



THEORETICAL PRINCIPLES OF DEVELOPING THE TECHNICAL SKILLS OF STUDENTS THROUGH THE SCIENCE OF DRAWING

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Abstract

This article examines the relationship between the science of drawing and fine arts, and the issue of solving the theoretical problems of developing students' technical and pedagogical abilities.

Keywords: fine art, drawing, students, principle, education, school, teacher.

It is impossible to imagine fine art lessons in general secondary schools without didactic principles. It is possible to achieve the effectiveness of education and upbringing in the classroom and extracurricular activities only by connecting the theory with practice. Didactic principles and their main issues were discussed by great European pedagogues-scientists Ya.A.Komensky, J.J. Developed by Rousseau, I.G. Pestalozzi. Also, F.A. Disterweg and K.D. Ushinsky made a great contribution to the development of didactic principles. The idea put forward by them forms the basis of modern didactics.

The unity of education and training, demonstration, scientificity, awareness and activity, regularity and sequence, matching the content of education to the strength and age of children, which are considered didactic principles, are of particular importance in teaching visual arts at school. . Didactic principles for teaching visual arts at school were developed by professors N.N.Rostovsev, V.S.Kuzin, R.Khasanov. The principle of the unity of education and training is one of the most basic didactic principles, and it is of particular importance in the process of teaching visual arts. It is known that one of the main parts of education today is educating students in the spirit of national independence ideology.

In the works of U. Tansikbayev "Jonajon olka", "May Morning" by H. Rakhmonov, "Golden Autumn" by N. Karakhan, "Tea" by Z. Inoghomov, "Still Life" by Yu. Elizarov, the beauty of Uzbekistan - beautifully reflected. When students are introduced to such works, the first love for our Motherland will appear in children, and then their feelings of love for the Motherland and the country will increase even more. The principle of being conscious of teaching and cognitive activity of students leads to increasing the educational and educational role of the educational process. The importance of the principle of consciousness is gaining special importance in the current era of rapid





development of science, technology and culture. This principle means mastering the knowledge given by the teacher consciously and with understanding.

Only when the students understand this knowledge, not blindly, but understand the essence of the concepts and information provided, their knowledge will be deep and solid, and it will be kept in the children's memory for a long time. To achieve this, students' activity, attention and independent work are important. In particular, it is necessary to carefully study nature in self-drawing classes, to know the characteristic features of their structure, size, shape, size, and color.

For example, a student:

- to understand the importance of art in people's lives;
- compliance with the laws and regulations of the composition when working;
- strict adherence to nature's structure, dimensions, shapes, colors;
- any geometric shape is based on anything;
- to draw a horizon line and observe a single point of view when drawing.

Conscious mastering of materials related to works of fine art is related to having some knowledge of perspective, color science, optics and light and shadow laws, as well as knowledge of anatomy. Without mastering these laws, students will not be able to perform their visual activities correctly. Let's suppose that a student has a still life of geometrical shapes to draw at home. Without knowing the laws of perspective, the horizon line, the point of observation, the plane of the object and the image, the point of intersection, the dimensions of things, the perspective is reduced, and he cannot correctly solve his goal. A student who does not know the laws of light and shadow, natural and artificial lighting, falling and personal shadow, the location of shadows when natural lighting, flash light shadow, penumbra, reflex, etc., cannot correctly describe the size of objects.

Students should be required to consciously master the terms of visual arts and not allow them to be misused. In the process of drawing, it is not enough for the students to learn some terms, it is necessary to give them information about the origin and importance of the terms. This helps students to use scientific concepts and terms. The results of the research and the work of the teachers show that the knowledge and skills acquired during the teaching of fine arts serve not only to restore them, but also to deeply understand new materials and draw conclusions about the worldview.

In our opinion, in order to activate the process of independent learning of students and develop creative thinking in teaching, it is necessary to make extensive use of the method of problem statement of knowledge and partially to apply research and scientific research methods. Improving the effectiveness of the teaching process is directly related to the active mental activity of students (intellectuality, emotionality).





It lacks a deep understanding of ideas. However, it is necessary to organize such a practical activity in which the ideas are clearly manifested and strengthened through action due to inner feelings. This can be achieved by expressive reading of works of art, telling stories, listening to music, and showing slides. If the teacher pays special attention to their beauty, elegance, and pleasantness when describing the events and phenomena, many results can be achieved.

Also, it is necessary to analyze the proportions of the shapes and dimensions of the objects, light and shadow ratios, etc. through works of art.

It is important to regularly and appropriately motivate students to activate learning. Students can be encouraged by showing good works to the whole class or by recommending them to the school exhibition, convincing them of their own strength, objective criticism, and various kinds of support. The teacher's experience and knowledge should be focused on the independent activity of a strong student. It is necessary to help children by pointing, supporting questions, pointing out work directions and shortcomings.

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