. Handing out different cards and questions serves as a way to develop students' creative imagination, and the following methods can help them succeed in meaningful drawing.

Card-questions can be approximately as follows:

What kind of content do you want to paint to cover the topic?

What takes the main place in your image?

Did you draw some things correctly? Check it out.

Contrast objects and figures in the foreground with those in the background, etc.

Correctly structured cards-questions increase the solidity of students' knowledge and increase their interest in visual arts.

The role of motivational methods in individual work with students is also important. When checking the students' tasks, the teacher should pay attention to the students of the III group, instead of showing the achievements of the students of the I-II group as an example. Taking into account even a little growth and change in them, it is necessary to encourage them. For example: children, look at the picture Karim drew. Much better than his previous works. If Karim tries, he will be able to reach his comrades soon. Today I give it a «4». If he draws better than that, he will get a «5» like his friends.

These words of the teacher encourage Karim to get a grade of «5». Increases students' activity.



Individual work with students is very important. With the help of this method, it is possible to reach the level of teaching without lags. Fine art teaching rooms should be bright. It is harmful to strain the senses of sight where the light is not normal.

Some of the same students have diseases such as poor hearing and inability to see far away. Usually, it is better for such students to be in the teacher's attention and sit at the front desks.[4]

Color blindness is the most important visual impairment. It is necessary for the teacher to pay special attention to such students when choosing a profession, because those with color blindness cannot become drivers, typists, pilots, or artists.[5]

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