

The attitude of uzbek scientists to the problem of developing perception and imagination of visual art works among schoolchildren

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Abstract. This article discusses the scientific views and contributions of Uzbek scientists in teaching visual arts at school. First of all, research on this topic should be continued, and most importantly, the existing experiences in the art of reading, especially the experience of developed countries, should be introduced into the publishing practice, and we should achieve the publication of textbooks prepared for schoolchildren at the level of the requirements of the art of reading.

1 Introduction

The people of Uzbekistan, more precisely, the local people living in the territory of the republic, are proud of their ancient historical and cultural heritage, world-famous scholars (Ibn Sina, Imam Bukhari, Mirza Ulughbek, Amir Temur, Alisher Navoi, al-Khorazmi, Naqshbandi, Zahiriddin Muhammad Babur, al-Beruni, Ahmad Yassavi, Kamoliddin Behzod and others should be rightfully proud. The history of visual art of Uzbekistan is incredibly rich among the great people who lived and created, known to the world as like as in every sphere of our country. As an example, we can cite Varakhsha, Afrosiyob, Tuproqkala, Koykirilan kala, Ayritom, Dalvarzintepa and others. According to archeological excavations, high culture, including fine arts, developed in all of the above areas in ancient times.

Afrosiyob (the city of Samarkand) was created in the 6th-5th centuries BC, according to R. Hasanov, as a result of excavations, several rooms were discovered. In one of them, works of fine art were found, which depicted a wedding trip, bathing in a river, a reception ceremony for ambassadors, a conversation between a man and a woman, hunting, etc.

Kamoliddin Behzod's life and work occupy an important place in the culture of the peoples of the East. Today, his works are kept in museums and libraries of the USA, Great Britain, Germany, Egypt, Russia, Turkey, France, and Iran.

Visual arts have specific functions. The unique task of artistic valuable art - fine art - is to satisfy aesthetic needs, to give joy, pleasure, spiritual enrichment, to arouse desire for aesthetic activity; in addition, it is necessary to take into account the perception and, of course, the educational function.

Fine art - "a group of types of artistic creativity that reproduces perceived reality";

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photography, graphics, sculpture, architecture, which has a historical expressive form, can also be included among these. The ways of showing existence and artistic issues determine the characteristics of visual arts. For example: in painting - images of the world, with rich colors; in graphics - through picture lines, strokes, colors; in sculpture - through the expression of plastic images. Imagery of art - is the reflection of the phenomena of existence with these art tools. Imagery and meaningfulness are inherent to the creation of an artistic image. On the basis of imagery, the emotional-imagery and ideological-content potential of the work is formed in this art.

Today, among the subjects taught in general secondary education, art teachers are also required to design lessons based on a perfect model, to be able to use these projects optimally, to learn theoretically from students.

Tasks such as deep assimilation of knowledge, formation of skills and qualifications in scientific areas, and formation of the ability to apply in practice are being set.

According to R. Hasanov, a well-known visual art scientist in Uzbekistan, the author of many textbooks, "Under the influence of Kamoliddin Behzod's life and work, a sharp turn occurred in the visual art of Central Asia (Movarounnahr) in the 15th-16th centuries. Scientists and artists call this event the Renaissance period in the history of art." Pavel Benkov, Urol Tansikboev, Chingiz Ahmarov, Iskandar Ikramov, Malik Nabiev are among the artists who made a great contribution to the practical and methodological development of visual art in Uzbekistan, who created unique works of art, who spared no effort in training many students, including pedagogues. The names of Abdulhaq Abdullaev, Layla Salimjonova, Bahadir Jalolov, Ilhom Jabbarov can be mentioned.

Rahim Hasanov, doctor of science in the field of visual arts, professor, author of a number of scientific and scientific-methodological works, Rahim Hasanov, author of a number of textbooks, educational and methodical manuals used in school education, one of the compilers of state education standards; The first years of Uzbekistan's independence, Alimjon Turdaliev, who defended his candidate's dissertation on the topic "Directing students to artistic professions in the course of fine art lessons and extracurricular activities", Oysoat Khudoyarova, the author of his candidate's dissertation on the topic "Formation and development of visual art education in general education schools of Uzbekistan" (1917-1995 years) , Dono Sobirova, author of the candidate's dissertation on the topic "Formation of elements of visual literacy in older children of preschool age"; The works of Bahadir Kochkarov, the author of the candidate's dissertation on the topic "Formation of students' aesthetic attitudes to nature in visual art lessons and extracurricular activities" today serve as extremely important scientific materials for the scientific improvement of DTS, educational programs and textbooks in the field of visual arts in our republic.

The role of scientific-methodical, scientific-popular works, scientific-pedagogical activities of Prof. S.Bulatov in training highly qualified scientific-pedagogical personnel and schoolchildren, in instilling love for visual arts in young people, and in their aesthetic education.

We analyze the above works and the results obtained from them as much as possible.

The first years of Uzbekistan's independence, the candidate's thesis of Askarali Sulaymanov on the topic "Art education of high-class students in literature classes" defended in Moscow is still very important, especially for developing countries like Uzbekistan, because we have enough problems in the field of literature in Uzbekistan, especially when preparing school textbooks, illustrations in textbooks in most cases may serve more to form distaste than aesthetic taste.

Especially in educational and methodical literature published on fine arts, famous works are depicted in black and white colors, which neither give aesthetic pleasure, nor serve aesthetic education, nor shape aesthetic taste.

First of all, research on this topic should be continued, and most importantly, the existing experiences in the art of reading, especially the experience of developed countries, should be introduced into the publishing practice, and we should achieve the publication of textbooks prepared for schoolchildren at the level of the requirements of the art of reading.

Alijon Turdaliev's dissertation on the above-mentioned topic is dedicated to directing schoolchildren to artistic professions in visual art classes and extracurricular activities, and the author has developed and scientifically based the most optimal methods of directing artistic professions through the medium of visual arts.

In the work, the study programs were analyzed, the ratio of subjects and hours was considered. But all of the above works are subjected to only one goal, i.e. consideration, study, scientific analysis of the position of career guidance. The author used various types of activities outside the school and classroom to direct the students to the artistic profession. A. Turdaliev - discovered new aspects of fine art and scientifically justified them.

D.T. Sobirova studied the issue of formation of visual literacy elements in preschool children. Although A. Sulaimanov partially analyzed this issue in the case of book art, R. Hasanov in the case of elementary pattern drawing, and H. Egamov in his works related to construction and crafting activities, the above authors conducted research with schoolchildren.

D.T. Sobirova was the first in Uzbekistan to study this scientific problem in preschool children within the framework of a separate dissertation research. Based on the results of the research, the theoretical and practical foundations of the formation of visual literacy elements in preschool children were developed. A pedagogic system that provides it and a scientifically based methodology that enables the realization of the goal has been created. The concept of "visual literacy" was given a pedagogical definition.

The components of visual literacy were determined and a methodology was created to determine the level of literacy.

The visual activity program of the preschool group was improved based on the results obtained in the research.

Teaching of visual arts in schools of Uzbekistan

The history of 1917-1995 was researched by Oysoat Khudoyarova. In his dissertation research, the author studied the emergence, formation, development, and situation of the teaching of visual arts in Uzbekistan in two historical periods.

At the end of the work, opinions are given about the prospects of fine arts education in general schools of Uzbekistan. According to the author, the evacuation of a number of painters, sculptors, artists from Moscow, Kiev, Minsk, Lviv to our country during the Second World War played a great positive role in the promotion of art. Their works created at that time, the creative work process had a great positive impact on the formation of artists of Uzbekistan. The creative activity of artists serves as a great profession and skill school for young people of Uzbekistan.

One of the author's ideas, which we also support, is to study the experience of other countries, especially Estonia, because according to the latest data, Estonia ranks among the top ten countries in the world in several indicators of education (general secondary education). In Estonia, the former Soviet times also had their own position, approach, experience, and vision in the organization of educational content.

Despite the fact that 24 years have passed, the situation in 1995 regarding the teaching of visual arts in Uzbekistan and the problems indicated by the author are still becoming more complicated. The author's ideas about the solution to the issue of training specialist personnel based on the problems are still very relevant today.

The problem of formation of students' aesthetic attitude to nature in fine art lessons and extracurricular activities was studied in detail by B.U. Kochkarov.

2 The main part

According to B. Kochkarov, the unsolved problems, the issues that are not given enough attention from the point of view of pedagogy, psychology, methodological sciences, the mistakes and shortcomings made in textbooks, methodological manuals, all educational literature have not been eliminated despite the passage of 11 years, on the contrary, they have become more complicated and time became very relevant based on the demand. The attitude towards nature has deviated from the scope of aesthetic education and turned into ecological problems directly related to human life and tomorrow. For this reason, in our opinion, this work and the issues raised in it, the recommendations proposed by the author must be studied more deeply and put into practice from the point of view of today's demand.

B. U. Kochkarov's scientific research clarified the concept of forming an aesthetic attitude of the human race to nature, created a system of forming an aesthetic attitude to nature in students in visual arts classes and extracurricular activities, developed effective ways and methods of forming an aesthetic attitude to nature.

This research made it possible to develop the principles and criteria for selecting works of art depicting nature in science and to determine the ways of their rational use.

The use of fine art as a means of aesthetic education in students and the issues of fine art teaching in elementary grades are expressed in the dissertation researches of E.Muradova and Ya.Savzonov on the material of Kyrgyzstan and Tajikistan. Both the value and the limitation of these works is that they are performed within the framework of local materials.

Education of visual arts in general education schools, training of pedagogues in this direction, improvement of the educational process, improvement of state education standards, educational programs, textbooks, training manuals, methodical manuals, conducting scientific research on all the above issues during the period of the former Union and during the independence of Uzbekistan has been given some attention.

As proof of the above opinion, the collection of scientific works "Voprosy izobrazitel'nogo iskusstva Uzbekistana" during the former Soviet period, B.Azimov's methodical manual "Still life composition and its description", J.Majidov's methodical manual "Extracurricular works from visual arts", T.Mahmudov's "Aesthetic response" Uzbekistana", materials of the All-Union scientific-theoretical conference held in Tashkent in 1983, B. Oripov's candidate thesis entitled "Mejpredmetnye svyazi izobrazitel'nogo iskusstva s biologiyey v obshcheobrazovatel'nyx shkolakh Uzbekistana", R. Hasanov, Kh. Egamov's methodical "Fine art classes in the first grade" manual, R. Hasanov's manual for students entitled "Aesthetic education in the process of painting based on the theme" and others.

In the years of Uzbekistan's independence, authors, government, and scientists paid more attention to fine art compared to the former Soviet era. This can be confirmed by the following.

The concept and standard of fine art education in general schools, the government approval of the state standard of general secondary education and curricula, the curriculum "Fine art circle at school" by B. Boymatov, N. Tolipova, the work "Problemy kompozitsii v jivopisi Uzbekistana" by M. Mirakhedov, N. Oyidinov's monograph entitled "Problems of training artist teachers", textbook for 7th graders prepared by A. Sulaymonov, N. Abdullaev, A. Sulaimanov's program for "Miniature art" club training, M. Iskhakova, R. Hasanova, etc. textbooks prepared by the 2nd-3rd graders, methodological manual prepared by the authors of the above group, R. Hasanov's doctoral dissertation on the topic "Soderzhanie, formy i metody khudojestvennogo obrazovaniya i vospitaniya uchashchixsya v obshcheobrazovatel'nyx shkolax Uzbekistana", from the subject "Fine Art" 1 textbook for grade students (2008), "Fine Art Lessons" no

Methodical guide for students of the 5th grade (1997), a textbook for students called "Methodology of teaching visual arts at school" (2004), O. Khudoyarova's "Some issues of improving the effectiveness of lessons in visual arts in the schools of Uzbekistan" and "Improving aesthetic education for students from visual arts" we can cite scientific articles on the topic of "increasing" and a number of works of other authors.

The chart corresponding to these selections looks like this:

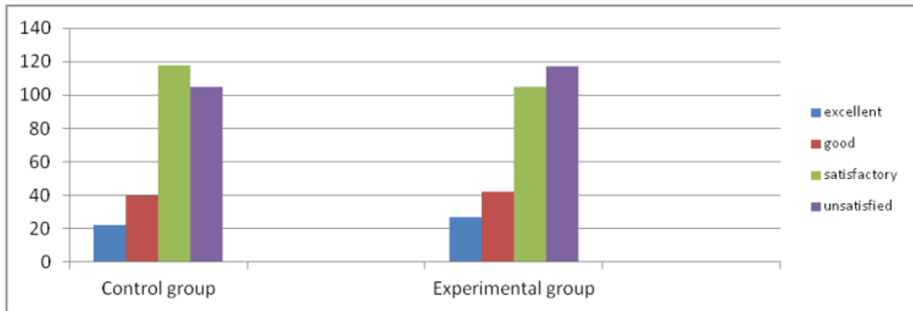


Fig. 1. Representation in a diagram of the knowledge acquired by students in connection with teaching writing to left-hand writing students of primary grade

3 Conclusion

The teaching of fine arts in secondary general education schools, the perception of fine art works by students, legal and regulatory documents on fine arts (DTS, curriculum, curriculum, concept, etc.), educational literature (textbook, study guide, methodical guide, didactic tools et al.) in the period of the former Soviet Union and during the period of independence of Uzbekistan, sufficient attention was paid to the improvement scientifically. The analysis of the above-mentioned dissertation studies shows that in order to improve the teaching of fine arts, an effort was made to study this problem comprehensively.

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