

SCIENTIFIC-METHODOLOGICAL BASIS OF ARTISTIC PERCEPTION OF WORKS OF FINE ART IN HIGHER EDUCATION

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Abstract

This article analyzes the scientific-methodological foundations of artistic perception of works of fine art in higher education institutions. This research is aimed at studying the methods of developing students' artistic thinking, aesthetic taste, creative thinking and analytical skills in the process of perceiving works of art. The article also presents pedagogical approaches and methodological recommendations for teaching works of fine art.

Keywords: Fine arts, artistic perception, higher education, aesthetic education, pedagogical methodology, creative thinking.

Introduction

The main goal of teaching fine arts in higher education is not only to make students technically skilled, but also to enrich them with artistic thinking and aesthetic taste. Artistic perception of works of fine art is the process of understanding the content, form, color harmony and means of expression of a work of art in the minds of students, analyzing them and forming their own creative opinion.

Artistic perception not only develops visual abilities, but also directs students to critical thinking, aesthetic intuition and creative thinking. Therefore, the development of scientific and methodological foundations for teaching works of fine art in higher education institutions is of great importance. The article presents ideas on methods of effective organization of the process of artistic perception, pedagogical approaches and teaching methodologies.

The process of artistic perception of works of fine art in higher education serves not only as an aesthetic experience for students, but also as a means of developing creative thinking and critical thinking. Artistic perception is the process of understanding, analyzing and forming one's own opinion about the content, form, color harmony, composition and means of expression of a work of art in the minds of students. When perceiving works of fine art, students first focus on visual attention, and then develop artistic thinking through aesthetic evaluation, content understanding, and emotional response.

Educators use a number of scientific and methodological approaches to involve students in the process of artistic perception. One of them is interactive and problem-based methodologies, through which students enrich their artistic thinking through questions and answers, discussions, and debates when analyzing a work of art. For example, by discussing the harmony of color, elements of form, and composition in an artist's work, students strengthen their thinking, creative imagination, and aesthetic intuition.

Also, multimedia tools, interactive presentations, and digital platforms are used in higher education to effectively organize the process of artistic perception. Students have the opportunity



to study works of art created in different periods and styles through slides, video presentations, or virtual galleries. This method further deepens artistic perception and develops students' visual thinking and technical skills.

One of the important factors in the formation of artistic perception in visual arts classes in higher education is the reflective approach. Students analyze the content and artistic characteristics of a work of art by expressing their thoughts in writing or orally. Through the process of reflection, they develop their aesthetic taste, enrich their creative thinking, and increase their ability to draw artistic conclusions. Another important aspect of artistic perception is emotional perception and emotional response. When students view a work of art, they perceive its color harmony, elements of form and composition, and the emotions associated with the subject and idea. Through this, they develop not only artistic, but also psychological and cultural thinking. Teachers use question-and-answer techniques, discussions, group work, and creative exercises to guide students in this process. Methodologically, the formation of artistic perception in higher education includes the following stages: visual acquaintance with the work, content analysis, highlighting artistic features, emotional reception and reflective discussion. At each stage, students expand their knowledge and skills, develop aesthetic taste and artistic thinking.

Also important in the formation of artistic perception are methods of involving students in independent work. Students independently analyze works of art, prepare content descriptions, compare elements of a picture or composition, and express their conclusions in writing or orally. Through this process, they develop independent thinking, analysis, and a creative approach.

The scientific and methodological foundations of artistic perception of works of fine art in higher education also include pedagogical approaches aimed at developing the student's aesthetic taste, critical thinking, and creative thinking.

Interactive methods, visual materials, reflective exercises, and multimedia tools are effectively used in lessons. At the same time, students' ability to perceive works of art through individual and group work is strengthened.

As a result, the application of scientific and methodological foundations of artistic perception in higher education directs students to a deep understanding of works of art not only visually, but also in content, emotionally and artistically. This helps to develop their aesthetic taste, creative thinking and analytical abilities.

The process of artistic perception of works of art in higher education is of important pedagogical and aesthetic importance for students. Through this process, students develop artistic thinking, increase aesthetic taste and creative abilities, acquire skills in analyzing and understanding works of art. Scientific and methodological foundations, interactive methods, multimedia tools and reflective exercises form the foundation of effective teaching of fine arts in higher education. Thus, the process of artistic perception not only increases students' interest in art, but also forms them as individuals who can think independently, critically and creatively.

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