History of Teaching Fine Arts in Uzbekistan.

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ABSTRACT

The educational process in the fine arts, along with the formation of students' skills in drawing, architecture, aesthetic perception of the beauty of the environment, the theoretical knowledge of its reflection on the basis of visual aids and develops skills. It should be noted that the teacher's approach and skills play an important role in achieving these goals.

Key words: *Fine arts, education, student, skills, theoretical knowledge, teacher, lesson.*

Introduction

In art classes, students learn how to aesthetically perceive being and art. Through this science, students develop thinking skills, visual memory, creative thinking, artistic taste, aesthetic sense.

The educational process in the fine arts, along with the formation of students' skills in drawing, architecture, aesthetic perception of the beauty of the environment, the theoretical knowledge of its reflection on the basis of visual aids and develops skills. It should be noted that the teacher's approach and skills play an important role in achieving these goals. Because the knowledge, skills and abilities that are formed during the visual activity are mainly implemented during the lesson.

In order to cover the content of the topics in the areas of "Perception of Being", "Perception of Art", "Depiction by Nature" and "Compositional Activity", teachers make the lessons of fine arts more practical in nature. It is recommended that they spend time in the country and organize trips to museums. At the same time, students will develop a love for nature, the native land, learn to preserve and appreciate our national values, architectural monuments and masterpieces of art.

It is advisable to take into account the specifics of the science in the selection of interactive methods and technologies used in the course. Interactive methods and teaching technologies aimed at ensuring the effectiveness and efficiency of the teaching process are now widely used in all secondary schools of the country and are yielding positive results.

In particular, in the section on strengthening the topic, "Step by step", "FSMU", "Analysis of concepts"; "Wheel", "Networking", "SAN" technology in the explanation of a new topic; “Resume”, “Advocacy Group”, “SAN” technology when strengthening a new topic and giving independent work on it; It is advisable to use the "Fan" technology at the end of the lesson.

In order for art lessons to be interesting and meaningful, the teacher must take a creative approach to their work, using technical aids, multimedia tools, slides, and visual aids in each lesson. During the course, it is recommended to use not only the materials provided in the manual, but also additional literature, information from the Internet and science news, extensive work experience of advanced teachers.

In particular, in explaining the topic "Landscaping in painting and graphics", the teacher shows the works of Uzbek and foreign artists in the genre of landscape on the screen as an example through a

overhead projector, and before starting practical work on this topic on a computer disk or flash drive. The step-by-step processing of the landscapes can display a descriptive record.

Explaining the topic "Conversation and analysis of reproductions in the history of Oriental miniature art" should include examples of oriental miniature schools and their work, information about Kamoliddin Behzod, examples of works by our skilled ancestors.

The following topics are recommended for discussion at branch meetings:

- Orientation of students to the profession through the effective use of our cultural heritage, national values and the masterpieces of folk arts in the teaching of fine arts;
- Problems of fine arts lessons, coordination of extracurricular and extracurricular activities, meaningful organization of leisure time of young people in the development of creative abilities of students;
- Conducting a workshop on "Ways to work as a team in fine arts classes";
- Conversation on "Optical illusions in the process of still life";
- Experience in the use of visual aids in the teaching of "Methods and directions of medieval art" (composition on wet paper, 6th grade).

At the same time, the flow of information in the social life of the Republic is intense. One of the most pressing issues facing the education system is to receive this information quickly, analyze it, process it, theoretically generalize it, draw conclusions, and establish a clear system for delivering it to students. The development and implementation of new pedagogical technologies in the education system will help to solve these problems.

As we step on the path of building a modern state based on a developed market economy and ensure a consistent transition from a strong state to a strong civil society, only modern knowledge, intellectual potential and the deep understanding of the need for harmony of national and universal values will prevail. only people with advanced technology can achieve the strategic development goals we have set for ourselves.

We know that the teaching process in schools is divided into independent and interrelated theoretical and practical parts. Theoretical part of economics should be taught at the required level in order to conduct practical training at a high methodological level. One of the most important issues in the training of junior specialists in a particular field is the formation of students' theoretical knowledge, practical skills and competencies related to production work. One of the most important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. To provide students with specific theoretical knowledge in a short period of time, to develop skills and competencies in a particular activity, as well as to monitor the activities of students, to assess the level of knowledge, skills and abilities acquired by them from the teacher requires high pedagogical skills and a new approach to the educational process.

Non-traditional lessons are subjective in nature, which means that every educator must organize the process of education and upbringing creatively, based on their abilities and professional skills. Regardless of the form, method and means of organization, non-traditional technologies:

- increase the effectiveness of pedagogical activity (educational process);
- decide on the interaction between teacher and students;
- Ensuring that students acquire a thorough knowledge of the subject;
-Develop students' independent, free and creative thinking skills;

Creating the necessary conditions for students to realize their potential;
- ensure the priority of democratic and humanistic ideas in the pedagogical process.

Some young educators do not use pedagogical technologies in order to organize non-traditional lessons. In my opinion, pedagogical technologies cannot be used compulsorily. On the contrary, it is advisable to develop them creatively, while using the advanced pedagogical technologies based on or used by experienced educators.

This means that future teachers in their schools will have to have a deep knowledge of the subject and will be able to teach in a non-traditional way. To do this, the future economist-educator must study in depth the theory of non-traditional approaches in modern education.

Various non-traditional approaches are used in pedagogical science and practice: non-traditional systematic approach

non-traditional technological approach

non-traditional activity approaches are among them.

A non-traditional systematic approach. The word system means a structure, a whole, or an event made up of parts. The systematic approach is universally described as a methodology of scientific learning and a branch of pedagogical practice. The concept of "systematic approach" is often used in conjunction with the concepts of "systematic method", "systematic analysis method". Because the methods of systematic analysis also involve the study of the object as a whole system. The systematic approach is very close to the analysis, especially in terms of structure and function. The object of system analysis is a whole thing or event (system), which is, first of all, different parts of the object; second, the interdependence of the parts; thirdly, the boundaries of the system, and fourthly, the connection of the system to the environment.

The systematic approach uses a set of rules and principles that allow for high results in research and practice. Such rules and principles include, in particular, the following: the transition from abstraction to clarity: the unity of synthesis with analysis, the unity of logic and historicity; diversity of objective connections and interactions; unity of ideas about the functions and origins of the structure of the object, etc.

A non-traditional technological approach. Technology is a Greek word meaning technique, art, logos-concept, doctrine. The concept of technology is a set of methods and techniques used in production processes to obtain a finished product; is described as a science that produces and perfects such methods and techniques. The activities that are part of the production process - the extraction, transportation, unloading, storage of materials, etc. - are also called technology. Technology includes descriptions of production processes, manuals, technical rules and requirements, and graphs. Hundreds of technological projects (processes) have been created in the field of industrial production. They guarantee the quality and results of the product, regardless of who performed the work and where, if the requirements of the technical documentation are followed.

Technological approach to education:

- Divide the learning process into interrelated stages, phases, actions;
- Coordinating, sequential, step-by-step actions to achieve the desired result in education;
-designed work implies the performance of all actions at once.

This approach is mainly specific to reproductive education. Reproductive education is the practice of performing an action according to previously learned rules in typical situations. (Shown in Table 2)

Reproductive methods are primarily useful for quickly identifying typical knowledge gaps by ensuring that students remember the learning material faster and more robustly. Reproductive methods are especially effective when the content of the training material is mainly informational in nature, when complex and completely new knowledge needs to be learned. The reproductive nature of thinking implies that learning information, communicated through a teacher or other source, becomes more active and memorable. Stories, lectures, demonstrations and practical work can also be built on a reproductive basis. Practical work of a reproductive nature differs in that it can often be carried out by a heuristic, or partially exploratory, method, in order to increase the activity that students have previously or recently mastered according to the pattern. Students will be given the opportunity to reflect on some of the elements of the material being studied during the presentation of the new topic. The teacher composes light short questions and tries to find answers with the participation of students. The heuristic method also helps to determine the level of knowledge of students. This means that the heuristic method allows students to be partially involved in understanding the new topic.

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