

DEVELOPMENT OF STUDENT'S ARTISTIC THINKING THROUGH THE USE OF VISUAL AIDS IN PAINTING LESSONS FROM NATURE

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ABSTRACT

In the article, the specific features of using visual aids in drawing lessons from nature, the development of imagination and thinking in students during the study of visual aids in groups, the development of imagination and thinking through comparison and comparison of everything around us and it was stated that in the development of student's imagination and thinking, in the perception of existence, in the formation of the ability to describe, the use of visual aids and the creation of pictures based on the object itself are of great importance.

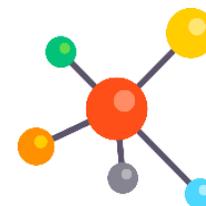
KEYWORDS

Visual aids, nature, real existence, volume, sphere, cube, cone, pyramid, cylinder, decorative, composition, spectrum colors, harmonic, color scales, schematic drawings, master class, slide, reproductions, illustrations.

INTRODUCTION

The use of visual aids has its own characteristics. For example, if it is necessary to bring the things that need to be drawn from nature to the class in

the process of drawing according to the object itself, and to carry out drawing exercises based on the subject through its image (displaying details of



the image, reproductions of works of art) is also possible.

Visual aids should be divided into groups for proper and appropriate use. First of all, the objects to be drawn are grouped in a certain sequence from simple to complex, and the objects are taken from real life, and the age characteristics of the students are assumed.

According to their appearance, visual aids can be divided into natural and visual.

The range of natural visual aids includes thin, as well as volume-cylindrical, cone, sphere, edged mixed, shaped objects, conditionally accepted as volume less.

Visual visual aids include pictures, reproductions of works of art, exhibition pictures, photographs, and pedagogical pictures.

As we mentioned, when choosing visual aids, their compatibility with the subject of the lesson and tasks is taken into account, that is, the more the copies chosen for drawing match the subject of the lesson, the more effective the process of forming knowledge and skills of students will be. .

Our observations show that some of our teachers do not pay enough attention to visualization in visual arts classes. For example, instead of what is drawn in drawing classes based on the object itself, they put a picture of that thing on the board and ask the children to draw it, and sometimes they even make the children draw a picture of that thing from their imagination. And in conversation classes about fine art, instead of reproductions of works of fine art linked to the seasons, photos of natural scenes are shown: Although the photos are of good quality and attractive, they actually

lack the efficiency of a reproduction of a work of fine art. does not give

If there is no thing itself, the question arises as to how to organize its analysis. Such arrangement of drawing lessons based on the object itself causes students to not be able to perceive the image of objects well. Since it is easier to copy from a picture than to draw a picture on your own, in such lessons, students do not have the opportunity to think based on the content of the lesson and didactic tasks.

Branches of trees, flowers, leaves, tools, kitchen utensils, fruits, vegetables, and crops are rarely used in drawing in schools. Therefore, it is necessary to pay special attention to the selection of objects to be placed in still life in drawing lessons based on the object itself.

The teacher should take into account that children will not only acquire drawing skills at school, but also be able to use them independently in the future life. From this point of view, students are required to learn the elementary basics of imaging, to be able to evaluate the object aesthetically.

When choosing things to draw, always ensure consistency of content. For example, it is designed to hold children's portfolios, notebooks, books, etc., so its sides are rectangular and its size is prismatic.

The bucket or canister is adapted for filling liquids, the mouth is wide, and the bottom is made so that it is convenient to put it on the ground.

Depending on the object, there are the following types of nature in drawing classes:

Natures consisting of items used in life and work:



a) household and working tools; b) things taken from nature.

Pictures on paper:

a) a picture showing the method of drawing or painting an object;

b) a picture showing the character of the finished work (This picture can be taken by the teacher or from the work drawn by the students of the parallel class during the lesson.)

Drawing pictures of household items is recommended for all classes. They are interesting and easy to draw because they have different shapes, colors and materials. You can choose objects that are interesting and understandable for students to draw for children of different ages. Children use these objects from a young age, and because they have seen how they are used and observed the process, their perception and description becomes somewhat understandable and convenient.

Depending on the nature, you should choose such things for painting classes, so that it is clear what their purpose, shape, and color structure are. Only then students will focus on the function of objects. Putting objects that perform the same function, but different shapes, and also objects that have the same shape, but perform different functions, for children to draw, to strengthen the skills of comparing them, to find similarities and differences between them helps to find.

By drawing according to the object, students learn to perceive and describe different, fine signs in things, from the general concept of shape and volume, to proportions, interrelationships of parts.

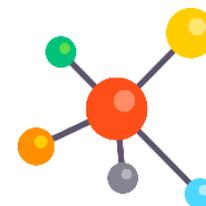
In object drawing classes, children should perceive the specific characteristics of objects in a new way. Until now, children have looked indifferently at things drawn at home and on the street, now they fully study these things in terms of form and content. The good part of such knowledge can be seen in the ability to depict nature on a plane, understand the rules of drawing, and find similarities between the drawing and the drawing. Proper analysis of any objects teaches students to distinguish beautiful from ugly objects, to correctly assess their shape. In this regard, natural materials, especially plants and trees, the shape and color of their branches and leaves have their own specific structure.

The task of making a picture in stages is connected with the gradual and extremely complete perception of the form, the understanding of its characteristic features and the means of depicting its parts.

Drawing pictures of different plants starting in first grade will help students learn about the structure, location, interconnection, and interrelationship of tree branches.

The shape, structure, and color of the plants are different. Therefore, various educational and educational tasks are solved by drawing simple and uncomplicated objects in terms of shape and color. Plants are great for working with both pencil and paint, and continuous and sketchy images are great for drawing from the imagination.

Understanding that the appropriateness of the shape and color of plants, insects and birds is related to the existence that surrounds them,



helps students to form correct concepts about the beauty of nature, increases their love for it, and develops aesthetic feelings. allows to form.

Putting various objects and objects in still life to draw according to the thing itself increases students' interest in things and expands their knowledge about nature.

For example, when drawing a picture of an animal, the teacher tells the children about its structure, characteristic features, color, lifestyle, and expands the student's interest and knowledge.

One of the most important conditions in nature drawing classes is to pay attention to the appearance of objects in an optimal state, that is, it is useful to learn to put the objects to be drawn in a characteristic and normal state. For example, if they are drawn on top of the plane, on the side of fish and cars, it will be easier for children to perceive them. Therefore, one of the most important aspects of choosing objects for drawing should be taking into account its shape, color and spatial position.

Objects have a specific structure, weight, and characteristic surface, which we perceive, find differences or similarities, and describe them.

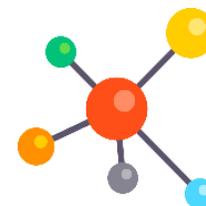
When observing a branch with several buds and leaves, we first perceive the surface of the leaf, and then pass through the surface to perceive the structure of the branch. When choosing an object for drawing and analyzing it, it is appropriate to pay attention to the place of the object in the children's life in the first place.

In order to correctly describe the shape of objects, children should know how many and how many parts are made of an object, why its parts are

located differently, and that the structure of objects is determined by its function in life.

When thinking about the essence of visual aids and how to properly convey them to the student, it is necessary to pay special attention to their comparison during the analysis. K. Ushinsky: "we know everything in the world only by comparison, if they show us some new thing that cannot be compared to anything else and cannot be found different from anything else, we will not even know a word about that thing we would not have been able to say a word", he said.

The visual aids used in nature drawing classes should perform a number of didactic functions. First, the educational task of visual aids is to create an understanding and imagination about the order of describing nature, and secondly, about the specific characteristics of objects in nature. The method of comparison serves to identify and know the differences and similarities between things and events. Comparison helps to clearly and completely study the specific characteristics, primary and secondary characteristics of the objects being compared. Also, comparison increases students' ability to think. By means of comparison, a visual image of things to be remembered is formed. When comparing, it is advisable to first find the difference, and then move on to finding similar characters. For example, a poplar leaf is compared to a willow tree, a pomegranate is compared to an apple, objects in a still life are compared to each other, different types of trees and striped patterns composed of different compositions. Comparisons can be made on the items

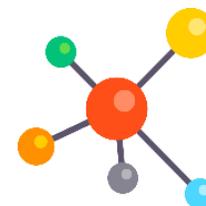


themselves and through pictures. However, the process of practical comparison is associated with certain difficulties, and it cannot be completely implemented even in simple observation. If we could clearly see several objects and objects located at different distances at the same time, the process of comparison would be much easier. If there are several details in the field of view, they are not perceived the same. One of them looks good, and the others remain in the background and are not clearly perceived. This is because that visible object or object falls into the center of the field of view. Therefore, we cannot see the entire surface of the object or several details clearly and cleanly at the same time. In order to compare and determine the dimensions of objects, similarities and differences in colors from a distance, we need to see them at the same time with the same resolution. To do this, as much as possible, you need to look at those objects one by one, but often several times. At the moment, those things seem general, not specific. At the basis of this general vision, not paying attention to one or another piece of nature, is to perceive nature together with its surroundings. In such a view, even if a group of objects is dimly perceived, conditions are created for their full perception, because it is of great importance for determining the proportions of size and color.

The use of visual aids and drawing based on the object itself are of great importance in the development of student's artistic thinking, perception of existence, formation of the ability to describe.

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