



## **EFFECTIVE METHODS OF TEACHING FINE ARTS AND DRAWING AT SCHOOL**

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### **Abstract:**

Fine art is a complex subject that contains knowledge about composition, proportions, perspective. The task of a modern school is to form the ability to act and be successful in a dynamically developing modern society. Therefore, it is worth considering how to make the learning process more effective. Pedagogical innovation is a deliberate qualitative or quantitative change in pedagogical practice to improve the quality of teaching. It is obvious that it is impossible to solve pedagogical problems with outdated methods.

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New-tech drawing tools are helping to teach a host of art fundamentals, like depth and space, perspective, color value and 3D forms. There are several apps that let students create their own art, as well as manipulate the traditional art they may have already created, for example, with paint or charcoal.

According to the Acer article, "a few clicks of a mouse can create more precise shapes and brushstrokes than a budding digital artist could produce if given a physical palette and brush, and there is no reason why the final result should not be considered real art."

Plus, digital drawing is a familiar place for teachers to start. According to a 2019 survey of over 2,000 art teachers in the U.S., 52 % of art teachers wanted to incorporate digital arts into their curriculum, but they don't know where to start. However, 90% of art teachers said drawing is the area they feel most comfortable teaching. The natural entry point is digital drawing, using a free downloadable app, existing tablet and inexpensive stylus.

Adventurous teachers can even take digital drawing into the virtual reality realm (see [Virtual Reality in the Classroom](#)). Using headsets and motion control hand sensors, VR programs let students draw a complete 360-degree universe around themselves in real time.

The forms and methods of teaching painting are determined by the general specifics of art lessons. Art cannot be perceived only rationally, without empathy. "Any artistic knowledge," according to A. Melik-Pashayev, "is not real without the joy received from it". Therefore, fine art lessons require the creation of a special emotional atmosphere, creative mood of students. One of the tasks of the fine arts lessons is to teach a child to see beauty in the surrounding life, in nature, in works of art. Therefore, teaching the basics of visual literacy should always be carried out in close connection with the surrounding life, with the child's personal experience, his feelings and interests.

Collective creativity (as a factor in the formation of the communicative culture of junior schoolchildren) - can become a form of artistic and creative activity both in the classroom (drawing up collective compositions, panels, etc.) and outside it (decoration of exhibitions, school interior). This form of work will allow students to more objectively assess the results of their work and teach them to be attentive to the creativity of their comrades. Children will feel much more satisfaction from their work if they see their work at an exhibition or in the design of a school interior.

The image of sounds, smells, which often seems impossible for an adult, does not cause difficulties for children. Two options for exercises are appropriate here: creating real compositions (moonlit night or thunderstorm) and abstract (snow creaks or a ball burst). And you can also draw yourself and your thoughts, the rustle of leaves and a sunbeam. In addition, you can invite children to portray emotions (joy, anger, grief, delight) only in color, without drawing a person's face. Thus, in the lesson, the child is assigned the role of not a passive observer, but an active participant and even the creator of the process of color creation. Color creation involves working with a color spot, mixing paints, emotional and figurative revitalization of a color spot. This work actively stimulates the speech activity of children and their imaginative imagination. Color can be felt, studied, it smells, sounds, transforms.



The lesson becomes more effective, since it is based on the following:

- the attractiveness of educational material with the use of pedagogical techniques that increase interest in the topic under study;
- the principle of co-creation between teachers and students to obtain deep knowledge, and the application of the information received;
- conducting a lesson with a multimedia presentation;
- homework and independent work of students;

A new generation of learners are engaging with interest in the field of multimedia technology. Research work, creative activity, motivation, independence, search for material, new discoveries are developing more effectively.

Depending on the typology of the lesson, various presentation films, slide films or test assignments are used. Within the framework of personality-oriented technologies, independent directions are distinguished:

**Humanitarian-personal technologies** are distinguished, first of all, by their humanistic essence, psychotherapeutic focus on supporting the individual, helping her.

**Cooperation technologies** implement democracy, equality, partnership in the subjective relations of a teacher and a child.

**Free parenting technologies** focus on giving the child freedom of choice and independence.

**Esoteric technologies** are based on the doctrine of esoteric ("unconscious", subconscious) knowledge.

Humanization and democratization of pedagogical relations. These are technologies with a professional orientation, a priority of personal relations, an individual approach, loose democratic governance and a bright humanistic orientation of the content. Revitalization and intensification of activities students (game technologies, problem learning, teaching technology based on abstracts of reference signals, communicative learning, etc.).

On the path of movement from the known to the unknown, the principle of the teacher's cross activity is used, on the line of which there are advanced tasks, advanced observations as varieties of advanced tasks set out with elements of advance. All of the above is called anticipation, it contributes to the effective preparation of students for the perception of new material, activates their cognitive activity, increases the motivation of learning, and performs other pedagogical functions.

**On a personal-semantic and emotional-psychological basis**, the personal and semantic organization of the educational process involves the creation of emotional and psychological attitudes through vivid images. The educational process turns out to be personality-oriented.

The technology involves the creation of an emotional and psychological background against which the main content of the lesson unfolds; at a number of points, it intersects with the well-known methods of suggestion, immersion and brainstorming.

**On a dialogue basis** the teacher's question evokes in students not only and not so much an answer, but, in turn, a question. Teacher and students are equal. Subject - subjective relationships are realized in the lesson not only in the field of knowledge, but also in the moral and ethical sphere.

Any assimilation of knowledge is based on the student's assimilation of educational actions, having mastered which, the student could assimilate knowledge on his own, using various sources of information. Teaching to learn, namely to assimilate and properly process information, is the main thesis of the activity-based approach to learning.

One of the new forms of effective teaching technologies is problem-situational learning using case studies. The introduction of educational cases into the practice of Russian education is currently a very urgent task.

In recent years, the situational methodology has become one of the effective methods of teaching the social sciences not only in higher educational institutions and seminars to improve the qualifications of workers in various fields, but also in general educational institutions. The use of a situational technique allows schoolchildren to show and improve their academic work skills, to apply theoretical material in practice, in addition, this method allows them to see the ambiguity of solving problems in real life.

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