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# The State Of Art Education Theory And Practice Of Developing Students' Logical Thinking In Applied Art Lessons

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**Abstract:** Philosophy, ethics, aesthetics, logic, psychology, mathematics and other subjects are taught in pedagogical universities. But they are not taught in a way that is adapted to each field of specialization. In addition, the science of logic is taught in pedagogical universities, like all fields, but this specialty should be taught taking into account its specific aspects.

**Keywords**: Educational system, reforms, logic, artistic analysis, thinking, ability to think, logical thinking, development, educational methods.

**Introduction:** The reforms being implemented in the education system of our republic have opened up a wide path to organizing the content of education on the basis of universal human values and the historical and cultural traditions of our people. As a result, a new generation of educational standards, curricula, and textbooks has been created. At the same time, they are being improved and modernized. The idea of a perfect person is a noble idea that has both a national and universal essence, embodies the highest spiritual and physical perfection inherent in humanity, and always encourages it to goodness.

Russian journalist and writer G.S. Petrov, who recognized that an educated, highly qualified population is the key to success for a country in the modern world, noted that as a result of the reforms implemented in the Finnish education system, we can see that the quality of education in the country has been raised to a high level, and we can witness the country getting out of the “swamp” in which it once sank.

In higher pedagogical universities, philosophy, ethics, aesthetics, logic, psychology, mathematics and other subjects are taught. However, they are not taught in a way that is adapted to the specialization of each field. The research of Professor S.S. Bulatov shows that in the areas of Fine Arts and Engineering Graphics, general professional subjects such as history, higher mathematics, logic, philosophy, psychology, ethics are taught along with composition, applied arts, painting, drawing, painting, art history, etc. However, general professional subjects are not taught in harmony with fine and applied arts.

In addition, logic is taught in pedagogical universities, like all other fields, but it is not taught taking into account the specific aspects of that specialty. Therefore, we cannot say that logical thinking and observation in special disciplines are being formed sufficiently in the personnel we are training. We can learn this from simple questions and answers. In order to further improve the professional quality of personnel focused on artistic economics, it is advisable to allocate a certain part of the hours allocated to philosophy in the curriculum to logic.

Logic should be taught in an integral way in each specialty, linking it with this discipline. For this, the teaching specialist should be an artist-philosopher, an applied arts master-philosopher, a linguist-logician, a musician-logician, a chemist-logician, a specialist who is well versed in the details of economics. Then, the teacher will be able to deeply analyze the laws and categories of Applied Arts for his student using the example of Applied Decorative Arts.

Logic is the science of thinking. Thinking is also the main

focus of psychology, physiology of the higher nervous system and other fields. So, why is thinking the basis of the science of logic? The reason is that logic studies the system of thinking and the development of thinking, its basic rules and methods, as well as its basic laws.

The scholar and lexicographer Abu Rayhan Al-Biruni writes: “Man, having acquired speech and arguing with his opponents about worldly and hereafter matters, needed a “criterion” in his words. Since speech by its very nature has the possibility of containing both truth and falsehood, it was necessary to consistently examine it with the help of a criterion and thus correct its doubtful position. Because in this way, both the falsehood that misleads a person and the truth that reveals the truth of the syllogisms constructed from words in arguments were revealed. Man found this criterion. It is called logic.

In antiquity, logic was considered an “organon,” that is, a tool for justifying knowledge, while medieval logicians of the Near and Middle East considered it a “scale that distinguishes true thought from false.” The fact that Abu Hamid al-Ghazali’s work on logic is called “Al-qustas al-mustaqim,” that is, “the correct scale,” confirms our idea. Medieval European logicians interpreted it as a “method of making discoveries.” The German logician I. Kant defined logic as a “canon,” that is, a science that provides laws for studying sciences. Based on the place of logic in the system of sciences and the range of issues studied in it, it can be called a “propaedeutics,” that is, a science that prepares for studying other sciences.

So, if we consider logic as a subject that prepares students for studying other subjects, then it would be appropriate to link fine arts to logic during fine arts and applied arts lessons. If we look at the current curriculum, 6 hours are allocated to Logic as part of Philosophy. This allocated lesson hour applies only to students of the 1st stage. No hours are allocated to Logic in the remaining stages. Unfortunately, in the development of the artistic aesthetic component of students of the “Fine Arts and Engineering Graphics” department of the “Professional Education” faculty of the Pedagogical University, only 6 hours of lesson hours are allocated to logic during the 4-year study process.

Candidate of Philosophy, Associate Professor D.N. According to Demenov’s research, the essence of logic in the artistic process is expressed in the fact that “it should be done this way” or “not in another way”, but can be variable depending on the variability of the process. It can vary depending on the ontological, epistemological and axiological aspects of the art being studied. Logic can be different at different stages of artistic development: at the macro level, the artistic process - the logic of the formation of artistic images; at the macro level - a variety of formal solutions embodied in a wide range of artistic styles and directions. Logic is a small part of the diversity of the multifaceted artistic process, both conscious and unconscious, as well as self-expression in art.

D.N. Demenyov, in his research, expresses the following thoughts about the relationship between logic and fine arts: “Aesthetic logic uses color as a general part of logic. Aesthetic logic is the artist’s activity of self-expression through the time factor, expressed in the relationship between the form and content of his work. This logic can be variable depending on the variability of the artistic process”.

Studies show that in countries with developed education systems, in the fields of fine and applied arts, logic has been linked to fine and applied arts in teaching processes, and articles have been written and scientific research is being carried out on this topic.

For students of the “Fine Arts and Engineering Graphics” field, logic is an important part not only in the process of fine and applied arts lessons, but also in the field of engineering graphics, determining the spatial coordinates of points, drawing the interior and exterior of buildings. In addition, if graduates of this field have developed logical thinking, the works of art they create can become compositions with colorful and meaningful solutions. Also, students with developed logical thinking analyze works of fine and applied arts as a philosophical idea, the essence of their content, the secrets hidden behind them.

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