

DIDACTIC FUNDAMENTALS OF DRAWING IN FINE ARTS CLASSES

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Annotation: The article is based on the didactic basis of drawing in fine arts classes. Written about developing their skills.

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One of the important tasks is to develop the professional competence of teachers of fine arts, to equip them with modern professional knowledge, skills and abilities in the field, to develop the skills of independent use of scientific and technical innovations, creative use and problem solving. The teacher develops students' creative skills by showing students the sequence of drawing, the constructive construction of nature, the laws of perspective, the shadows and lights on the basis of bars. It follows that in the pedagogical process, the word of the teacher is the most important, and the picture is a complementary tool and plays an important role in practical teaching. The basic concepts of didactics include education, educational process, teaching principles, teaching methods, forms of education, teaching aids, knowledge, skills, qualifications, teaching, learning, etc. enters.

Education is the process of imparting knowledge and skills to a learner with the help of specially trained professionals, as a means of consciously preparing a person for life and work as an individual. Education is the process of physical and spiritual development of an individual, the conscious emergence of certain areas of exemplary activity, the process of becoming a social role model and the pursuit of all-round perfection. The primary function of education is to educate the learner. It also provides information on family, industry and other areas. Teaching is a pedagogical activity aimed at enhancing the intellectual potential of the learner and is the process of developing a person's mental activity. The main task of didactics is to equip the younger generation with a system of scientific knowledge, skills and abilities. All this should be reflected in the implementation of the educational, pedagogical, developmental tasks of the teacher. On this basis, it can be said that in the process of teaching, the teacher teaches the acquired knowledge to his students. Equips them with skills and competencies in their learning activities. At the same time, it develops students' worldviews and ethics, shapes their interests and abilities, and increases their cognitive activity. The work of a teacher opens up great opportunities for the purposeful formation of the learner. More precisely, it plans the whole learning process, in this process, organizes activities with students. Helps learners overcome challenges and diagnoses their knowledge and the entire learning process. In turn, the activities of students focus on learning in the learning process, the acquisition of knowledge, skills and competencies, preparing themselves for useful activities in society.

The activities of learners in the learning process represent a multifaceted movement, and this movement is a great help to them in solving cognitive tasks. Teaching takes place through the fact that learners have a conscious understanding of the content of the learning process.

Drawing on the blackboard in fine arts classes is one of the most important tools of the visual principle. In addition to an oral explanation of a new topic, a short sketch will speed up students' comprehension. The teacher should draw on the board the laws of structure of shapes, the sequence of drawing nature. However, drawing on the board quickly and skillfully requires the teacher to perform a series of special exercises with

sufficient skills, competencies and visual literacy in this area. The methodology of teaching fine arts is based on modern pedagogy.

An important aspect of drawing on the board is that the lines in the image are of different thicknesses, the barcode, the correct use of color points. It is advisable to draw pedagogical drawings not only on the blackboard, but also on paper, such as pencil, watercolor, dream. The art teacher will have to memorize pictures of household items, plants, birds, animals, and people on the board during the lesson. His drawings should be concise, expressive, and visually literate so that students can perceive the image of an object as symbolic. Therefore, every student should have a visual knowledge in the classroom. In this process, it is recommended to draw sketches of short, short, and large objects of various sizes.

One of the didactic foundations of fine arts is the solution of all learning tasks in a certain sequence. So the process of drawing has a beginning, a continuation, and an end. In other words, there are steps to drawing on the object itself, that is, drawing in sequence. These are:

1. The drawing process begins with choosing a location. The selected location, that is, the point of view, must fully reflect the shape, size, and background of the object, or its integrity. The right choice of point of view ensures a more voluminous, clear representation of nature. In the first stage of the work, the object to be drawn must be placed correctly on the plane of the paper, paying attention to the composition in terms of composition.
2. The image should not be too large or too small for the paper, shifted to the right or left. Students who do not have experience with paper placement may find it helpful to use an image finder during the learning process.

The composition of the image is determined by the incidence of light, the color of the objects, their size, and their position relative to the horizon. Of course, the picture may not fit on the paper, or it may leave a lot of space on the paper. Therefore, the overall appearance of the image is defined by light lines in the plane of the paper: overall width, height, proximity. Then the dimensional relationship of what exists in nature to each other is determined. Of course, the horizon should not be forgotten. When the general boundaries of the image are defined in the plane of the paper, the artist has set himself a clear compositional task. From this stage, the drawing begins by finding the proportions of the object shapes in the composition.

At this stage of the workflow, the shape structures are defined and a general shadow is introduced. The introduction of a general shadow in the second stage is proportional to the descriptor, in which the description of the objects to each other helps to determine the relationship. The concept of proportional relations refers to the relationship between the shapes, external structure and color (shadow-light) of objects and refers to the relationship between them.

At this stage, the structural structure of the shapes is determined and the full size is achieved. When working on the light and shadow of objects, great attention should be paid to the general color relationships. At work, the picture should be constantly compared with the study assignment. Therefore, the easel or tablet must be within arm's reach of the artist. At this stage, special attention is paid to all parts and details of the subject. The color of the light reflects the texture of the object. In the final stage of the work, the picture is compared with nature, especially in terms of expressing plans. The task at this stage is to generalize all the details and shapes described. Therefore, the lines, shadows, and color relationships of nearby objects are first compared, and the desired areas are exaggerated or blurred.

Great attention should be paid to the lines of the picture so that the finished image is clear, vivid and closer to nature. Indeed, the role of the line in pencil drawing is great. The elegant line helps the artist find solutions to a range of plastic and spatial tasks. Shape and size are easily displayed without shadows or light.

Therefore, in order to be successful in a lesson, a teacher must develop the ability to see art in relation to being. Students need to use their pedagogical skills to get them interested in the lesson, to develop their drawing skills as well as their aesthetic imagination. This means that everyone in society should be able to see beauty and elegance and feel right, no matter what field they work in.

References

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