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In girls with UMC, a significant increase in the thickness of the endometrium is observed precisely in the second phase of the cycle, which probably indicates follicular atresia. So, in girls with UMK at the age of 12 years, the thickness endometrium in the first phase of the menstrual cycle is 0.8 ± 0.08 cm, in the second 1.2 ± 0.1 cm ($P < 0.05$). Endometrial hyperplasia progresses in older girls. In girls aged 13 years, the thickness of the endometrium is: 0.7 ± 0.09 in the first and 1.5 ± 0.16 cm in the second phase of the menstrual cycle ($P < 0.01$). At age 14, respectively. 0.7 ± 0.05 and 1.6 ± 0.09 cm, at 15 years of age 1.4 ± 0.09 and 1.6 ± 0.12 cm, 16 years of age 1.0 ± 0.15 and 1.8 ± 0.17 cm ($P < 0.05-0.001$).

Thus, the results of ultrasound revealed regular changes characteristic of both healthy and girls with UMC. Active ovarian growth has been observed since 13 years. The size of the ovaries as a whole tends to increase in the second phase of the cycle, which was especially pronounced in healthy girls aged 13, 14 and 15 years. An increase in the total volume of the ovaries and the absence of ovulation at this age indicates an anovulatory type of the menstrual cycle. In contrast, girls aged 16 years have relatively the same sizes in both phases of the menstrual cycle, indicating the presence of an ovulatory cycle. Unlike healthy girls, anovulatory type of the menstrual cycle is observed in girls with UMK in all age groups ($P < 0.05-0.001$).

The highest growth of the uterus is observed from the age of 13, while there is no significant difference in performance depending on the phase of the cycle ($P > 0.05$). Keeping the same pattern, girls with UMC show a slight decrease in the size of the uterus, however, these data were not reliable ($P > 0.05$), except for the age category of 16 years ($P < 0.05$).

CONCLUSION

As noted above, the thickness of the endometrium in healthy girls is characterized by growth in the second phase of the cycle. In girls with UMC, a significant increase in the thickness of the endometrium is even more intensified, which indicates atresia of the follicle and, accordingly, a prolonged estrogenic effect on the growth of the endometrium.

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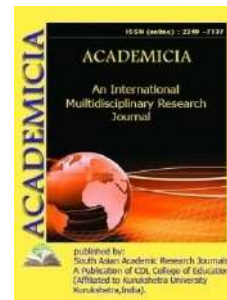
The program has 6 sections. The first section is called "The Museum," and it contains pictures and texts that give us information about the unique and rare manuscripts and artifacts that are kept in the museum. Select this section to get all the information you need [Jumayev., Mirzayev., Makhkamov., 2015:22-27].

The next section is "Visitation". This section presents pictures of nature and text about the shrine.



Figure 3. The "Pilgrimage Place" section window.

The next section contains the translations of Al-Hakim al-Termei's work, translated by Uzbek Islamic scholars.



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SECONDARY SCHOOLS' DIDACTIC PRINCIPLES OF TEACHING FINE ART

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ABSTRACT

This article discusses the methods and principles of teaching fine arts in school. Effectively apply a principle is possible only if at the same time take into account all other principles. So, the principle of Scientifics' in itself is not in doubt. It is based on strictly fixed scientific laws: the human senses have different sensitivity to external stimuli, in the vast majority of people, the visual organs have the greatest sensitivity; the capacity of communication channels from receptors to the central nervous system is different. Thus, the principles of instruction are a historical category that depends on the goals of instruction and changes along with their change. The didactic principles are interconnected interchangeably and mutually complementing each other.

KEYWORDS: *Fine Art, Principle, Methodology, Didactics.*

INTRODUCTION

Fine art is a world of beauty! How to learn to understand it? To do this, you need to master the language of fine art, to understand its types and genres.

Firstly, both spheres are powerful ways to harmonize the world. Art plays a huge role in the development of the individual, since his works significantly affect the moral world, lifestyle, human behavior.

Having an artistic perception, a person perceives the world around him in all the variety of manifestations composing it, holistically and accurately, establishes the main essential relationships that underlie problems that need to be resolved.

It is no accident that the efforts of researchers of artistic creation and perception of works of art are focused on the problem of the development of artistic perception. Of particular relevance is the development of the creative qualities of cognitive processes in secondary school students. This is due to the fact that in children during the transitional period of adolescence, due to the general restructuring of visual activity, due to a change in the purpose and attitude to their work in the field of fine art, the principles of aesthetic development of the environment and cognition are laid at a qualitatively new level peace, perception of art. The nature of all subsequent human activities in the field of fine art largely depends on how this transition takes place. We can say that it was at this time that the person's further abilities to communicate with the complex and rich world of the figurative, many contextual languages of visual art were determined.

Methodology - a set of teaching and upbringing techniques. Learning techniques, moments from the cat. a learning method is taking shape. From a set of teaching methods and techniques, united by a common direction, a training system is formed. Properly organized, methodically competent use of didactic principles and teaching methods in the lessons of art. art contributes higher. effectiveness educates. Process: Increases activity, interest, Development of love for art, Develops perception, attention, imagination, thinking, memory, speech, etc. Having learned. knowledge, developing into abilities and skills. Forms the ability to put knowledge into practice.

Important didactic principles in connection with the methodology of teaching the basics of fine art at school:

- 1-principle of science: the relationship of science and the subject matter;
- 2-principle of visualization: supported by visual perception;
- 3 - The principle of consciousness and activity of students;
- 4-principle of the connection of theory with practice;
- 5-principle of the strength of assimilation of knowledge;
- 6-principle of systematicity and consistency;
- 7-principle of educational training.

Forms a personality moral, legal, and aesthetic, physical. Culture and life, communication. It brings up the intellect of development and the individual. Cognitive abilities taking into account the interests of students. The principle of the system. and follow. training: the continuity and connection of new material with the past, the expansion and deepening of knowledge. New school the material evokes in memory the previously perceived refines and supplements it, it requires strict rules not to move on to the new educational material until the previous one is assimilated and fixed.

Principles of teaching are a necessary tool in teaching. Thanks to these principles, the process of combining theoretical concepts with pedagogical practice takes place. The principles of teaching in pedagogy are, above all, advisory in nature, and optional. This is because the activities of the teacher, during the learning process, can be refracted through various forms and techniques.

The principles of training are guidelines that underlie training and determine its content, methods and forms of organization. Principles - the basic starting points of any theory, science as a whole, these are the basic requirements for something.

Pedagogical principles are the main ideas, following which helps to achieve the best educational goals.

“In my students, I always develop independence in observation, in speech, in practice and in application,” Comenius wrote.

Numerous attempts to develop a system of didactic principles in the work of modern researchers. The analysis allows us to identify the following principles as fundamental, universally recognized:

- Consciousness and activity;
- Visibility;
- Systematic and consistent;
- Strength;
- Science;
- Availability;
- The relationship of theory with practice.

These principles constitute a system of didactic principles.

The principle of consciousness and activity. It is based on the regularities established by science: the true essence of human education is deeply and independently meaningful knowledge acquired through intense tension of one's own mental activity; conscious assimilation of knowledge depends on a number of conditions and factors: motivation for learning, the level and nature of cognitive activity of students, the organization of the educational process, the management of cognitive activity of students, the methods and tools used by the teacher, and others; the student's own cognitive activity is an important factor in learning ability and has a decisive influence on the pace, depth, and strength of learning material.

The principle of visibility. This is one of the most famous and intuitive principles of teaching, used since ancient times. It is based on strictly fixed scientific laws: the human senses have different sensitivity to external stimuli, in the vast majority of people, the visual organs have the greatest sensitivity; the capacity of communication channels from receptors to the central nervous system is different. This means that the organs of vision "pass" into the brain almost 5 times more information than the hearing organs, and almost 13 times more than the tactile organs; the information entering the brain through the organs of vision (through the optical channel) does not require significant transcoding, it is imprinted in the human memory easily, quickly and firmly.

The principle of systematicity and consistency. The principle is based on the following scientific provisions: a person only has real and effective knowledge when a clear picture of the external world is reflected in his brain, representing a system of interrelated concepts; a universal means and the main way to form a system of scientific knowledge is organized learning in a certain way; a system of scientific knowledge is created in the sequence that is determined by the internal logic of the educational material and the cognitive abilities of students; the learning process consists of separate steps and proceeds the more successfully, brings the greater results,

the less interruptions, sequence breakdowns, uncontrollable moments in it; if you do not systematically exercise skills, they are lost; if students are not accustomed to logical thinking, then they will constantly experience difficulties in their mental activity; if you do not follow the systems and sequences in learning, then the process of development of students slows down.

The principle of strength. It empirical and theoretical laws are fixed: assimilation of the content of education and the development of cognitive powers of students - two interrelated aspects of the learning process; the strength of students learning the teaching material depends not only on objective factors: the content and structure of this material, but also on the subjective attitude of students to the teaching material, training, teacher; the strength of the assimilation of knowledge by students is determined by the organization of training, the use of various types and methods of training, depends on the time of training; the memory of students is selective: the more important and interesting for them a particular educational material, the stronger this material is fixed and longer stored.

The principle of science. The principle of scientific learning requires that students at each step of their learning should be offered genuine knowledge firmly established by science for assimilation, while using teaching methods that are similar in nature to the methods of the science being studied. The principle of science is based on a number of provisions that play the role of natural principles: we know the world, and human knowledge verified by practice gives an objectively true picture of the development of the world; science plays an increasingly important role in human life, therefore school education is aimed at assimilating scientific knowledge, arming the younger generations with a system of knowledge about objective reality; the scientific nature of instruction is ensured primarily by strict adherence to the principles of its formation and depends on the implementation by teachers of the accepted content.

The principle of accessibility. The availability of training is determined by the age characteristics of students and depends on their individual characteristics, on the organization of the educational process, the methods used by the teacher and is associated with the conditions of the learning process; the availability of training is determined by its background; the higher the level of mental development of schoolchildren and the greater their stock of ideas and concepts, the more successfully they can move forward with new knowledge; gradual increase in learning difficulties and training to overcome them positively affect the development of students and the formation of their moral qualities; training at the optimal level of difficulty positively affects the pace and effectiveness of training, the quality of knowledge.

The principle of the connection of theory with practice.

The principle under consideration is based on many philosophical, pedagogical and psychological provisions that play the role of natural principles: the effectiveness and quality of training are checked, confirmed and guided by practice, practice is a criterion of truth, a source of cognitive activity and the scope of application of learning outcomes; properly delivered education follows from life itself, practice, is inextricably linked with it, prepares the younger generation for active transformative activity; the effectiveness of the connection between education and life, theory and practice depends on the content of education, the organization of the educational process, the applied forms and methods of instruction, the time allocated to labor and polytechnic training, as well as the age characteristics of students; the more perfect the system of students' labor and productive activity, in which the theory and practice are connected,

the higher the quality of their training; the better the productive labor and career guidance of schoolchildren are delivered, the more successfully they are adapted to the conditions of modern production; the higher the level of polytechnic at school lessons, the more effective the knowledge of students; the more knowledge acquired by students in their key moments with life, applied in practice, used to transform surrounding processes and phenomena, the higher the consciousness of learning and interest in it.

In teaching methodology bases its provisions on the data of pedagogical science. However, the science of pedagogy alone, without practice, does not make it possible to master the art of teaching - it only indicates general principles. And vice versa, one practice, without the theory of pedagogy, does not allow the teacher to properly build the learning process. For successful work at school, the teacher must have a good knowledge of the main provisions of didactics and be able to creatively put them into practice.

Fine art not only educates, but also helps a person to know the world. The learning path should lead students to reliable knowledge, based on scientific data. Hence the first principle of learning is the principle of scientificness.

Following it, we call the principle of visualization. Everything that children learn must be supported by visual perception. And this requires us to constantly turn to things and phenomena themselves as a source of knowledge.

Students are convinced of the truth of knowledge in practice. The principle of consciousness and student activity is also one of the most important didactic principles.

The principle of science is the selection of the content of education in accordance with the modern level of development of science and technology. In the learning process, students must learn a system of reliable, scientifically based knowledge, that is, knowledge that correctly reflects objects and phenomena of the real world.

The principle of the scientific nature of teaching drawing is of great importance not only for mastering the method of realistic art, but also as a means of developing observation and curiosity. He accustoms to activity in familiarization with the outside world, in the knowledge of the laws of its development.

The principle of visibility is to apply reasonably and moderately diverse illustrations, demonstrations, laboratory and practical work, visual aids, TSS (technical teaching aids) and modern information technologies; use clarity not only for illustration, but also as an independent source of knowledge, a method of creating a problem situation.

The principle of accessibility and increasing difficulty is to take into account the level of actual development of each student and the individual speed of advancement when mastering new knowledge or requirements.

The principle of systematicity and consistency is training from an early stage in various ways of a systematic, logical detailed and concise presentation of one's thoughts: retelling, storytelling. The principle of consistency and consistency is that the new educational material recalls the previously perceived, refines and complements it.

The principle of consciousness, activity, independence, creativity and initiative of the pupils in combination with the pedagogical leadership is the collective nature of upbringing and training,

combined with the development of the individual personality characteristics of each child, in which students engage in cooperation and cooperation in solving theoretical and practical problems, learn to distribute tasks in the group, coordinate individual actions, manage and obey the orders of others.

The principle of strength, awareness and effectiveness of the results of education, training and development - the formation of a positive attitude towards the student; application of acquired knowledge in new situations;

The principle of the connection of theory with practice and with life is the organization of diverse creative activities in accordance with the nature of the knowledge gained, aimed at applying, testing, consolidating, developing skills, habits;

The principle of anesthetization of children's life - the aesthetic appearance of pupils and educators; the formation of a culture of relationships among all participants in pedagogical interaction;

The principle of subjectivity is the development of the ability of each pupil to realize and accept his "I" in relations with people, the world; to create conditions for the development by a person of his own individuality and the disclosure of spiritual potentialities.

The principle of educational training and the formation of an emotional-value attitude to the world. The correlation of training and education is a fundamental problem of pedagogy. Her permission rests with the teacher of drawing. He also has to educate art.

Didactic principles are interconnected. Effectively apply a principle is possible only if at the same time take into account all other principles. So, the principle of Scientific's in itself is not in doubt. The higher the level of training, the better, more successful, more effective can be training on accessible material, which is expressed in the principle of accessibility. When the principle of accessibility is considered by itself, it loses the force of its action.

So, all the principles of learning are inextricably linked:

Thus, the principles of instruction are a historical category that depends on the goals of instruction and changes along with their change. The didactic principles are interconnected interchangeably and mutually complementing each other. Ignorance of the principles or inept application inhibits the success of training, complicates the assimilation of knowledge, the formation of personality traits of schoolchildren Finishing the list of principles of instruction, we emphasize that each principle is closely related to others and its effectiveness depends on the entire learning system.

So, the teaching of fine art in a comprehensive school requires a certain teaching methodology. No matter how the individual training system is built, whatever methods are used as the basis for constructing the image, they must meet the basic principles of didactics. In the learning process, the student must learn the knowledge, skills and information about the visual arts in a single, consistent system.

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