



Ways to Improve the Teaching Methodology of Visual Arts Based on the Integration of Art History

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Abstract: The main means and condition for improving the school's activities and increasing the effectiveness of the knowledge and skills imparted in it is the integration of fine art lessons with art history. Integrating art lessons with art history in school activities

Key words: school, knowledge, skills, visual arts, integration



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INTRODUCTION

It is known that the era does not choose the teaching methodology, but the era chooses the teaching methods. In the 17th century, the famous Czech pedagogue Y. A. Komensky, having developed the school system, recommended a number of teaching methods and didactic principles used in it to the peoples of the world and for their schools.

During the analysis of art genres in high school visual arts classes, the teacher pays the main attention to the idea of the work, and the artist's artistic style. But there must be a certain system and order in the analysis of works of art. Accordingly, in the analysis of works of art:

1. Information is provided about the author of the work and the history of its creation.
2. Discussion on the theme of the work, can the work respond to the theme, its plot and idea?
3. The idea of the work - what issue, problem the artist raised in the work based on the plot he described;
4. The plot of the work - in this work, correct, scientific information is given about the object, event, things, landscape, people and animal world or others;
5. An understanding of the artistry of the creation of the work, the artistic style, the artist's knowledge, talent, and skills;
6. Information is provided about the artist's research, material collection, summarization, draft, etude sketches during the creation of the work;
7. The fate of the work - i.e., the current state of the work, its current location, and in which exhibitions it has been exhibited.

For such an analysis of a work of art, a school teacher needs to know how to paint, understand the work well, and be able to explain it to others. Art works are not analyzed due to the lack of qualified artist-pedagogues in our schools. Even if it is analyzed, it will be analyzed incorrectly and incompletely.

Therefore, the lack of good teaching of art makes it difficult to introduce our art to our people. Until now, there are very few works of art in the Uzbek household. They don't even get the artwork. The main reason for this is that art works are not taught well in our schools.

The main means and condition for improving the school's activities and increasing the effectiveness of the knowledge and skills imparted in it is the integration of fine art lessons with art history. Integrating art lessons with art history in school activities:

1. It provides an opportunity to correctly define the purpose and task of each exercise;
2. Provides each session with the necessary exhibition and didactic materials;
3. Increases the students' interest in science and training, ensures their emotional state for the lesson and voluntary-stable attention during the training process;

4. It allows to study and observe the elements of the nature, object and composition of the drawing on a scientific basis, to objectively and truthfully perceive the observed things and events;
5. Teaches to distinguish characteristic and main signs based on observation of nature and objects;
6. Teaches students initiative, independence, creativity, improves materialistic outlook and beliefs;
7. Systematizes students' knowledge, ensures that they acquire reasonable and comprehensive, consistent, scientific knowledge and skills.

Therefore, the great Czech pedagogue Y.A. Kamensky says: "It is necessary to divide the lesson materials in such a way that each new material should be a continuation of the previous material and complement the next material."

It is known that all pedagogues recognize integration and give it high value. Indeed, the integration of fine art lessons with art history is still the most effective didactic principle today.

Integrating fine art lessons with art history is manifested in two ways:

1. Integration from a theoretical point of view is a didactic condition in which the events in nature, society, and the material world as a whole can be expressed in the content of the educational subject, i.e., the studied visual arts in the content of the lesson, it is to effectively use the theoretical materials of art history to express their educational materials.

For example: in the study of Leonardo Da Vinci's artwork "Mona Lisa (Jaconda)" in the fine arts class, using the materials of the topic "Art of the Renaissance in Italy" in the "History of Art" course, the above art scientific information about the plot and events in the work will be given and the work will be analyzed.

2. The methodical direction of integration of fine art lessons with art history is carried out in the process of individual and general question-and-answer and homework checks between the teacher and the student.

M: The teacher asks a question: - Who is Leonardo Da Vinci?

Pupils answer on the basis of the knowledge and skills they have acquired in the fine arts lesson, integrated with art history.

- Leonardo Da Vinci was an artist, engineer and scientist. Leonardo left an indelible mark in history. He founded such sciences as mathematics and mechanics, and contributed to a certain extent to many fields of other sciences. He was the first to win whatever job he started. He was extremely lucky in art. No one could compete with him in architecture, sculpture and painting. There is no field in Leonardo's life in which he did not achieve success: mathematics, plastic anatomy, construction, sculpture, medicine, etc. In order to integrate fine art classes with art history in his work, the science teacher should study the programs, study guides and textbooks of art history subjects, and regularly use them in fine art classes. To this teacher:

1. Ensures the scientific nature of his teaching, his initiative and creative work in the lesson.
2. The teacher increases labor productivity.
3. Systemizes the work of a science teacher.
4. It enables the students to acquire all scientifically based knowledge, skills, skills and competences and easily master the subject.

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