

Formation of students' educational competencies on fine literacy

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Abstract: The subject of "Fine Arts", which is taught in secondary schools, differs from other disciplines in teaching children to think logically and abstractly, in the development of imagination and memory, creativity and imagination. In fine arts classes, children solve a problem in several ways, which inevitably directs children to think, to think creatively. Let's say children try to remember an event that is related to a topic, in the process of working on a composition on a particular life or myth.

Key words: "Fine Arts", schools, teaching, children, education, competencies.

Introduction.

The educational goals and objectives of the teaching of fine arts are to build students' creative competencies through the formation and development of artistic intellectual potential through a complex impact on them through the teaching materials of fine and applied arts, design, arts and crafts, and architecture. Students are encouraged to be creative in the process of completing learning tasks aimed at learning the basics of the fine arts. They improve their creativity and imagination, their ability to use the qualities of norm and harmony, to solve problems in new ways.

Creative-minded individuals are not ordinary performers, they are the main force that develops a society. That is why "our society needs not thinkers like robots, but thinkers, researchers, creators, entrepreneurs". In this regard, the subject of "Fine Arts" is of particular importance.

Creative thinking creates completely new ideas and imaginations, creates the basis for the realization of hidden abilities and capabilities, originality in the person. Such qualities are important not only for scientists, but also for professionals working in all fields. Therefore, the development of thinking and creativity in the education system is considered one of the main tasks. From this point of view, fine arts classes have more opportunities among other disciplines in the development of creative thinking in general secondary schools. This opportunity will undoubtedly be realized through competence. Therefore, the formation of educational competencies in the fine arts, as well as the development of creative disciplines, is a unique pedagogical guarantee of cultivating a creative person who thinks creatively in the future.

The priority of the development of "Fine Arts" lessons in general secondary schools with the social development of society is the formation and development of competencies in the field, modernization of the system and content of teaching "Fine Arts". Therefore, the main driving force of these reforms in the process of modernization of the education system is the improvement of science programs, a modern approach to the educational process - the implementation of new pedagogical technologies.

The purpose of fine arts classes in general secondary schools is to form a well-rounded, perfect person in his artistic culture.

An analysis of sources on the history of art pedagogy shows that the exemplary views of

educators on students' visual literacy have played an important role in the past. In particular, the first textbook created by the great didactic scientist Ya.A. Comenius was entitled "The world of things felt in pictures or the names and pictures of all things and actions in life", which takes into account the knowledge system and the skills that students decide on this knowledge. "It is only after the knowledge and skills have been decided that the child's thinking can be developed. [80, 438], - said the scientist. Therefore, the student gets an idea of the object being observed in the lesson, as a result of which the scope of perceptions in his worldview deepens and expands, his memory develops. While the fine arts help students observe beings, life, they learn the structure, shape, dimensions, color, spatial state of things before they begin to draw objects and events, and describe them in their work. Thus, along with their educational competencies in the fine arts, they develop and improve their general outlook. Naturally, in this process, along with the content, methodological approaches also need to be improved.

At the same time, it should be noted that a comprehensive approach to the development of students' fine literacy competencies in effective art classes is also important.

Through the study of the historical foundations of fine arts, observation of illustrations drawn on works of art, children get an idea of the lifestyle, culture, clothing, tools, animals, construction, shape, color, dimensions of our ancestors who lived thousands of years ago. The implementation of these ideas in practical visual and creative activities is important as an important component of students' learning competencies in the fine arts.

The subject of "Fine Arts", which is taught in secondary schools, differs from other disciplines in teaching children to think logically and abstractly, in the development of imagination and memory, creativity and imagination. In fine arts classes, children solve a problem in several ways, which inevitably directs children to think, to think creatively. Let's say children try to remember an event that is related to a topic, in the process of working on a composition on a particular life or myth. "At what time and in what place, on other planets, under water, in the depths of nature or in the house, in the picture are people or animals, what is the structure, shape, color, size of the creatures depicted?" seek answers to questions such as. This process, in turn, serves to form in students broad thinking competencies.

The image is processed on the basis of variability, combination and so on. Students visualize the theoretical foundations of fine arts in painting - light and shadow, color, perspective, the laws and rules of composition, and apply them in their visual activities. They try to make their pictures creative, fresh, irreplaceable. So, one of the important tasks of fine arts education is to develop observation in children, to see the being, and thus to develop memory.

The science of fine arts education provides the elementary knowledge and skills of art culture that are necessary for every child. Because every student, regardless of the field in which he will work in the future, he will have to rest, relax, and restore the energy expended during working hours. He achieves this by getting acquainted with works of art created at a high artistic level in museums, exhibitions and other places, understanding them and enjoying them. Also, most students have to engage in a certain amount of visual activity in their future lives. That is, knowledge of drawing is necessary not only for artists, designers, architects, but also for educators, engineers, medics, builders, agronomists, the military, scientists. In their work, each of them tries to describe and project their own ideas and thoughts that cannot be explained in words through pictures, diagrams, diagrams, and sketches.

In the context of the study of fine arts, of course, should be based on the incomparably rich,

cultural and spiritual heritage created by the Uzbek people. Therefore, the world-famous works of architecture, applied and fine arts of the Uzbek people need to be taught more broadly and in depth in general secondary schools than other materials. At the same time, it is expedient to differentiate the content of education in general secondary schools by region and city. Because the history of applied art and architecture in the regions, cities and even villages of Uzbekistan has its own peculiarities in the development of modern conditions. This can be seen in the applied arts and crafts of Bukhara, Samarkand, Kattakurgan, Rishtan, Shakhrisabz, Nurata, Margilan, Gijduvan, Urgut, Khujayli and other cities. Thus, it can be concluded that students' knowledge of architecture, applied arts and crafts should also be an integral part of their educational competencies in the fine arts. This factor is also reflected in the State Educational Standard, curriculum and textbooks based on them.

It is important not to forget that our centuries-old national-artistic culture provides students with relevant knowledge about fine arts, applied decorative arts, architecture, as well as skills in fine and applied arts. Activation of students' interest in fine arts in general secondary schools is one of the main tasks aimed at the implementation of aesthetic education, which is carried out in the following areas:

- To teach students to understand the beauties of nature, art and life;
- To cultivate their aesthetic taste, the ability to appreciate beauty, to teach them to distinguish real beauty from ugly events and things;
- To develop the ability to express themselves in the visual and creative activity of the person, to support his behavior and to add beauty to life;
- Expanding the range of children's artistic thinking.

It is known that the growth of aesthetic sense in students leads to the formation in them of the skills of aesthetic assessment of the properties of objects and events. At the same time, special attention should be paid to the perception of colors in nature in the education of aesthetic perception of students. Because visual literacy competencies cannot be imagined without knowledge of color.

Today, a completely new, original form of didactic design aimed at developing students' visual literacy competencies in the field of fine arts requires the study and analysis of the educational standard as a tool for didactic design. This is a social order of the state, which is formed on the basis of new complex didactic projects aimed at the formation of artistic thinking and competencies of students. They take into account both the creative activity of students and the recall activity. Didactic design according to the interrelation of the components of students' learning activities and social experience; designing knowledge, ideas, views; skills design; designing creative activity experience; relationship design can be divided into TB. For example, the teacher points out to students that the color of young leaves is light green and delicate by showing them branches and leaves. After the spring rains, the plant emphasizes the cleanliness of the leaves, making them look as if they have been washed away, making the rainy grains in them shine like silver. In autumn, the yellow and red colors of the leaves of the tree turn golden, and the rustling of the fallen leaves "speaks" figuratively. Children depict houses, trees, birds, animals, people, vehicles in their pictures. From this they interpret the unmistakable depictions according to their dimensions, proportions, texture, shapes, colors, and try to place them compositionally correctly in their pictorial activities. This encourages us to think about the balance, perfection, purposefulness in their structure. This, in turn, is one of the important components of learning competencies related to students' visual activities. Students think about the aspects that make an object and an animal attractive in terms of shape and color, which side makes them look beautiful,

and what their good and useful sides are. As students think about things and events in nature, the teacher focuses on the beauty and perfection of the events and happenings that fit their understanding. She tries to teach students to appreciate the events and happenings around her through the experience of beauty, awakens feelings of humanity, love for the Motherland, love for work.

Knowledge of art history is of special importance in the system of educational competencies of students in the field of fine arts. In the basics of art criticism, students try to reveal and refine the subtlety in the process of showing and analyzing many works created on topics such as the nature of our country, the selfless work of our people, the heroic struggle of our great ancestors for independence. In this regard, the works of artists such as Ch. Akhmarov, O. Tansiqbaev, N. Karakhan, A. Muminov, R. Ahmedov, N. Kuzibaev, created at a high artistic level, are of particular importance.

Particular attention should be paid to the content, age-appropriateness and quality of the educational material provided in the formation of theoretical knowledge and practical competencies in students in the lessons of fine arts. It is known that the term "educational material" was first used by Comenius in his work "The Great Didactics": "Education is the introduction of students to educational material" [80, 438]. Education, he writes, consists of a trinity; teacher, student, and teaching material. The teacher is the educator, the student is the perceiver of knowledge, and the learning material is the movement of knowledge from the teacher to the children. Thus, based on the thesis that the content of information in the subject "Fine Arts" is materialized in the teaching materials, the management of the process of formation of competencies in students requires a comprehensive pedagogical processing of information content, adapting selected educational materials to real learning abilities. In this way, the choice of the optimal content and methodology of teaching materials and information that will ensure the formation of educational competencies in the educational process of students will increase the opportunities to increase the effectiveness and improve the quality of education.

The Uzbek people are famous all over the world for their ancient fine, applied, architectural art and culture. Painting, sculpture and architecture of BC are highly developed in the territory of Uzbekistan, samples of which are found in Varakhsha, Afrosiyob, Toprak kala, Ayrtom, Dalvarzin tepa, Fayoz tepa, Khalchayon, Teshik kala and a number of other places. The art of these 5-6 thousand-year-old works of art is no different from the works of modern artists and sculptors.

Looking at Mazi, in the IX-XII centuries, culture, science, art and literature in Movoraunnahr developed and flourished in the direction of Islamic culture. During this period Ahmad al-Farghani, Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, Imam Isma'il al-Bukhari, al-Termizi, Abu Abdullah Rudaki, Abdul Qasim Firdausi, Ahmad Yassavi, Mahmud Qashqari, Mahmud Zamakhshari, Hundreds of nobles such as Yusuf Khas Hajib and Najmiddin Kubro lived and worked. These brilliant geniuses - the legacy left by the stars of world culture - have not lost their significance. The philosophical and aesthetic views of these figures are formed in the form of such teachings as "Ahl al-Dil", "Ilmi Hayrat", "Ilmi Hol" and "Qol" and play an important role in the observation of existence and the evaluation of works of fine art.

The modern design of "Fine Arts" lessons taught in general secondary schools in the combination of national and universal values should be a powerful source in such a noble work as educating the younger generation on the basis of spiritual, universal values. Concern for the spirituality of modern youth is primarily the responsibility of the state and society to develop principles that will form the basis for improving the methodological system of formation of educational competencies in students of

our government.

In this regard, there is a need to fully realize the full potential of the student - the builder of the future of our society, to create educational mechanisms that meet their educational needs, including practical mechanisms for developing students' learning competencies in fine arts.

The main participant of school education, including the designer of the educational process aimed at improving the methodological system for the development of learning competencies in students, as well as the teacher who implements it in practice, fulfills an important social (state) task, such as training qualified specialists. What is the role of the educator in the pedagogical system?

1. The teacher must clearly and unambiguously define the educational goal in accordance with the state order, so that it is possible to draw conclusions about the design and implementation of the didactic process that will ensure its achievement in the allotted time.

2. In selecting the content of the educational process in accordance with the objectives of education, the teacher must take into account the relevance of the content of education, which provides the improvement and development of certain competencies in students, to the level of its mastery by students.

3. The teacher should be familiar with the requirements of building a didactic process as a component of the pedagogical system, which is the basis for improving the methodological system of formation of learning competencies in students, and design its optimal version depending on each subject.

4. The teacher should be able to use effective forms of teaching in the implementation of the didactic process of improving competencies in students.

5. The teacher should control the degree to which the student, who is a participant in the pedagogical system, acquires the content of education, that is, the methodological system aimed at the formation of learning competencies in students with the most optimal methods of education. The information obtained allows to manage the pedagogical system in a purposeful way or to determine which element of the methodical system needs to be corrected.

It is also important that students understand the works of fine art, their artistic and analytical interpretation. At the same time, understanding of works of fine arts, emotional-positive relations, interest, artistic and aesthetic analysis of types and genres of fine arts, their peculiarities and features, logical (perception - analysis - synthesis, generalization - evaluation - attitude); figurative thinking, creative imagination; finally, spiritual communication with the work and, of course, knowledge of the criteria for evaluating works of fine art that have aesthetic value, artistic value, and ideological-meaningful content is an important structural competence of students' visual arts competencies.

It is these aspects that are the starting point for the idea of the value of a work seen in the fine arts, a measure for the artistic evaluation of an artist's work.

Works of fine arts are fully understood by students when they use the functions of enlightenment, prognostic, geronic, heuristic, evaluative, communicative, social-oriented, socializing, educational influence of art.

In the general areas of perception of works of painting, graphics, sculpture, applied decorative arts and architecture, the following applies

1. Artist, information about him.
2. Theme, plot, content, what is described.

3. The content of the work.
4. How did the artist-architect, folk master reveal the ideological meaning using what visual means?
5. What a generalized artistic image fills the work.
6. The attitude of artists to their work.
7. Me and this work: impression, attitude, impact and impact.

The formation of students' learning competencies in the fine arts, as noted, is directly related to their theoretical knowledge of artistic perception. Naturally, in terms of didactic function, they are evaluated on the basis of certain criteria.

- essence, originality, character, specific functions, art and expressiveness of fine arts;
- types and genres of painting, graphics, sculpture; the peculiarities, features and visual means of the methods used;
- content and form in fine arts, their specific functions;
- Criteria for evaluating works of fine arts;
- artistic and aesthetic perception of works of fine arts - the main components of analytical operations;
- Painting, graphics, sculpture, perception of works - areas of analysis;
- Fine arts and communicative (as artistic communication: the communicative activity of the perceiver of the work of art, the artist on the subject of the studied work of art). Stylistically, this introductory word is considered colloquial.

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