

TEACHING METHODS OF PAINTING

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ABSTRACT

This article contains information about the concept of fine art, teaching methods of pencil art.

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Fine art is a very wide field of activities for every creative person. Mastery of drawing occupies an important place in all types of art. Therefore, the knowledge of academic photography is useful in all pictorial activities and ensures success. Since ancient times, people have been striving to make a pencil drawing and use it in their spiritual life. For this reason, certain rules of painting have been developed and improved over the years and centuries. It would not be wrong to say that pencil drawing is the basis of all fine arts. Being able to accurately and expressively describe educational tasks requires a detailed study of the rules of academic drawing both theoretically and practically. they depend in many ways on the quality organization of work. In addition, the equipment used in drawing should be of high quality and meet the requirements. The main requirement of pencil drawing is to ensure the activity of simulating and reflecting the object of drawing in all respects. For this, it is necessary to correctly place the image on the surface of the paper, correctly determine its proportions, accurately find the mutual distance of objects and perspective conditions. Adequate knowledge, experience, and skills are necessary for the successful completion of the work. It is known that if knowledge is acquired through reading, studying, reading, experience and skills are acquired through hard work, constant practice).

Primitive people first drew different images on rocks and stones with charcoal, and then carved on it with a sharp stone. Then they painted the image pink. Most of the images are legendary and created based on various rituals (of a ritual nature), reflecting the worldview of a person at that time. Later, based on these, writing appeared and continued to develop. First there was a pictographic, then an ideographic (that is, a form in which each symbol means a word), and then a writing consisting of initial letters. those who occupy through li. The teaching of drawing was not developed in the Paleolithic period. Later, by the Neolithic period, the interest in art developed only as a result of human labor at the initial stage of agriculture and handicrafts. The passion for painting developed through the decoration of objects used in everyday life. First of all, various patterns and images began to appear on ceramic vessels. In this way, the first methods of image processing also appeared. Now the apprentice would follow the work of the craftsman-master and receive guidance. The student's adherence to the teacher's instructions plays an important role in continuing this craft.

This is how the first methods of teaching drawing appeared. But these early methods were not based on clearly developed guidelines and principles. Fine arts schools were established much later.

When it comes to the methods of teaching visual arts, first of all, the highly developed culture of Ancient Egypt can be given as an example. According to historical sources, painting was also widely taught in Ancient Egyptian schools. A teenager who graduated from school had to be able to describe the interior of a room, draw a drawing of a large area, set its dimensions, draw a picture of water structures. We can see the first example of teaching fine art methods at school in the work of Ancient

Egyptian artists. One of the main reasons for teaching a child to paint is that the teaching method has a hieroglyphic character. Because at that time, expressing one or another opinion was done only through images. The system of teaching a child at school was carried out by strictness and even coercion. A student who does not follow the established law is punished. According to ancient sources, a student who disobeyed the school's rules was severely punished and then kept in the dark for a long time. The school law of that time said: "Be active in your daily studies and be polite to those around you. Never be lazy or you will be beaten!" Education in ancient Egypt was conducted by artist-pedagogues on the basis of clearly developed and approved methods and laws. It should be noted that the Egyptians founded the theoretical laws of painting. Schools of that time did not have clearly developed didactic principles of teaching young people. Teaching young people to draw was not done by observing, analyzing, and observing the surrounding events, but on the basis of pre-developed templates. Unlike the Egyptians, the artists of Ancient Greece had a unique approach to teaching visual arts. they enriched him from the bottom. They urged young artists to study nature more and depict human beauty at a high level. Parassius, Eupompos, Pamphilus, Appeleks and other artists wrote in their theoretical works that all things and things in the world are symmetrical, harmonic and mathematically have certain dimensions. For example, the sculptor Polycletus, who lived in the 5th century BC, wrote about the proportions of human body parts and created the goddess Doriphorus as his proof. Later, learning to draw by looking at one of the statues created by Polycletus was included in the education system at that time. By the 4th century BC, schools of famous artists of that time such as Sikkion, Ephesus, and Thebes were established in ancient Greece. The most prominent of them is the Sikkion school, which made a great contribution not only to the improvement of painting methods, but also to the development of visual arts in general. This school focused on the scientific study of the laws of fine art. By the Middle Ages, realistic fine art was in crisis. Because the artist of this period did not fully know the rules of true depiction of the object on the plane, nor the basic principles developed by the Greek artists. The priests destroyed the theoretical foundations of teaching developed by Greek artist-pedagogues.

From the second half of the 17th century, France became a center where art schools developed. The French Academy introduced many innovations to the system of artistic education. In particular, many methodological innovations were created there in the field of academic pencil drawing. The famous French painter Louis David made a great contribution to the development of pencil drawing and teaching methods. In painting, - he emphasized, - each piece should be perfectly and precisely processed, and at the same time, the pieces should form a whole. Louis David taught his students the internal structure and skeleton of the human figure, and then taught them to draw the external appearance.

Brothers Alexander and Fernand Dupuis also made a great contribution to the development of the method of teaching pencil drawing. In 1835, they opened a free school for young artists and craftsmen in Paris, and taught students fine arts. It is noteworthy that the methodical stages of teaching in this school are unique. Here, in contrast to other art schools, only after perfect training in the depiction of the human figure did one move on to drawing plaster models. The Dupuylaming brothers say that the patterns made of plants embody the most complex forms of nature.

From the second half of the 19th century, the number of private academies increased. Some academies were built on the denial of years of tried and tested teaching experience. In order to promote his private school, the teacher believes that the existing academies established in the past are "outdated and stiff", and in many cases, they teach young people in a way that does not have any

system. 40 to private academies. - About 50 students were invited. They were taught neither in courses nor in groups. The lessons were conducted in the following way: in several places of the large room, there were notebooks, and the students were not given any direction. During the lesson, the students painted according to the nature they wanted. In many cases, no specific goal was set for the performance of this or that task. It should be noted that among private academies there were specific directions. In this regard, the school of the Hungarian painter Shimon Holloshi (1857-1919) and the Yugoslav pedagogue-painter Anton Ashbelar (1862-1905) are noteworthy. The teaching system based on good methodology and unique programs has made the school famous all over the world. Dozens of talented artists graduated from this school. By the end of the 19th century, the system of academic education could not meet the requirements of the new era. In a short period of time, various artistic movements began to appear. Conflicts between neo-impressionism, cubism, expressionism, dadism, surrealism and other currents had a negative impact on the teaching methodology, especially on the development of pencil drawing. The representatives of this movement opposed the academic system of education and believed that such education hinders the creative development of young people. It can be seen that even the simple rules of depiction were not followed in the works created in that period.

It should be noted that fine art flourished only when scientifically based, perfectly developed methods, theoretical knowledge and practical skills were combined. Theoretical knowledge of pen drawing is extremely necessary for a future teacher-artist. The teacher should teach the student the rules of pencil drawing, the technology of working with various materials, the plastic anatomy of humans and animals, etc.

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