



## Formation of the Skill of "Perception of Existence" in Improving Schoolchildren's Creative Skills in the Lessons of Fine Arts

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**Annotation:** This article extensively describes the tasks, responsibilities, and rules assigned to the teacher, to form the "Perception of Being" skill and achieve success in the creative process in the course of fine art classes taught to students of secondary schools, it also provides broad practical and theoretical skills.

**Keywords:** fine arts, skill, formation, creativity, teacher, student, nature, thinking, ability, education, methodology.

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"The most important task of teachers is to give the right education to the younger generation, to educate them physically and spiritually mature people!"

**Sh. Mirziyoyev**

The great importance in the educational process is the development and implementation of the National Training Program in our country. Because, along with the training of highly qualified teachers and educators, the training of personnel and their comprehensive development serve as the main factor in ensuring the upbringing of the young generation at a high level. The process of education and upbringing, implemented in general education schools, has improved significantly today compared to the previous 10 years. In the process of teaching fine arts at school, and increasing its effectiveness, the successful solution of educational tasks largely depends on the teacher. For this reason, the teacher must have in-depth knowledge and skills. To do this, he must regularly work on himself, constantly improve his scientific and theoretical level, and rely on best practices. Today, the improvement of the content and methodology of fine arts classes lies in the proper organization and conduct of classes. The scientific and methodological level of a teacher is his knowledge and methodological training. These aspects of the teacher appear during the lesson. In this regard, outstanding work has been done in the work of teachers in recent years. This, of course, leads to the activation of the visual activity of students, and the increase in knowledge, skills, and abilities. These successes are achieved in the following ways: a correct understanding of the goals and objectives of the subject of fine arts, the assimilation of the laws and rules associated with science, constant work on oneself, the correct organization of lessons from a scientific and methodological point of view, and a constant increase in students' interest in the subject. Since artfully expresses the good intentions of mankind, its dreams, and hopes. Therefore, as much as our people appreciate and respect their art, they look at Uzbek art and the people of the world just as sincerely and respectfully. Only then will be a real growth of art.



It is known that primary school education is a special stage of the educational process, and this period is the period of the most intensive development of the child's personality. Because in the period from 5-6 to 10-11 years old, the personality of the child is at the stage of maturation. This period is the most intense stage in the process of learning to see, observe, perceive, imagine, and think. Therefore, it is necessary to pay attention to the fact that the curricula and programs of pedagogical schools prepared by primary school teachers are at the level of today's requirements. Visual art helps children to know existence and life. Before starting to depict objects and phenomena, they study the structure, shape, size, color, and spatial state of things and describe them in their works. They also get an idea about the life of the observed living beings, as a result of which the children's understanding of the world around them deepens and expands, and memory develops.

Regardless of what kind of image it is, when drawing a picture, you need to approach it creatively and make a strong effort so that the image comes out successful. Creativity creates completely new ideas and fantasies and plays an important role in the artistic development of man. In the process of educating a personality, the teacher conducts a lesson in several ways. The methodology is the content of the methods of work of the teacher with students in the educational process. It is known that the school uses different teaching methods. Here, the method of teaching, the placement of educational material, the principles of teaching, and the general goals and objectives of educational work are of the greatest importance. The teacher uses various methods during the lesson and as a result, achieves the effect of improving the creative abilities of students. The word "method" is of Greek origin and means "way of inquiry". Speaking of a method, we should also be aware that we often come across the word "pedagogical teaching method". The pedagogical method of teaching is the method of work used by teachers to acquire knowledge, skills, and qualifications of schoolchildren, develop their creative abilities and form a worldview. In teaching fine arts at school, its connection with other academic subjects is the most important means of increasing the effectiveness of fine art classes. This connection is expressed in theoretical and practical content. At the same time, the connection between fine arts lessons and topics with other academic subjects is expressed in three different meanings. This implies the simultaneous linking of the lesson that will take place today with the materials being studied and educational materials that have not yet been studied. To explain to students, the connection of fine arts with other academic subjects, the teacher must first be well prepared. To do this, the teacher must collect textbooks, teaching aids, dictionaries, and visual materials and be able to use these tools to fully explain the topic of the lesson to students during the lesson. In addition to being very useful during the lesson, these materials collected by the teacher serve as a major factor in increasing the effectiveness of the learning process.

Of great importance for improving the creative abilities of schoolchildren is the formation of the skill "Perception of Being". The reason for this is that mother nature is always a source of joy and creativity for people. The aesthetic attitude to nature is based on its unique colors and shapes. That is why in the art lessons it is necessary to teach schoolchildren to see these amazing beauties in nature and think creatively, regularly observing wonderful processes and phenomena. The creative process requires you to use these skills, and not just limit yourself to thinking. Combining theory and practice in the process of studying nature effectively affects creative activity. The perception of being is carried out directly by organizing excursions to nature, parks, the streets, to historical and cultural monuments. Perception of playing an important role in the development of students' aesthetic taste, ideas, imagination, and memory. Classes on the perception of being are usually carried out before the performance of thematic compositions. At the same time, they carefully observe important objects related to the subject composition. In school textbooks of fine arts, special educational conditions are also allocated for training the perception of being. Based on their



capabilities and conditions, the teacher can conduct a lesson in the form of a conversation or combine it with a practical lesson. One of the most effective ways to teach school-age students to observe nature is to take them out into the countryside. In this process, a park or a picturesque natural area near the school is of great importance. Excursions related to teaching fine arts or live observation of various objects and phenomena are useful for the creative process. The process of learning through observation of nature is more dependent on the teacher. That is, the teacher must prepare in advance for this process. For example, the choice of an object, its preliminary observation and analysis, and an in-depth analysis of the suitability of this natural scene for students to perceive. During outdoor activities, students can work on sketching some objects with a simple pencil or paint. These sketches are also used when working on thematic compositions. A full-fledged perception of being is associated with impressions, ideas, and an aesthetic attitude to the environment, based on direct observation of the environment, processes, and phenomena in life. In elementary grades, children observe plants, animals, birds, and fish to get an idea of the appearance of nature at different times of the year, and their moods (joyful, sad, thoughtful, etc.) and describe them. Conducting conversations about being in elementary grades can help students learn more about certain things in life. This makes it possible to develop such important qualities as the analysis and generalization of such features as the shape, structure, and color of things. Schoolchildren will be interested in bright and shiny, elegant and clean, return or exchange of parts, and symmetrical arrangement of things in nature. Various colors and shapes of flowers in nature, butterflies and dragonflies, the light flight of birds, the beauty of spring and autumn landscapes, willow lichens, the brilliance of lawns under the sun, and the evening flickering of house windows excite young schoolchildren. The growth of such an aesthetic feeling in children leads to the formation of the skills of aesthetic evaluation of the properties of objects and phenomena. The use of figurative expressions such as "beautiful", "joyful", and "like on a holiday" in the activities of children indicates the development of their skills in the aesthetic perception of being and events.

Specific features of teaching fine arts in primary school are the definition of classes based on interests and abilities, taking into account the characteristics of the young age of students. Children's interest in fine arts begins very early. That is, children begin to draw from 2-3 years old, but the duration of the pictures they draw is very short. They complete any drawing in 1-2 minutes or 4-5 minutes. Such pictures drawn by children are not very well done, but they can depict any phenomenon, event, or object according to their abilities. School-age students, and more specifically primary school students, show more interest in drawing than in reading and writing. Therefore, children are looking forward to classes in fine arts with special high spirits, and in the process of attending classes, the class is also in high spirits. Activity on the perception of being is reflected in the program of grades 1-4, the purpose of which is to form an idea of life surrounding children, about the structure, shape, color, and dimensional proportions of objects and phenomena in them. Because children can accurately describe their environment only if they have a complete understanding of the world of animals and birds, weather, objects, buildings, and vehicles.

Based on the content of classes on the perception of being, the following methods are used to study them in practice:

- Learn about being through a conversation with a teacher,
- To study an object by observing its nature,
- Study life through the description,
- Learning through questions and answers.



Objects and images shown to students should, first of all, fit the topic of the lesson, their shape, structure, color, and size should be simple, understandable, and arouse students' interest in about the lesson. Most importantly, such materials must make students think and enrich children with new concepts. One of the important tasks of the subject of fine art is the development of observation in children, the ability to see things, as well as the development of memory. It is known that more than 90% of information from the environment a person receives is through the eyes, and the remaining 10% is perceived through the ears, nose, mouth, and other organs. That is, the development of vision and memory is extremely important in the activities of people. These qualities are of particular importance in the activity of children in the perception of being, as well as in the activity of drawing from nature and the basics of art history. In such lessons, students observe the structure, shape, color, size, spatial arrangement, the beauty of the movement of things and events and try to keep them in memory. The essence of observation is that children have a broad and deep understanding of things and phenomena. For example, when observing a flower, people with undeveloped powers of observation tend to approach it superficially, that is, they pay attention to the bouquet, flower, petals, and color of the flower. People with developed powers of observation at a glance will remember the size, proportions, and color of each part, the arrangement of leaves, and flower petals. Thanks to the observation and thoroughness of children, this affects the fact that information about things is well stored in memory. That is why it becomes clear what significance the subject of fine art has in the development of memory, especially visual.

When educating students' aesthetic perception, special attention is paid to children's perception of colors in nature. Children are taught not only to know the names of colors but also to be able to see them and look for beautiful color combinations. Showing the children trees with branches and leaves, the teacher notes that the color of young leaves is light green and delicate. The cleanliness of the leaves of the plant after a spring rain looks like they have been washed, and the silver sheen of raindrops on them is emphasized. In autumn nature, the yellow and reddish colors of the leaves of the trees have become golden, and the rustling of the "talking" fallen leaves is figuratively expressed. Children depict houses, trees, birds, animals, people, and vehicles in their pictures. Thus, they encounter the sizes, proportions, textures, shapes, and colors of objects and try to correctly place them in the composition of the picture. This prompts us to think about the proportionality, perfection, and appropriateness of their structure. Children think about what aspects of things and animals attract them in terms of shape and color, what side they look beautiful in, and what are their good and useful sides. When students think about things and events in nature, the teacher focuses on the beauty and perfection of the phenomena and events that match their understanding. So the teacher tries to teach children to appreciate the events and processes around them, awakening feelings of humanity, love for Motherland, and love for work. The tasks set in the process of teaching fine arts allow students to consistently demonstrate their personal and intellectual abilities. Children encourage themselves to be creative in solving learning problems. They are not able to quickly and easily solve a problem in a way that the creator already knows, but they can find a non-standard, unique way to solve a problem using their creativity and imagination. As a result, to a certain extent, an original, new, unique product of creativity appears. Fine art teachers in public schools should teach children to learn more independently. Independent work helps students to better master fine arts and increases the effectiveness of the lesson. There are very few teaching hours for fine art classes, but a lot of knowledge needs to be transferred. For this reason, it is wise for every art teacher to focus on teaching children to explore on their own outside the classroom. At the same time, the teacher should regularly increase the interest of students in the lesson. To this end, effectively conduct the educational process using various visual aids, and art materials, introduce the works of great artists, and teach how to analyze these works.



In conclusion, it should be said that creative, creatively thinking individuals are not simple performers, they are the main force that develops society. Therefore, our society needs thinking, inquisitive, creative, enterprising people, and not robotic performers. The development of our society largely depends on such people. Thinking, inquisitive, creative people in our society, able to quickly and easily find a solution to a problem in any unforeseen life situation, will raise the development of our nation to a new level. Creative thinking creates completely new ideas and fantasies, helps to realize hidden abilities and opportunities, and individuality. It should be noted that such qualities apply not only to scientists but also to people working in all fields. In addition, the development of thinking and creativity is considered one of the main tasks in the education system. From this point of view, fine arts occupy the greatest place among other subjects in the development of creative thinking in a secondary school.

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