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THE PROBLEM OF DEVELOPMENT OF PERCEPTION AND IMAGINATION OF WORKS OF ART IN SCHOOLCHILDREN BY THE SCIENCE OF FINE ARTS AND ITS STUDY BY FOREIGN SCHOOLS

Ostonova Gulshod Razzokovna

**Bukhara State University, chair presenter
"Fine Arts and Engineering Graphics"**

Annotation:

This article provides information on the scientific views of foreign scholars on the development of aesthetic and spiritual education in students through the science of fine arts and the science of fine arts.

Basic concepts:

Fine arts, aesthetic education, spirituality, reade



Works of art have long been created not only for aesthetic education, but also for educational, pedagogical purposes. Such information is reflected in detail in the pages of art history.

It is known that Leonardo da Vinci, in addition to the fine arts, wrote works on physics, astronomy, architecture, biology, aircraft and other sciences, made a number of inventions. Many famous artists have great minds and have shown themselves to be well-known artists in other areas that are not close to art.

A number of philosophers, pedagogues, psychologists, including G. Gegel, N.A. Berdyav, J.J. Russo, B.G.Ananev, L.S.Vygotsky, A.N.Leontev, S.L.Rubinstein, V.E.Semenov, Dj.Gilford, A.Maslow, K.Rodgers, V.A.Sukhomlinsky and others in their works.

I.L. Levin's research is on the formation of a creative student personality based on the development of artistic interests in classes where fine arts are in-depth, and the author aims to prepare students in these classes for future careers in fine arts at the school level.

In his research, I.L. Levin divided the students of the classes where the fine arts are taught in depth into three groups (graphic, landscape, compositional), each of which gave a unique psychological-pedagogical, creative, individual description.

The value of this research is that the chosen field of children studying in a special class is to increase their interest in fine arts, increase personal motivation, divide children's creative activity into groups (student-student, student-team, student-teacher, educator) and their future careers. aimed at strengthening love, increasing creativity in the field of fine arts, the development of creative intuition. At the same time, using different methods in education, to create creative research activities in students, to introduce innovations in the use of themes, methods, non-traditional approaches, visual aids, non-traditional materials, to create a creative environment, not to evaluate students' creative work with traditional scores. high results were obtained due to their psychological characteristics, style in the fine arts, potential opportunities, consideration of talent, and so on.

The research of I.L. Levin, which can be effectively used by researchers conducting research in the field of fine arts, is, in our opinion, of dual importance.

EP Kabkova conducted research on the development of students' ability to generalize art in fine arts classes. The following aspects of EP Kabkova's case are noteworthy:

First, the role of art, including fine arts, in the formation of the individual, the impossibility of imagining a full-fledged person without culture, the scientific basis of the organic connection of person, art and culture, the role of art in human life;

Second, a brief description of the psychophysical development of the child at the age of 7 to 17 years, based on the sciences of psychology, physiology, and the degree to which art perception, understanding, creative approach, aesthetic enjoyment, etc. are expressed at this age.

Another valuable piece of information in the work of EP Kabkova is a scientific analysis of "aesthetic resonance", the mechanism of resonance and its impact on the person, "aesthetic resonance" contributes to the development of personality, morality, purity of heart, human qualities. that is, the idea that art has a strong pedagogical impact on the individual. This was also analyzed based on the age of the children.

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[В ответ на Гулшод Раззоковна]

After all, the researcher tried to reveal the place of art in the formation of personality, the strengthening of the will and the scientific basis of the enjoyment of beauty.

Indeed, all forms of art, including the fine arts, are a universal factor and means of great educational power, which can have a rapid effect on the individual and give effective results, and which cannot be replaced by anything in the formation of the individual. But its effective use depends in many ways on the educator, the pedagogue, the artist, the creator.

In this regard, the materials of the doctoral dissertation of EB Sporisheva on "Integration of art courses in the humanities in the system of artistic and aesthetic education of students" (2006) are noteworthy.

According to the scientific idea of EB Sporisheva, the integration of the arts (fine arts, arts and crafts, music) and the humanities (literature, history, foreign languages) in the formation of the personality of a modern school student (grades 1-11) enhances the didactic effect. , gives great effect in the learning process.

EB Sporisheva, along with other authors, considers leadership in pedagogy, education-oriented approach to the individual and taking into account individual characteristics. This approach takes into account the innate ability of the individual, to see each child as a gifted person with a unique set of unique characteristics, on this basis, to form a positive self-esteem of the child, a sense of self-confidence.

One of the valuable ideas of E.B. Sporisheva is to conduct aesthetic education in all disciplines, especially in the humanities, beauty in any field, from the history of its origin to the present day, and the importance of the individual in the modern world through school subjects. disclosure. Most importantly, the formation of aesthetic need in students. When a need is formed, the child tries to satisfy it - motives, internal tendencies.

Хуршид, [14.03.21 07:41]

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