

METHODOLOGY OF STILL LIFE WORK IN FINE ART EDUCATION

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ABSTRACT

In this article, opinions were expressed about the method of still life work in the teaching of visual arts.

Keywords: still life, landscape, symbol, pictographic, image, craftsman, shadow, practice

The history of the teaching methodology of fine arts is very ancient, that is, it began in primitive times. The interest in drawing has attracted people since ancient primitive times, because primitive people needed it to communicate with each other, to communicate their thoughts and ideas. We know this from the fact that our ancestors, who left an indelible mark in historical sources, drew various images and symbols on stones, steep cliffs and caves.

With the passage of time, their pictorial skills also developed, as a result, they later unknowingly reflected the works of art that fully interpreted various hunting scenes. At first, pictographic (descriptive), then ideographic, i.e. different signs, meaning of words, and then letters, appeared.

Man first acquired the skills of description methodology by directly observing nature and imitating it. The study of drawing did not develop even in the Paleolithic period, and only later, by the Neolithic period, the desire for art was awakened as a result of human labor at the initial stage of agriculture and handicrafts. The passion for painting is used by people to decorate household items used in daily life, and to paint various patterns and images on pottery, stone and solid objects. In this case, the first ways and methods of image processing also appeared. Because the craftsman should teach his craft to his son and daughter, and thus to leave his craft to the next generation, teach him how to draw images, teach him how to work, and watch his student's work. For this, the craftsman must teach the secrets and instructions of the craft. We can see that this is an important methodical view in the continuation of the craft. Thus, the first training methods and methods of image processing appeared, but these methods were not clearly developed, they were not based on guidelines and principles. Later, over the centuries, art developed on a large scale, and each period created separate schools in terms of its content and form description.

Of course, these graduate schools had their own traditions and teaching methods. The historical sources of fine art are given complete information in the "History of Art".

Knowledge is the knowable image in the heart of the knower. Know that there is no knowledge without teaching and mastering science. Teaching is a belief that comes from the heart, is relevant for the soul, and is based on internal knowledge. Mastering knowledge is the perception of forms of knowledge from the heart. Know that the soul receives the forms of the sciences in three ways: firstly, by feeling, and secondly, by thinking and reasoning. t a 'emphasized.

The current method of teaching drawing did not appear suddenly. Until then, this methodology has gone through the path of formation and complex development. Local scientists, methodologists (N.I. Abdullayev, S.U. Abdullayev, B.Z. Azimova, B. Azimov, A.I. Inog'omov, M.N. Nabiyeu, B.N. Oripov, S.S. Bolatov, B.B. Boymetov, R.Kh. Hasanov, K. Kasimov, N.Kh. Tolipov), as well as a number of researches. N.N. Rostovsev, V.S. The educational literature created by Kuzin, E. Shorokhov, A. Yashukhins became more important. The main content of this work is to show the latest achievements in the field of artistic

pedagogy and prepare students for pedagogical activity. The main goal is to arm them with methodical knowledge and skills and to help them master the art of teaching.

- to determine the characteristics and laws of education;
- development and implementation of effective methods and techniques for studying topics in the program;
- development of a system of sequence rules and electronic textbooks;
- development of methodical descriptions of the level of artistic training of students and teachers of fine arts.

True depiction of nature is the construction of things based on the laws of construction and perspective, their spatial location, materiality, size and proportions, bringing a pencil drawing or study into a whole, determining the characteristic features and exquisite beauty of the depicted objects and things.

Literacy of realistic depiction can be mastered by doing educational still lifes. In fact, still life is a valuable visual object in learning the basics of literacy. Chamber Music of Still Life Painting. is called Skillful paint application, color monadity and shape plasticity can be observed in it. Through them, the basic laws of painting can be mastered quickly and easily.

At the initial stage of practical depiction of still life is a little simpler, and then it is necessary to depict objects and groups of objects. It is important to properly organize a still life composition to depict a group of objects. It is built on the basis of two aspects: the organizational part of the composition of nature (the ability to choose things and place them in a compositional manner), to determine the point of view in relation to nature, and to describe the composition on the surface of paper.

The painting is based on a perfect pencil drawing. In the construction of a still life composition, it is initially necessary to determine the size of the image in relation to the size of the paper. Every kind bet. requires paper of a certain size. It is necessary that the depicted objects are not "jammed" or too small in the m alum size plane. Images that are too small do not appear clearly on the flatness of the paper.

The thing that attracts the main attention in the image is the center of the composition, and the rest serve as background. In the image, the viewer's eye should be directed to this center. After determining the size, before starting the main work, a small piece of paper is prepared in rough versions of the future in-kind composition, after that, transition to the main job is desirable.

The practical execution of the educational still life begins with the process of depicting first only in color (painting in the grisaille technique), then in color (in watercolor). it is important to achieve the level of knowledge of working methods and to increase their mastery. "Visual Art Methodology" summarizes the theoretical parts of positive works that have been widely tested in the pedagogic science and presents teaching methods that have effective results in practice.

The methodology is mainly based on the research results of pedagogy, psychology, art science, and describes the rules of teaching visual arts. At the same time, it defines the new modern methods of educating the future generation. The use of interactive, pedagogical, innovative and information technologies from modern methods is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge. modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw their own conclusions. At the same time, the teacher creates conditions for the development, formation, learning and education of the student, and at the same time performs the task of management and guidance.

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