

TEACHING VISUAL ARTS IN ELEMENTARY GRADES

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ABSTRACT

In this article, opinions were expressed about the rules and regulations of teaching visual arts in elementary grades.

Key words: talent, image, character, sign, nature, image, composition

The specific features of visual art in primary grades, first of all, the content of education is determined by the age characteristics and psychology of children of junior school age, their interest, their existing knowledge and abilities. It is known that visual activity in children, in particular The passion for painting starts very early. It is known from pedagogy that it starts from 2-3 years old. It is characteristic that children like drawing more than reading and writing. However, the duration of the pictures they draw is very short, 1-2 minutes, at most 4-5 minutes, they finish each picture. Although the pictures drawn by children are not literate, they can depict any appearance, event or object according to their ability and their characteristic features.

Since working with paints creates certain difficulties for them, their use was not welcomed. But objects painted with different bright colors arouse extremely pleasant emotions and interest in children. They quickly return from their work without good pictures. In such conditions, it is useful for the teacher to provide immediate help to the children and try to raise their spirits.

Another characteristic aspect of the visual activity of elementary school students is their efforts to simplify the pictures they draw. They show the front view of some things (house, person, book, watch, briefcase), some from the side (car, animals, birds, fish, flag, etc.), and others from the top (butterfly, leaf, dragonfly, pigeon). ngiz et al.) describe. These bring some lightness and comfort to children in painting. Also, children of this age do not depict objects due to light and shadow, reduced perspective and their lack of understanding of the rules.

There is another aspect characteristic of children's creativity, which is that images (items) are not depicted overlapping (or partially) each other. Because children always perceive things completely. These features of the visual activities mentioned above are connected with the fact that children's thinking is clear, figurative and emotional. First of all, the following four types should be noted:

1. Perception of existence and art.
2. Artistic construction.
3. Drawing according to nature (painting according to nature, sculpture according to nature).
4. Composition activity.

The activities of perception of existence and art are reflected in the 1-4-grade inf program, the purpose of which is for students to understand the structure, shape, color, size, proportions of people and the life of people and events in nature. they study the way of life, work processes, create an idea about folk crafts and folk art products. Because, only when students have a wild idea of the environment, i.e. nature, animal and bird world, insects and fish, people, weather, objects and things, buildings and vehicles, can their pictures be realistic. they describe. It should be noted that in their pictorial work, the students mainly describe the things and events around them. In addition, the

changes occurring in everyday life, architectural and construction works, urban and rural landscapes. Students will be interested in getting to know the uniqueness and beauty, the connection of architecture with nature, and the different views of buildings.

Depending on the content of the awareness classes, the following ways of learning them are used in practice:

1. Studying nature through self-observation.
2. Learning about existence through the teacher's conversation.
3. Learning through questions and answers.
4. Studying existence by drawing a picture.
5. Learning through the teacher's pedagogical picture, etc.

Perception of art is part of perception and consists of conversations about visual arts. The purpose of this department is to teach students to read and appreciate works of art, to give an understanding of its importance in society and people's lives. The tasks of the Department of Art Perception are:

1. Introduction to the figurative language of art.
2. To teach to think independently about a work of art and be able to express one's opinion.
3. Cultivating students' artistic taste.
4. Cultivating students' artistic tastes through expressions and terms related to visual art.

Also, students will get to know the basics of national crafts, artistic heritage and their examples through the perception of art. , it is desirable that they should be simple, understandable, and exciting in children with their structure, shape, color, meaning. Most importantly, it is important that such materials make students think and enrich children with new concepts.

Their analysis is of great importance when verbally conveying information about displayed objects and their images to children. It is appropriate to conduct this analysis directly in the form of questions and answers about the structure, shape, color, features, and essence of things.

Painting according to nature - taking into account the characteristics of children, it is meant to paint things according to themselves. Painting according to nature - observing nature.

Its structure, shape, color. it is carried out on the basis of methods such as analysis of dimensions, proportions, comparison of pictures with nature. To draw them, depending on the size of nature, it is necessary to place the large ones in 2-3 places in the class, and the small ones one on each page.

It is not necessary to make a small-sized nature, for example, a leaf, as a nature. It is not necessary to make the same work in every place, they can be placed in different complexity depending on the children's drawing ability. teaching is important. In this, children are taught, firstly, to correctly determine the size of the picture, and secondly, to correctly place the picture on the surface of the paper. Later, the image of nature will be processed. In this, two different methods of image processing are used:

- 1). Making a drawing of nature based on auxiliary lines.
- 2). Naturani begins with the drawing of the shape of the pieces in one way, then summarizes them and paints them. Along with the use of auxiliary lines, the front line and the axis of symmetry are used in the drawing according to the nature. It is also processed by reducing the image of objects to any geometric shape. In particular, when working on the image of a dragonfly, first, its wings are drawn in the form of a square, and in the shape of a circle of a clock. Later, its image will be clarified.

It should also be noted that taking into account the low drawing abilities of elementary school children, they cannot be given too complex tasks. When working on a picture of things, it is not

necessary to depict their size, light-shadow, perspective rules. Nor can excessive demands be placed on the picture drawn by them.

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