

IMPROVING THE METHODOLOGY OF USING INTERACTIVE METHODS IN TEACHING FINE ARTS IN GENERAL SECONDARY SCHOOLS

Temirova Muqaddas Ibrahimjon kizi

Trainee Teacher at the Department of Fine and Applied Arts,

Faculty of Pedagogy, Namangan State University

muqaddas1407@gmail.com

Otamirzayeva Mohinur Ilxomjon qizi

Namangan State University of Pedagogy And Psychology

4th-Year Student of Easel painting faculty

mohinurotamirzayeva1630sun@gmail.com

ABSTRACT

This article is about "Improving the methodology of using interactive methods in the teaching of visual arts in general secondary schools". Fine art helps children to know existence and life. Before starting to draw pictures of things and events, they study the structure, shape, dimensions, color, and spatial conditions of things and depict them in their works. They also get an idea about the life of the observed living things, as a result, children's imagination about the world deepens, expands, and their memories develop.

Keywords: method, method, entity, spatial situation, graphic organizers, interactive educational strategies, color hue, color saturation, spectrum colors.

INTRODUCTION

As a result of the development of new pedagogic technologies, the rationally designed and conducted teaching process in the educational system is conducted in a new interactive way, unlike traditional lessons. "Education is very important for the young generation to correctly and fully assimilate this changing social reality and rapidly developing scientific innovations. Education, first of all, teaches young people the basics of independent thinking, which is important throughout their lives..."

In recent years, President Shavkat Mirziyoyev has begun to pay serious attention to reforming the education sector, fundamentally improving the quality of personnel training, and in particular, applying the experience of developed foreign countries to the system. The reforms in this regard are based on the decree of the President of March 14, 2017 "On measures to further improve the activities of secondary special and vocational education institutions", and the decree of April 20, 2017 "On further improvement of the higher education system" on development measures", dated May 22, 2017 "On measures to further improve the post-secondary education system", dated August 8, 2017 "On It was reflected in the decisions "On improving the activities of the Ministry of Public Education of the Republic of Uzbekistan" and "On the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan" dated September 30, 2017. If we pay attention, we can see that almost all types of continuous education system are covered in these decisions. In addition, the "Strategy of Actions for the further development of the Republic of Uzbekistan in 2017-2021" focuses on the fundamental

improvement of the education sector. All of these documents aimed at the development and improvement of the educational system have common aspects related to the introduction of innovations in the field, assimilation of foreign experiences, support of creative approaches, strengthening of integration processes between types of education.

METHODS

As with all subjects, the use of interactive methods in the teaching of visual arts at school helps to significantly increase the student's learning rate.

Interactive methods are explained by the following specific aspects:

1. Interactive methods are based on the active relationship between the teacher and the student, full explanation of each other.
2. The main goal of introducing interactive methods into the educational process is to ensure the cooperation of the teacher and the student in the lesson, no matter what form it takes, no matter where it is held.
3. In this case, the teacher acts only as a facilitator (guide, observer, conclusion).
4. Through these methods, students' independent thinking skills are developed, and the ground is laid for the development of free thinking, independent decision-making, ability to manage emotions, critical and creative thinking.

The essence of teaching in interactive methods is as follows:

- both the teacher and the learner actively work with the information;
- encourages students to think independently;
- serves the teacher "to teach students to think", and serves the students "to learn to think".

Currently, the most popular interactive educational methods are: 1. Interactive methods: "Case-study" (or "Educational cases"), "Blitz survey", "Modeling", "Creative work", "Problem-based education" and other methods can be cited.

2. Interactive learning strategies: "Brainstorming", "Boomerang", "Gallery", "Zig-zag", "Zine-zine", "Museum", "Rotation", "Snowball", etc. When distinguishing interactive educational strategies from the composition of interactive educational methods, it is based on the fact that the approach to organizing group work is, in a certain sense, compared to the strategic approach. In fact, these strategies also belong to interactive educational methods in many respects, and there are no other differences between them.

3. Interactive graphic organizers: "Fish skeleton", "BBB", "Concept chart", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and others. The separation of interactive graphic organizers is based on the fact that the main ideas in such classes are expressed in written form in various graphic forms. In fact, working with these graphic organizers is largely related to interactive educational methods, and there are no other differences between them.

"Analysis of concepts" method. The purpose of this method is to determine the level of mastery of the basic concepts of the subject by the participants, to independently check and evaluate their knowledge, as well as to diagnose the level of preliminary knowledge on a new subject.

Procedure for implementing the method:

- participants are introduced to the training rules;
- students are given handouts with the names of words and concepts related to the topic or chapter (individually or in groups);

- students provide written information about the meaning of these concepts, when and in what situations they are used;
- at the end of the set time, the teacher will read out the correct and complete explanation of the given concepts or demonstrate it through a presentation;
- each participant compares his personal attitude with the given correct answers, identifies the differences and checks and evaluates his level of knowledge.

We will use this method in order to evaluate the knowledge of students and determine the mastery of the topic "Characteristics of Painting" in the 5th grade Fine Arts textbook:

Concepts	What do you think this concept means?
The color of the color	
Color saturation	
Spectrum colors	
Cold colors	
Local color of items	
The main characteristics of color	

Note: In the second column, students give their opinion. A comment is written.

RESULTS

Fine art helps children to know existence and life. Before starting to draw pictures of things and events, they study the structure, shape, dimensions, color, and spatial conditions of things and depict them in their works. They also get an idea about the life of the observed living things, as a result, children's imagination about the world deepens, expands, and their memories develop.

Children will learn about the lifestyle, culture, clothing, and working tools of our ancestors who lived thousands of years ago, based on the historical and batal genre of color works of fine art, illustrations for literary works. They will have an idea about the structure, shape, color, dimensions of the families, plants, animals, and objects of that time. It is known that children will get a lot of knowledge about historical events, battles, lives of peoples, animals, urban and natural landscapes in paintings made in historical battle, landscape, life, still life, animal, legendary genres.

There is not a single subject in school that compares to visual arts in teaching students to think logically and abstractly, to develop imagination and memory, and to develop creativity and fantasy. Among the subjects that play a major role in teaching creative thinking in general secondary education schools, mathematics does not have such an opportunity. In particular, ten problems are solved in one way or on the basis of one formula in mathematics lessons, while in visual arts lessons, students solve one problem task in several ways, which naturally directs children to think creatively. Let's say that students try to remember an event related to the topic while composing a composition on one or another real or legendary topic. In this case, they think about what time the event took place or on another planet, underwater, in nature or inside a house, whether people or animals are depicted in the picture, what are the structure, shape, colors, and dimensions of the depicted creatures.

The most important thing is how the picture is placed on the surface of the paper in terms of content and composition. It is also worked on the basis of pictorial activity, combination, alternation, etc. Children imagine and apply the theoretical foundations of fine art, light and shade, color theory, perspective, and the rules of composition while painting. They try to make their pictures creative, new and irreplaceable.

DISCUSSION

In the process of teaching fine arts, the following tasks allow students to show their individual and unique intellectual abilities. Children encourage themselves to be creative when solving educational tasks. They are not able to solve the problem quickly and easily from the already known way for the creator, but they use their creativity and imagination, norms and harmony through new and irreversible solutions. As a result, an original, new irrevocable creative product is born.

Creativity, people who think creatively, they are not simple performers, our society needs not robotic performers, but thinking, searching, creative initiative people. The development of our society largely depends on such people.

Thinking, inquisitive, creative people in our society who can quickly and easily find solutions to problems in any unforeseen situations in life will bring our nation to a new level of development.

Creative thinking creates completely new ideas and imaginations, helps to realize hidden abilities and opportunities, individuality. It should also be noted that such qualities are important not only for scientists, but for workers in all fields.

That is why the development of thinking and creativity is considered one of the main tasks in the education system. From this point of view, visual arts classes occupy the greatest place among other subjects in the development of creative thinking in general secondary schools.

The creativity of students is mostly connected with the development of attention and imagination in children. The student cannot do the task effectively without using his imagination, especially when creating pictures related to other planets, the underwater world, and mythical animals. Moreover, every creative work cannot be solved without imagination and attention. Also, this issue is related to the development of emotions in children.

It is known that children are very excited. Kinds, colors and shapes, real and mythical images and scenes, stories and events shake children and excite them. One of the important tasks of the visual arts subject is to develop children's observation, ability to see things, and also to develop memory. It is known that more than 90% of the information a person receives from the environment is received through the eyes, and the remaining 10% is absorbed through the ears, nose, and mouth. It can be seen from this that the development of eyes and memory is very important in people's activities. It is particularly important in the training of the basics of art. In such lessons, students observe the structure, shape, color, size, spatial arrangement, and beauty of objects and events and try to keep them in their memories. The essence of observation is that children have a broad and deep understanding of things and events. For example, when observing a flower, people with undeveloped observational skills tend to approach it superficially, i.e., they pay attention to the flower band, flower petals, and the color of the flower. People with a developed observational ability will be attracted by the dimensions,

proportions, color of each part, arrangement of leaves and petals of flowers. Children's attentiveness and thoroughness affect the memory retention of information about objects in their environment. That's why it becomes clear how important the subject of visual art is in developing memory, especially visual memory.

One of the most important tasks of fine arts classes is to teach them to read visual, applied and memorizing works of art. The basics of fine art reflect a certain content, such as a fairy tale, story, epic, novel. However, it cannot be read like a book. A work of fine art has its own language. Only those who know them can read them. In particular, artists reveal the content of the work with the help of expressive means such as lines, colors, dimensions, composition, proportion, rhythm, symmetry, and form.

In this regard, it should be noted that the centuries of art, especially the works of the historical genre, contain full and comprehensive information about certain peoples and countries. Only those who can read these can deeply study the content of the ideas presented in the works. They can also determine the artistic value of the work and give it an appropriate assessment. At the same time, they derive satisfaction and pleasure from qualities such as beauty, cheerfulness, and heroism in the works.

CONCLUSIONS

1. Based on the advanced pedagogical experiences of developed countries, theoretical information about the delivery of the necessary knowledge and skills to primary school students through innovative technologies, methods, methods and techniques was studied.
2. Along with other subjects in the school, fine art classes have opportunities to educate children by directing them to many trades and professions. In particular, the works of art created by artists reflect the working processes of people with various professions (employees, police officers, scientists, teachers, engineers, farmers). Also, in the conversations about fine art, the life and work of famous masters of applied folk art, artists, and sculptors will be discussed.
3. It should be well known that visual art, which is considered to be the basis of artistic culture, is not an educational subject that entertains children, but rather, it develops children's creativity, thinking, artistic aesthetic taste, understanding, as well as observability and knowledge of life. It is an educational subject that encourages to change it, to distinguish good from evil. Performing their tasks in the process of creative works of visual arts, brings joy to children, gives them the opportunity to satisfy their artistic needs.

REFERENCES

1. Ўзбекистон Республикасининг “Таълим тўғрисида”ги қонуни (2020 йил 23 сентябрь, ЎРҚ-637-сон) // Ўзбекистон Республикаси қонун ҳужжатлари маълумотлари миллий базаси, 24.09.2020 й., 03/20/637/1313-сон // <https://lex.uz/docs/5013007>
2. Avliyakov N.X. Zamonaviy o'qitish texnologiyalari. – T., 2001. – 200 b.
3. Ochilov M. Yangi pedagogik texnologiyalar: o'quv qo'llanma. – Qarshi: Nasaf, 2000. – 180 b
4. Tasviriy san'at. Umumiy o'rta ta'limning davlat ta'lim standarti va o'quv dasturi. - Toshkent: Sharq, 1999.

5. Yusupov E. Inson kamolotining ma'naviy asoslari. T. 1998
6. Abdurahmonov G.M. Rangtasvir va kompozitsiya. - Toshkent, 1995.
7. Boymetov B. "Qalamtasvir". Darslik 1 - qism. Toshkent, 2006.
8. Boymetov B. "Qalamtasvir asoslari". O'quv qo'llanma. Toshkent, 1999.
9. Tolipov N., Abdirasulov S., Oripova N. Rangtasvir (1-2-qism). T., 2003.
10. Abdirasulov S., Tolipov N. "Rangtasvir" Toshkent, 2005.
11. Шарипжонов, М., & Икромов, М. Д. (2018). TASVIRIY SAN'ATDA ANIMALIZM JANRI. Научное знание современности, (5), 94-96.
12. oglu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI.
13. oglu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI.
14. Baxtiyor, M. U. (2023). A New Approach to Teaching Students Modern Styles and Forms of Majestic Painting Composition. Web of Semantic: Universal Journal on Innovative Education, 2(12), 69-75.
15. Temirova, M. (2023). THE ABILITY OF THE TEACHER TO APPLY THE TECHNOLOGIES OF INDIVIDUAL WORK WHEN TEACHING STUDENTS THE LESSONS OF SKILLFUL PAINTING. Евразийский журнал академических исследований, 3(3), 177-181.
16. Темирова, М. И. (2022). ИЗОБРАЗИТЕЛЬНОЕ ИСКУССТВО И ЕГО СОДЕРЖАТЕЛЬНАЯ СУЩНОСТЬ. Innovation: The journal of Social Sciences and Researches, 1(2).
17. Temirova Muqaddas, & Turg'unboyeva Maftunaxon. (2023). TASVIRIY SAN'AT FANLARINI MAKTABLARDA O'QITISHNING ZAMONAVIY TEXNOLOGIYALARI. <https://doi.org/10.5281/zenodo.10337479>
18. Temirova Muqaddas, & Nazarov Murodjon. (2023). MAHOBATLI RANGTASVIR KOMPOZITSIYASINING ZAMONAVIY USLUBLARI, SHAKLLARINI TALABALARIGA O'QITISHDA YANGICHA YONDASHUV. <https://doi.org/10.5281/zenodo.10322777>
19. Tyemirova, M. I. Q. (2020). OLIY PYEDAGOGIK TA'LIMDA TALABALARNING NATYURMORT KOMPOZISIYASINI TUZISH VA TASVIRLASH KASBIY MAHORATLARINI TAKOMILLASHTIRISH TYEXNOLOGIYALARI. Science and Education, 1(7), 582-586.
20. Temirova, M. (2024). TASVIRIY SAN'AT ASARLARIDAN (CHIZMATASVIR YOKI RANGTASVIR) NUSXA KO 'CHIRISH. Евразийский журнал академических исследований, 4(2 Part 2), 30-34.
21. www. edu. Uz