



TECHNOLOGIES FOR DEVELOPING ARTISTIC IMAGINATION BY TEACHING HIGH SCHOOL STUDENTS TO WORK ON COMPOSITIONS ON VARIOUS TOPICS

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ABSTRACT

This article focuses on the use of the rules of fine arts in teaching students of fine arts, the development of artistic imagination through the teaching of compositional work on the basis of subject and nature, the use of technology in the presentation of works of art by artists and methodologists.

KEYWORDS: *fine arts, composition elementary education, shape, size, perspective, artistic creation.*

INTRODUCTION

One of the important tasks today is to increase the artistic thinking of students in the country's comprehensive schools, increase their aesthetic and emotional susceptibility, develop visual literacy, harmonious artistic education using various innovative educational technologies.

The item "Development of education and science" of the "Strategy for further development of the Republic of Uzbekistan" sets out the following priorities: "Construction of new children's sports facilities, children's music and art schools, reconstruction of existing ones in order to involve children in mass sports, their involvement in the world of music and art" [36]. This lays the foundation for the development of the student's general and professional abilities, ensuring his active and

successful participation in society, industry and social, political, cultural, educational life.

THE MAIN FINDINGS AND RESULTS

Decree of the President of the Republic of Uzbekistan No. PP-4688 of April 21, 2020 "On measures to further increase the efficiency of the fine and applied arts", PF-5712 of April 29, 2019 "On approval of the Concept of development of public education in the Republic of Uzbekistan until 2030" Decree No. The first initiative of the program "5 important initiatives to raise the morale of young people and meaningful organization of their leisure time" on March 12, 2019 is to increase the interest of young people in music, art, literature, theater and other arts. This dicertation serves to a certain extent in the implementation of the tasks set out in other normative legal acts related to the link "serves to reveal the talent."



It is well known that in children, the attempt at visual activity, especially painting, and the beautiful depiction of various forms, begins very early. The experiments of world scientists show that a child begins to be interested in visual activities from the age of 2-3 years. Although the child still does not have a high level of knowledge of the laws of composition, construction, appearance of volumes and other fine arts, he develops an interest in imagining shapes and depicting some mythical shapes. Characteristically, children prefer drawing to reading and writing. However, the duration of the pictures they draw is very short and the skills of how to start and finish the image are not developed. Although the drawings drawn by the children are not literate, the content can depict any appearance, event or object according to their abilities, their characteristic features. They don't like to use paints enough because working with them causes them certain difficulties. But items painted in different bright colors are of great interest to children. His devotion to his work quickly returns when his pictures don't come out well. In such a situation, it is useful for the teacher to help the children quickly and try to lift their spirits.

There are specific features of the methodology of cognitive training in teaching students to work on the composition based on the topic and the development of artistic imagination in secondary schools, and they are reflected in the following types of activities:

- Peculiarities of the methodology of art and construction lessons in primary school.
- Methods of drawing lessons depending on the nature.
- Working on a sculptural composition depending on the object itself.
- Work on a still life composition made of colored pencils and household items in watercolor.

- Working on sketches of various domestic animals and birds in pencil drawing.
- Creating compositions based on the types of Uzbek national folk arts, etc.

Research in recent years has shown that students' perceptions of being are reflected in the classroom curriculum, which aims to give children an idea of the structure, shape, color, size, and proportions of the objects and events that surround them. This is because children can clearly describe their surroundings only if they have a good idea of the environment, ie the world of animals and birds, insects and fish, people, weather, objects and objects, construction and vehicles. Depending on the content of the cognition exercises, the following ways should be used to study them in practice:

1. A study of the shape, structural properties, and functionality of items through their use in everyday life.
2. Read fiction about the subject and explore it through a teacher-free conversation.
3. Learning through the organization of mutual questions and answers among students.
4. To study by describing the change of nature in different seasons (wind, cloudy weather, rainy day, sunshine, etc.).
5. Learning through pedagogical drawings described by the teacher in master classes on the classroom board, etc.

For teachers, the objects and images on display are primarily related to the topic of the lesson, and it is desirable that they be simple, understandable, and emotional in their structure, shape, color, and size. Most importantly, it is important that such materials make students think, enriching children with new concepts.

The form of the demonstrations, their analysis, plays an important role in verbally conveying information about their images to children. It is expedient to conduct this analysis directly in the form of questions and answers about the structure, shape, color, size of objects, their essence.



Compositional activity classes in elementary school consist of parts such as painting composition, decorative composition, and sculptural composition.

In painting composition classes, children often work on topics such as the seasons, holidays, public performances, the daily work of rural and urban workers, and the lives of birds and animals. In such lessons, the teacher should focus on the idea, the content of the picture, elements of the picture on the surface of the paper in a compositionally correct way. In primary school, there is no need to describe the process or dimension of things described using a light, perspective. While it is not required to follow the rules of perspective, it is important to describe what is near is larger and what is far is smaller. It will also be necessary to reflect the interdependence, the connection between the animals, birds, and people depicted in the painting composition. All the elements in the composition must be depicted in an interrelated way. One of the characteristic features of children's painting composition is the simplicity, simplicity, perception and depiction of the world in their paintings. These features in them should be preserved in children's drawings. The main task of the teacher in this regard is to increase the creative activity of children, to fully express the idea in the picture, to influence the emotional impact of the picture.

Special attention is paid to illustrative painting in decorative composition classes, and it is based on works of art such as fairy tales, stories, parables, poems. The success of such training depends in many ways on its proper organization. To do this, first of all, it is necessary to choose a literary work that is suitable for the age of children, interesting and educational. In addition, it is necessary to fully convey the content of the work to the minds of children, to find the most interesting places in it, to show children illustrations related to or close to the work, to analyze them in terms of ideas, content, composition, color.

In the course of illustration, the teacher should focus on the creative nature of children's drawings, the depiction of the characters in the work in a figurative, unique way, the interaction of them and other visual details. They should also follow the rules of composition and choose colors that match the image and events, not to neglect the planning in the picture. It is important to make children aware of the need to portray images and objects as close as possible, and as far away as possible, and to help them apply them to their own images. Another important feature of illustrative drawing lessons is that they focus on developing fantasy, figurative imagination in children. More attention is paid to the development of these qualities in grades 3-4. Since illustrative painting is mainly concerned with literary works such as fairy tales, stories, and parables, children are allowed to depict the animals in the work in human form. They can be described as wearing clothes, living in houses where people live, talking to each other, and working. This, in turn, excites children, activates their creative work.

CONCLUSION

In conclusion, it should be noted that in addition to the various exercises mentioned above, the illustrative drawing lessons give students the pleasure of depicting shapes in human, animal, bird and other complex structures. For him, the reader is concerned with reading a variety of works of art by writers and poets in addition to visual activities. Images, events, and real-life events in works of art play an important role in developing children's artistic literacy. It is important to use visual aids in the organization of such trainings.

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