

**THE EFFECTIVE ROLE OF ORGANIZING FINE ART AND APPLIED ART LESSONS THROUGH NEW INNOVATIVE TECHNOLOGIES IN PRIMARY EDUCATION**

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ABSTRACT

This article talks about the effective role, methods, and STEAM education system of organizing fine arts and applied arts lessons in primary education through new innovative technologies.

Keywords: Compositional activity, paints, perspective reduction, figurative and emotional

INTRODUCTION

The specific features of teaching visual arts in elementary grades, first of all, the content of education in these classes is determined depending on the youth characteristics and psychology of children of junior school age, their interest, their existing knowledge, skills and abilities. It is known that children's passion for visual activities, especially drawing, begins very early. It is known from history that it begins at the age of 2-3 years. It is characteristic that children like drawing more than reading and writing. however, the duration of the pictures they draw is very short, they finish any picture in 1-2 minutes, at most 4-5 minutes. Although the pictures drawn by children are not literate, they can depict any appearance, event or object according to their abilities and their characteristic features. they do not like to use them because working with paints creates certain difficulties for them. But things painted with different bright colors arouse great interest in children. If the pictures don't turn out well, they will quickly return from their work. in such conditions, it will be useful for the teacher to provide urgent help to the children and try to raise their mood.

MAIN PART

Another characteristic aspect of the visual activities of elementary school students is their attempts to simplify the pictures they draw. they show the front view of some things (house, person, book, watch, portfolio), some from the side (car, animals, birds, fish, flag, etc.), others from the top (butterfly, leaf, dragonfly, beetle) etc.) describe. the main reason for this is that children of this age do not yet understand the light and shade of things, the narrowing of perspective and their rules. There is another aspect of children's creativity, which is that the images (items) are not depicted overlapping (or partially). because children always perceive things as a whole. These features of the above-mentioned visual activities are connected with the fact that children's thinking is concrete, figurative and emotional.



Now, if we are going to dwell on the specific features of the methodology of conducting visual art classes in elementary grades, then the following four types should be noted:

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

The activities of perception of existence are reflected in the program of 1-4th grade, the purpose of which is to create an idea about the existence that surrounds children, about the structure, shape, color, dimensions, proportions of the things and phenomena in them. . cBecause children will draw pictures clearly only if they have a good idea of the environment, i.e. nature, animal and bird world, insects and fish, people, weather, objects and things, buildings and vehicles.

Based on the content of the existence perception training, the following methods are used to learn them in practice

1. Learning by observing the object and nature.
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.

All practical and theoretical knowledge in this field is necessary as education for the formation of fine and applied art teachers. these are mainly pencil drawing, painting, composition, applied decorative arts, sculpture, art history, and most importantly, mastering the methodical bases of teaching these knowledge. as a means of acquiring this knowledge in the content of education, the future will not only become a master of his field, but will also have the ability to share the secrets of this art with students and young people. if we expand this acronym, we get: STEAM is S - science, T - technology, E - engineering, A - art and M - math. In English it goes like this: science, technology, engineering, art and mathematics. do not forget that these directions are becoming the most popular in the modern world. Therefore, today the STEAM system is developing as one of the main trends. sTEAM education is based on the application of a practical approach and the integration of all five areas into a single educational system.

Its main idea is that practice is as important as theoretical knowledge. that is, during learning, we need to work not only with our brain, but also with our hands. Learning only in the classroom is not keeping pace with the rapidly changing world. The main difference of the sTEAM approach is that children use both their brains and hands to successfully learn different subjects. They "understand" the knowledge they have received.

CONCLUSION

The methods of visual arts mean the teacher's methods of working with students to achieve a good understanding of educational materials and increase the level of mastery. each teaching method depends on the goal of education, the age and physiological characteristics of students, as well as the content (amount) of knowledge that students should acquire.

Teaching methods are separate parts of education, and their sum is part of teaching methods. teaching students, forming their skills and qualifications is achieved through long creative work during practical training. therefore, visual art methodology - in the science of pedagogy, it defines the content, tasks and methods of teaching students to visual art, studies rational methods in their creative work, and an effective educational process based on the goals and tasks of education. constituent, form and is a research field. Fine art methodology is divided into general and specific, like other areas of teaching methodology.

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