

THE PROBLEM OF THE DEVELOPMENT OF PERCEPTION AND IMAGINATION OF WORKS OF FINE ART IN SCHOOLCHILDREN AND THE STATE OF ITS STUDY BY FOREIGN SCIENTISTS

Остонова Гулшод Раззоковна

доцент Бухарский государственный университет

Факультет Искусствоведение и Педагогика

Кафедры Изобразительное и прикладное искусство

кандидат педагогических наук

Abstract

This article provides brief information on the problem of the development of perception and imagination of works of fine art in schoolchildren and the state of its study by foreign scholars.

Keywords: Fine arts, pedagogy, psychology, method, perception, imagination, student, teacher.

Introduction

It is known that, in addition to fine arts, Leonardo da Vinci wrote works on physics, astronomy, architecture, biology, aircraft engineering and other sciences, made a number of inventions. Many famous artists are great minds and have proven themselves to be famous creators in other fields not close to art.

In a sense, N.S. The topic of Bogolyubov's dissertation research can serve as a confirmation of the above thoughts. N.S. Bogolyubov (1993) in his doctoral dissertation studied the problem of the formation of creative abilities of secondary school students on the examples of fine arts. In this study, N.S. Bogolyubov expressed the individual and general abilities of the student in fine arts, studied the relationship between them, innate abilities in the manifestation of abilities, social factors, specially oriented training, upbringing and development. The researcher defined as a scientific task the identification of the features of the development of artistic creativity at different age stages (primary school age, middle and high school age) and obtained certain scientific results.

It is known that the history of the emergence of culture is measured by the appearance of man. The visual arts are also part of culture, and its history derives from the history of art. The presence of knowledge and ideas about a number of people who are considered milestones in the history of art shows the cultural level of modern man. In this regard, the dissertation



research of V.A. Romanova on the study of the history of art in connection with the activities of fine arts among high school students deserves attention.

It is appropriate to consider the research of V.A. Romanova as a serious scientific innovation in science. After all, it gives students up-to-date information about works of fine art and their authors, the main ideas in works, teaches artistic perception and aesthetic enjoyment of works, practical activities for teaching fine arts, great artists, sculptors, which are valuable to give. .

Fine arts play an important role in the formation of a creative personality, more precisely, in the formation of creative qualities of a person, and due to the fact that a person enters the cultural world through fine arts, receives great spiritual nourishment from it, and enjoys the spiritual richness, cultured, a number of philosophers, teachers, psychologists, including G. Hegel, N. A. Berdyav, J. J. Rousseau, B. G. Ananiev, L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein, V. E. Semyonov, D. Guilford, A. Maslow, C. Rogers, V. A. Sukhomlinsky and others mentioned in their works.

I.L. Levin's scientific research is devoted to the topic of the formation of a student's creative personality on the basis of the development of artistic interests in classes where fine arts are in-depth, and the preparation of students studying in these classes for future professional activities in the field of fine arts. Fine arts at the school level are aimed at preparation.

In his study, I.L. Levin divided students of classes with in-depth study of fine arts into three groups (graphic, pictorial, compositional) and gave each of them a psychological, pedagogical, creative, and individual characteristic.

The transition, extremely difficult for the teacher and parents, as well as for the children themselves, and at the same time very responsible for the socialization of the individual, is carried out through pedagogical management within the framework of additional education during the Crisis adolescence The problem of forming students' attitude to art was studied in the dissertation of S.V. Bolshakova.

In addition to teenagers, the study studied the activities of students of graphics faculties of higher educational institutions who will teach fine arts at school in the future.

E.P. Kabkova conducted scientific research on the development of artistic and generalizing abilities of students in fine arts classes. E.P. The following aspects of Kabkova's work attract attention:

firstly, the role of art, including fine arts, in the formation of personality, the impossibility of imagining a full-fledged person without culture, the scientific substantiation of the interdependence of personality, art and culture, the role of the disclosure of art in human life; Secondly, on the basis of the sciences of psychology and physiology, the psychophysical development of a child aged 7 to 17 years and the level of expression of artistic perception, understanding, creativity and aesthetic pleasure in these young people will be presented as a brief description of both an art historian and a teacher.

Another valuable information in the work of E.P. Kabkova is the scientific analysis of "aesthetic resonance", the mechanism of the emergence and impact of resonance on a person, the personal morality of "aesthetic resonance", the spiritual wealth of a person. thoughts about the purification of the soul, the perfection of human qualities, i.e. about the powerful



pedagogical influence of art on the personality. This is also analyzed based on the age stage of the children. After all, the researcher tried to reveal the place of art in the formation of personality, the scientific basis for strengthening the will and enjoying beauty.

From this point of view, the materials of the doctoral dissertation of E.B. Sporisheva on the topic "Integration of the subjects of art courses of the humanitarian cycle in the system of artistic and aesthetic education of students" (2006) deserve attention.

E.B. According to the scientific idea of Sporisheva, in the formation of the personality of a modern schoolchild (grades 1-11) the artistic sciences (fine arts, applied and decorative arts, music) and the general humanitarian cycle (literature, history, foreign languages) are integrated. subjects enhances the didactic effect and has a great impact on the educational process.

We experimentally used elements of this idea in our work and saw that it really has a significant effect. The idea is extremely valuable and not only in the integration of academic subjects, in our opinion, it is advisable to introduce its improved version into education, using modern technologies in the form of "connection between subjects", which is not new for traditional pedagogy. science.

At the initial stage of his experiment, aesthetic needs were manifested only in 28.6% of students, and 71.4% of students did not have such needs. As a result of experimental training, the aesthetic need manifested itself in 85.7% of teachers.

In the control group, these indicators were 26% at the initial stage and 44.5% at the final stage. That is, in the classes where experimental training was carried out, the indicators almost doubled. As a result of experimental studies, the following was achieved:

- the idea of art and its history is enriched;
- A deep understanding has been achieved that art is a factor of mutual communication, including the strengthening of relations between peoples;
- the worldview expands and students have aesthetic feelings;
- Students understand that art is a powerful educational tool and factor.

B.T. Karsybayev studied the problem of the development of artistic creativity of students in grades 5-7 in fine arts lessons. The study involved schoolchildren from the Shymkent and Ettisoy regions of Kazakhstan. According to their creative activity, they are divided into low, middle and higher levels. In this study, not only the fine arts themselves were studied, but also its impact on the development of creative activity of students.

The problem of the formation of the worldview of adolescents in the classes of fine arts is studied in the dissertation of T.M. Dmitrova. The author created a special program, the main purpose of which was to form a worldview by improving fine arts classes. For this purpose, T.M. Dmitrova offers a training program consisting of a theoretical and methodological block, a block of pedagogical conditions, a content block and a block for assessing the results. The results obtained on the basis of the proposed model are evaluated according to three criteria (cognitive criteria, emotional-volitional criteria, activity criteria).

The problem of artistic development of students in the process of teaching composition in grades 5-7 of fine arts was studied by R.A. Kronina as part of her dissertation research. In the

study, the author recognized the importance of composition not only in the creation of a work of fine art, but also as an aspect that communicates the emotional development, observation, opportunities in the activity of fine art, the creative activity of a child who draws.

The problem of pedagogical conditions associated with the formation of the aesthetic experience of adolescents in the study of art samples was studied by E. N. Polyudova as part of her dissertation research.

The study attempts to scientifically substantiate the importance of aesthetic experience in the formation of personality and its cognitive and creative activity. The thesis reveals the content and essence of the aesthetic experience of adolescents.

According to E.N. Polyudova, aesthetic experience consists of the development of aesthetic perception, personal creative activity of the student, artistic and cultural values, and the assimilation of art by a person. Through appropriate pedagogical conditions, students acquire aesthetic experience. They are expressed in the effectiveness of increasing aesthetic experience by activating the aesthetic observation of students, a sharp change in the aesthetic perception of the content of works of art and, finally, pedagogical control.

A.T. Darchieva in her dissertation research on the topic "Formation of artistic interests of adolescents in the process of visual creative activity" studied the problem of effective formation of interests of adolescents on the basis of current factors, means, methods and principles, new approaches in educational activities. process. The psychological and pedagogical basis of interests is the formation of students' need to study fine arts, engage in fine arts, engage in fine arts - in scientific terms, an internal psychological inclination that moves a person, creates motives. As mentioned above, fine art has a complex effect on a person, that is, it activates cognitive activity, expands the worldview, forms aesthetic taste, serves to purify morals, preserve the culture of human behavior, decorate the environment and micro society. Among other things, we must not forget that the role of fine arts is great in educating schoolchildren in the spirit of patriotism, starting from childhood.

D.G. Ryakhov specially studied this issue in his dissertation research on the topic of educating students in the spirit of patriotism by means of fine arts in modern secondary schools. The value of the study lies in the fact that it reveals the possibilities of fine arts in educating the spirit of patriotism on a scientific basis. In this regard, a special model was developed, tested, scientifically substantiated and implemented in practice, taking into account regional features and objects. Criteria, indicators, levels that determine the formation of patriotism among students in grades 5-8 of school have been developed and tested.

D.I. Isaeva's dissertation considers the issue of further improvement of the integrative approach based on the integration of two academic subjects, the presentation of fine arts to students in the form of integration with foreign languages, that is, the use of fine arts as a tool to increase the effectiveness of teaching a foreign language, is a scientific problem under study.

In order to humanize education, increase interest in this language through aesthetic education in French language classes with the help of works of fine art, information about their authors, expand the worldview of students, equipping them with knowledge about French artists and art, and improve interpersonal relations.



According to the results of the dissertation research of O.S. Mikhailova, the minimal assistance provided by the teacher as a professional in artistic activity and fine arts leads to a sharp increase in the quality of the results of activities, an expansion of the range of topics, an increase in the number of collective works submitted to competitions, and effective teamwork of children, interpersonal relations among students will change in a positive direction, students will increase their sense of reflection and empathy, and, finally, it will cause an increase in interest in art. classes and artistic activities.

A.A. Kachalova studied the pedagogical aspects of the development of artistic imagination in schoolchildren. In order to develop artistic imagination, the author used three artistic and pedagogical models in fine arts classes: a model of variants; Contrast Completion Model and Contrast Comparison Model.

Based on the requirements for the creation of artistic and pedagogical models, the author A.A. Kachalova established the following basic principles: artistry, the connection of art with life, the harmony of artistic perception with practical activity, folk (folklore) and academic (classical) in teaching. children's and modern) unity of art forms, according to its laws, it is proposed to work in art education.

The problem of integration of artistic creativity and fine arts in the creative development of adolescents was studied by O. N. Chernilevskaya as part of her dissertation research. The original model was developed by the author, tested, scientifically substantiated and implemented in practice. N. Chernilevskaya has developed the following evaluation criteria that determine the creative development of adolescents:

- creative qualities of a teenager;
- objective and artistic qualities;
- moral qualities.

The author revealed the pedagogical conditions and determined the levels of creative development of adolescents.

M. A. Kozlovskaya studied the problem of pedagogical conditions for the development of artistic perception of adolescents in secondary school.

In her research, M.A. Kozlovskaya described and interpreted the development of artistic perception, identified and scientifically tested the pedagogical conditions that ensure the effective development of artistic perception in adolescents. According to the author, these are:

- ensuring the integrity of the pedagogical system;
- gradual development of artistic perception;
- creation of a subject-developing environment;
- organization of creative activities of adolescents;
- ensuring the didactic and technological development of artistic perception.

The problem of the formation of the artistic culture of adolescents through museums of fine arts is studied in detail in the dissertation research of A.V. Bulgakova.

Based on the analysis of literature, the author gave a scientific definition of the concept of artistic culture of adolescents and offered its brief characteristics.

In A.V. Bulgakova's research, the artistic culture of adolescents is measured by the following criteria:

- cognitive level;
- attitude to fine arts;
- the level of artistic value;
- the level of motivational activity;
- the level of assessment (high, medium, low).

Changes in the criteria described above serve as an indicator of the development of the artistic culture of adolescents.

As part of his dissertation research, A.A. Titov studied the problem of creative activation of adolescents in classes on thematic composition in the system of additional education. Additional education plays an important role in the development of the child's personality. The curriculum, textbooks and lessons of the school, prepared on the basis of state educational standards, cannot fully ensure the adequate development of a child with innate abilities and talent in a certain field, therefore the main goal of this school is not included in the task. Through school lessons, the teacher can easily identify gifted students and help them develop, but there are additional educational institutions for the full manifestation of the child's talent and achievement of high results. Some children present their school, city, country to the world with their talent in a certain direction. For this reason, the scientific study of the problems and topical issues of the system of additional education, its further improvement is of great scientific, practical, political and educational importance.

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