



# Analysis of problems and solutions in teaching fine art classes in general education schools.

**M. Giyosiddinova**

QDPI teacher

**M. Mo'sajonova**

QDPI student

## ABSTRACT

The article discusses the problem of teaching visual arts at school and ways to solve it, and gives recommendations. In particular, problems and solutions in teaching visual arts to elementary school students were discussed and recommendations were given.

## Keywords:

Topic, idea, artistic style, composition, cold, hot, colors, monologic, dialogic speech

Today, education of the young generation has become a priority area of state policy in Uzbekistan. Innovative technologies have entered the course of lessons. Modern methods of education based on world experiences ("Cluster", "BBB", "Brainstorming", etc.) are used by teachers in classes.

However, in all types of education, providing students (students) with knowledge, skills and skills in fine arts classes is not up to the level of demand.

Visual art is included in all stages of the education system, including pre-school education and training, primary and secondary classes up to the 7th grade. The purpose of the subject is given in the program on the basis of DTS requirements, or on the basis of qualification requirements. If the student analyzes the literary and artistic works, he should be able to read and analyze the poems in the same way, enjoy them, be influenced by them, and be educated by influencing his mind and worldview. Because the theme, plot, idea, artistic style, images, period of events and other elements are expressed in the work of visual art.

However, our scientific and methodical observations show that teachers of preschool education, elementary school and even the science of literature cannot read the theme, plot, idea, artistry, and gloss of colors in the pictures. This deprives the future students of feelings such as space and time, the image of nature, the animal world, to enjoy it, to observe it, and to be affected by it.

Visual art training begins with the stage of education and upbringing of a child from kindergarten to school. Also, in the "First Step" program, two hours a week are allocated for training.

According to the observations of psychologists, a child of preschool age has a level of information reception of 70% throughout his life from 3 to 6 years old.

Therefore, children are interested in getting to know the surrounding nature, animal world, birds, and birds. The educator should introduce them through the world of pictures, through an excursion to nature. In this process, children's reserve of new words increases, they begin to think independently. For this, it is necessary to

explain the basic concepts of colors and their functions, which are the basis of fine art. They must know the meaning of white, red, yellow, pink, blue and other combined colors. However, even some adults today do not understand the symbols of white and red...

A child in preschool preparation groups should have simple information about color, types of colors, cold and warm colors and how they are depicted in pictures. At the same time, it is advisable to make small stories based on interesting pictures. In this, the child's independent thinking, imagination skills are formed, communicative competences (ability, ability) are developed.

To do this, at this stage, the use of rhythms in teaching children to read examples of visual art, discovering the place and importance of every detail in the picture, will help to shape their aesthetic taste and teach them to be creative. Professor O. Husanboyeva, doctor of pedagogy, explained this in detail in her research. In particular, "Two types of work on pace are used in preschool literary education:

- a) watching pictures based on conversations about them;
- b) encourage students to tell small stories based on the materials of the lessons.

In this type of work, dialogic speech is improved in the student, and monologic-connected speech is improved in the second. "[2.B.264.]

Also, the author gave comments on the methodology of training on "First Day", "Late Autumn Scenery".

A preschool child does not know how to read and write, but his ability and interest in drawing is high. For this reason, the teacher reads fairy tales and stories in classes and talks about pictures.

A primary school student learns to read and write. Therefore, he imagines the natural world independently by studying the species of the animal world. Or he reads and learns literary and artistic works under the guidance of a teacher.

This is carried out in grades 1-4 based on the requirements of DTS in the teaching of fine art classes, following the principles of coherence and continuity, from easy to difficult, from simple to complex.

"In order to carry out a consistent analysis of fine art samples, it is necessary for the teacher to be aware of the ways of painting, to understand brush works well and to be able to explain them to others. Unfortunately, due to the lack of qualified artists-pedagogues in schools, works of art are not analyzed. The analysis is also carried out incorrectly or incompletely". [3.B.257]

For this purpose, higher educational institutions are required to teach the basic concepts in the "Fine Art" classes as a facultative course or Elective subject to the faculties of preschool education, primary school methodology and Uzbek language literature, and the student "reads" fine art. " must have knowledge, qualifications, and skills.

Based on the program, elementary school students will learn how to draw, work on thematic compositions, perceive works of art and sculpture. At the same time, he acquires the skill of drawing things in pencil and paint. In the program, the minimum requirements for the formation of knowledge, skills and abilities are given in six areas of visual literacy: painting (graphics), sculpture, architecture, practical and design. However, fulfilling these requirements is more complicated. Therefore, in schools (with the exception of creative schools, specialized schools), the following will help to solve the problem.

Organization of visual art circles, promoting and attracting students to creative circles in "Barkamol Avlod" centers.

1. Memorizing images such as landscapes and portraits depicted in the work during literature classes.
2. It is necessary to organize excursions to the 4 seasons of our country, spring, summer, autumn, and winter, draw pictures and use retelling tools.

Only then will we prepare young people who are thoughtful, thoughtful, knowledgeable, and familiar with beauty for the society that says "New Uzbekistan begins at the school door."

#### Used literature.

1. B.N.Oripov "Tasviriy san'at o'qitish metodikasi - T. O'qituvchi, 2004 y

2. Q. Husanboyeva va boshqalar. Maktabgacha ta'limda badiiy matn bilan ishlash metodikasi. T. "Innovatsiya – ziyo", 2020 y. 264-b
3. Q. Husanboyeva va boshqalar. Boshlang'ich sinflarda adabiyot o'qitish metodikasi. T. "Innovatsiya – ziyo", 2020 y. 257-b.
4. O'. Q. Tolipov va boshqalar . Pedagogik tehnologiyalarning tatabiqiy asoslari. T. "Fan ", 2006 y