



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

DIDACTIC POSSIBILITIES OF INCREASING THE QUALITY AND EFFICIENCY OF EDUCATION IN ILLUSTRATIVE PAINTING LESSONS

Submission Date: March 05, 2023, Accepted Date: March 05, 2023,

Published Date: March 15, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue03-06>

Mamatkulov Shukhrat Nazarovich

Faculty Of National Dress And Art Of Terdu, Teacher Of The Department Of Fine Arts And Engineering Graphics, Uzbekistan

ABSTRACT

The State Educational Standard for the subject "Fine Arts" in general secondary education defines compositional activity as one of the main types of art education. The last quarter of 7th grade, the Book Art block, offers a wide range of opportunities for the complex organization of students' compositional activities based on the teaching materials in this block of fine arts education.

KEYWORDS

Illustration, picture, story, fairy tale, sketch, cover.

INTRODUCTION

In the State Educational Standard of Fine Arts subject of general secondary education subjects, composition activity is defined as one of the main types of art education. In primary grades, these types of lessons are carried out according to the curriculum on the topics presented in sample assignments. First of all, the last quarter of the 7th grade - the Literacy Art block provides comprehensive opportunities for the

complex organization of students' compositional activities based on the educational materials of this block of fine arts education.

Secondly, since reading art is the final part not only of 7th grade fine arts education, but also of school fine arts education in general, it will be possible to evaluate the practical application of all the knowledge of students, or allows to assess the level of students'

acquisition of educational competencies specified in the State Education Standard on the basis of the principles of coherence and continuity of visual arts education. That is why it is appropriate to focus on using the possibilities of illustrative painting classes to ensure the continuity of visual art classes. After all, it has didactic opportunities to apply acquired theoretical knowledge and acquired practical-visual competences in all types of visual activity.

At the same time, it is worth noting that there are requirements that must be followed when working on an illustrative painting in fine arts classes, which are as follows:

- use of visual and creative competences of students, formed on the basis of educational materials acquired in elementary and 5-6 grades of illustrative drawing classes;
- to give the necessary explanation to the students regarding the selected or recommended literary sources. In this case, it is assumed that the complexity of the plot of the selected work, the increasing complexity of the possibilities of creating a visual composition from it, will be filled step by step on the basis of the principle of coherence;
- analyzing the content of the selected resource. If in the elementary grades, students are recommended to create illustrations based on the plots of folk tales, which are not very complicated in terms of content, and the teacher, through the question-and-answer tool, gives students the teacher's recommendations and advice on choosing a plot and topic for illustration composition. played a decisive role, it is recommended to give students creative activity and independence in this event in the last year of fine arts education;

- a comprehensive approach to the creation of artistic and graphic elements of book art in illustration painting classes. In this type of lessons, it is necessary to give students the necessary information about the structure of the book and the terms related to the art of reading.

If in the elementary grades, students only had an understanding of illustration, then in the 7th grade they will learn the art of book cover, forzats, frontispiece, schmutstitul, title page, initials (artistic versions of initials), dictionary meaning of art-graphic elements such as banner, illustration, konsovka. It is assumed that they have an understanding of the role and function in the structure and architecture of the book. These factors mean that it is necessary to gradually prepare students for the type of visual art education based on the principles of coherence and continuity.

The last and most important stage of the assignment can be organized in three directions. In the first direction, students are recommended to work on large-scale illustrations, and in the second direction, they can be given the task of working on a book model in the form of a team activity. Students belonging to certain categories are given tasks in the direction of art studies, they are to study and analyze historical and theoretical sources, as well as the life and work of some artists who created in the field of literary art, summarize and prepare for storytelling. are engaged in.

1. When organizing the lesson process with students working in the first direction, the didactic requirements of the compositional activity of fine art education are followed: composition, colors, contrast, visual material and tools (types of line (stroke) - thin, bold, light, dark, their directions and forms, etc.), it is required to follow

components such as imaging technique, movement and dynamics, rhythm.

2. The activity of students working in the second direction is organized in the form of collective creative activity, and in the organization of this process, their individual creative abilities, visual capabilities and abilities, and interests are taken into account. This approach means that, naturally, one student is interested in decorating some type of artistic-graphic elements of the book art, for example, an initial letter in an ornamental form, another is interested in making small-sized pictures - bookmarks, and another is interested in making larger illustrations. The task of the teacher is to form a creative team with a differential approach to these interests of students. The teacher himself participates in making a book model by combining the works of this team. Its result ends with the creation of a whole composition - a book layout.

A lesson is the result of a creative process, which undoubtedly creates a mood of creativity and activity in students. In the end, they learn to creatively approach other types of visual activity assignments.

3. In the third direction, students who are more interested in studying its history and theory, the life and work of certain artists, rather than direct visual activity, are engaged in studying the life and work of book decorating artists. They are poisoned. A comparative study of illustrations made by several artists in this direction gives good results. For example, on the basis of the method of comparative-analytical study of the series of illustrations of Telman Muhamedov and Abdubogʻi Ghulomov's "Uzbek Folk Tales" and "Effendi anecdotes", the skills of revealing and describing the creative activities of illustrators are formed in students.

Many such examples can be cited in world fine art and book illustration. An example of this is the illustrations of the famous Spanish writer Cervantes "Don Quixote" by different artists at different times (José del Costil - 8th century; Gustave Dore and Honoré Dome - 19th century; Hegenbarth, Kukriniksilar, Pablo Picasso - 20th century). Also, the miniature illustrations made by several painters in different periods for one work in Eastern fine art enrich the didactic possibilities of illustrative painting lessons as an important source for comparative analysis.

In fine art classes, the lessons of illustrative painting are carried out in the following stages from the point of view of didactic sequence, logical coherence and continuity, and it is worth noting that following this sequence is an important factor in increasing the effectiveness of visual art lessons. found confirmation.

Preparation stage. The teacher gives assignments and recommendations to the students in order to prepare in advance for the illustration drawing lessons, that is, the students come to this lesson with the necessary concepts and ideas, they are the basis for the plot for the illustration drawing based on a certain source. They are required to have an imagination. The stage of the teacher explaining the content and direction of the lesson.

At this stage, clear instructions and recommendations will be given on how the work to be done by the students will start and end. At this stage, the teacher's reliable recommendation and explanation play an important role. Because the student has a clear idea of the future activity, it ensures that he will go through his visual activity in a conscious way.

The stage of making sketches for the task. It is known that any visual activity, regardless of the type and genre of visual art, begins with sketching. Therefore,

before creating a work, professional artists work with several options as a sketch in order to have a compositional solution to its idea. In the sketches, it is decided from the individual details of the composition to the final solution of the composition.

It is recommended to use this method of professional painting activity in school art education. If the student made drafts based on the teacher's assignment, they will be discussed, the teacher will give the necessary recommendations, corrections and additions will be made. Formation of pupils' competences for working with sketches is a very important activity from the point of view of both educational and educational importance, and this factor allows pupils to properly organize their pictorial activities. The educational significance of these exercises is that in this process, students improve their theoretical knowledge and practical skills in the practical application of some laws of fine art. The educational value is reflected in the minds of students when they realize the importance of auxiliary tools, research processes are an important tool and factor that ensures the effectiveness of the final result.

REFERENCES

1. Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. - T.: O'zbekistan, 2017.
2. Mirziyoyev Sh.M. Tanqidiy taxlil, qat'iy tartib-intizom va shaxsiy javobgarlik - har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. Toshkent. O'zbekiston, 2017.
3. Ibragimov A., Sulaymonov A. Kitobat san'atiga oid terminlarning izohli illyustrativ lugati. - Toshkent: "Fan", 2007.
4. Ortiqova, O. (2021). Amaliy mashg'ulotlarni zamon talabai asosida tashkil qilish. 5.Q.X. Alqarov, A.P. Ibragimov, B.A. Pardayev (2019). To'garak a`zolarining ijodkorlik faoliyatiga tayyorlashning tarkibiy qismlari va bosqichlari. Internauka (20-3), 51-52.
5. Alqorov, Q. (2020). Muxandislik ta'limoda talabalar texnik ijodkorlik qobiliyati rivojlantirish texnologiyasi. Архив Научних Публикатсий ЖСПИ.
6. Xudoyberdiyev, P. (2020). Tasviriy san'at darslarida faoliyat turlari aloqadorligi asosida ta'lim sifati va samaradorligini oshirishning metodik asoslari. Журнал музыка и искусства 1(1).
7. Химматқулова, Н. Т. (2022). Мактабда тасвирий санъатнинг таъсир ва вазифалари. Academic Research in Educational Sciences, 3(3), 775–781.
8. Ximmatqulova, N. T. (2021). Dars jarayonida o'quv-didaktik material hamda vositalarni tayyorlash va ulardan foydalanish. Academic Research in Educational Sciences, 2(11), 1317-1325.
9. Nazarovich, M. S., Ibodullaevich, A. S., Qudrat kizi, H. M., Turon ugli, A. R., & Bakhtiyor ugli, A. X. (2019). Fine Art Of Uzbekistan During The Years Of Independence. International Journal of Research, 6(13), 536-540.
10. Mamatkulov, S. N., & Ibragimova, K. (2020). National and Universal Content of Fine Arts. Ancient History and Development of Fine Arts of Uzbekistan. The American Journal of Social Science and Education Innovations, 2(08), 195-198
11. Mamatqulov, S. N. (2021). Tasviriy san'at metodikasi fanidan kurs ishi tayorlash metodologiyasi. Academic research in educational sciences, 2(4), 1998-2006.
12. Mamatqulov, S. N. (2021). Tasviriy san'atdagi okim va yo'nalishlarning rivojlanish tamoyillari. Academic research in educational sciences, 2(9), 101-108.
13. Mamatqulov, S. N. (2022). Chet ellarda tasviriy san'atni o'zlashtirish tarixidan. rossiyada qalamtasvir o

„qitish metodlari. Academic research in educational sciences, 3(5), 594-600.

14. Ximmatqulova, N. T. (2022). Ochiq darslarni o‘tkazish va ochiq darsni tahlil qilish metodikasi. Academic research in educational sciences, 3(10), 876-887.



OSCAR
PUBLISHING SERVICES