

Studying the Problem of the Development of Perceptions and Imagination in Fine Arts by Foreign Scientists

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Abstract:

Art works have been created not only for aesthetic education, but also for educational and upbringing purposes. Such information is perfectly reflected in the subject called the history of art. The author acknowledges that a large number of people cannot distinguish colors. This negatively affects the proper and complete perception of visual art. The article deals with the problems of fine arts in children's development and strengthening the mind. This study mainly examines the extent to which it influences the development of students' creative activity, not the art itself.

Keywords: Perception, imagination, fine arts, history of arts, aesthetic education, non-artistic fields, applied decorative arts, music.

I. Introduction

From the past times, it's obvious that the fine arts have a powerful influence on the individual. The words as "Beauty saves the world" will never lose its value forever. In the ancient genre of visual art, nature has had a profound effect on man, to copy and pass it on to others, so that this beautiful landscape can help others, improve their mood, reduce tyranny, and increase their love for the environment, nature, and loved ones. We can suppose that it was made with the intention of strengthening the brain, refining the mind and purifying the soul.

Because even now, without the telephone, camera, video cameras, there may come the idea on the human being that he or she is so impressed by the beauty of nature and may unwillingly take pencils or brushes to copy the beauty they perceive.

Art works have been created not only for aesthetic education, but also for educational and upbringing purposes. Such information is perfectly reflected in the subject called the history of art.

It is well known that Leonardo da Vinci played a great role in physics, astronomy, architecture, biology and other disciplines, also in the development of a number of historical inventions besides fine arts. Many famous artists, as well as considered having great intellect, have established themselves as well-known artists in non-artistic fields.

II. Literature Review

In some sense, the topic of dissertation research of N.S. Bogolyubov can serve as the evidence of our abovementioned ideas. N.S. Bogolyubov (1993) investigated the problem of

the formation of creative abilities of secondary school pupils through the "Fine Arts" in his doctoral dissertation.

In this study, the expression of individual and total abilities of a student in the visual arts (Fine Arts), the proportion between them, aptitude in expression of ability, the social factors and the relationship of special education, training and development are explored by N. Bogolyubov. The development of artistic abilities at different age stages (primary, middle and high school age levels) has defined specific features as a scientific task and has achieved certain scientific results.

In this respect, the research of V.A. Romanova (1997) on the study of art history in relation to the activities of fine arts in high school students deserves special attention.

Svetlana Vladimirovna Bolshanova (2004) researched the problem of forming an attitude to art through the pedagogical management of children in the field of supplementary education in a difficult process (transition period) which is very important in the socialization of the individual not only for teachers and parents but for children themselves in her dissertation. V.A. Romanova's dissertation urges that age features of the child should be taken into account in the formation of artistic perception.

Elena Pavlovna Kabkova (2005) conducted a dissertation on the development of artistic ability of students in art classes.

According to EP Kabkova's research, the artistic perception of girls (according to their essays) is characterized by a higher level of wealth and higher literacy than their male counterparts.

According to the author (Eporporisheva (2006)), the art disciplines (fine arts, applied decorative arts, music) and general humanities (literature, history, foreign languages like English), which has a great effect on the integration of science, shapes the formation of the personality of a modern schoolboy (grades 1-11)

and enhance its didactic effects in the learning process.

III. Analysis

As we all know, the history of civilization is measured by the emergence of mankind. Fine art is also a part of culture and its history is drawn from the history of art. The knowledge and understanding about a number of intellectuals who are the earliest representatives of art history reflects the cultural level of the modern person.

Equipping schoolchildren with the perception of visual arts and their knowledge of the history of fine arts and its development is an important task in shaping a modern, cultured personality. Without reducing the value of dissertation research by V.A. Romanova and N.S. Bogolyubov, it is possible to say that the ethnopsychological, ethnopedagogical, ethnocultural features are not sufficiently revealed in their work.

The author acknowledges that a large number of people cannot distinguish colors. This negatively affects the proper and complete perception of visual art.

However, as part of the art classes, it is possible to teach most students how to properly perceive colors and to distinguish subtle differences between them. The next dissertation research is about Igor Leonidovich Levin's formation of a creative student which based on the development of artistic interest in the classes that enhance the fine arts, and the author aims to prepare students who will study in these classes for their future career in fine arts.

In his research I. Levin divided students in the classes with deeper study of fine arts into three groups (graphic, illustrator, composer), and described each of them individually in order to their own psychological, pedagogical, creative, personal characteristics.

The value of this study is to increase the interest of children in special classes for their

fields, to enhance their interest in fine arts, to improve their personal motivation, to develop children's creative activities with dividing into groups (pupil-pupil, pupil – team, pupil - mentor, teacher); to strengthen their interest in future professional activities, to increase creativity in the fine arts, to develop creative intuition, comprehensive study of the art culture of the world fine arts, to improve students' creative research activities using different teaching methods, to introduce the absolute innovations in a theme and style, in unconventional approaches and visual aids, also in non-traditional materials and in more in educational activities, to form creative environment, not to estimate students' creative work with traditional scores, account of each student's individual-psychological characteristics, style, potential possibilities, abilities and due to other reasons higher result were obtained.

In addition to adolescents, the researcher studied the students of the fine arts faculty of the higher educational institution, who will teach art at school in the future.

As a result of experimental studies in the study, adolescents and students of art graphics faculty of the university have changed significantly their attitude towards fine arts and their future profession. However, the same dynamics was not observed in adolescents, students, and respondents. Among the respondents, there is a small change in the attitude towards the fine arts among high school students and university students.

Through elements and perceptions of elementary school children which are directly influenced by the environment, surroundings, and communication that often surround them in everyday life are taken a leader role in the content of their essays, the form of image-emotional perception in adolescents increases and lead the image-emotional cognition in high school

students, the content is enriched and deepened and enhanced by the sensitivity.

The above data indicate that age and gender are directly related to artistic perception, including perceptions of visual arts.

Numerous studies have shown that in the formation of a person, enriching his spiritual world, his interests, knowledge and needs, including his aesthetic needs, nearly all kind of art types would be effective. K.U. Ushinsky, Ya.Komensky, V.T. Belinsky, L.N. Tolstoy, V.A. Suhomlinsky and others have expressed such theories in their researches.

According to L.N. Tolstoy, the aesthetics should not be understood only as a pleasure, a science of beauty, "Art is not a matter of pleasure, but art is a great work."

Indeed, all types of art, including fine art, are a universal factor and tool that has tremendous educational potential, which can quickly and effectively produce a person and is irreplaceable thing in the development of a person. But its effective use, in many points, depends on the educator, teacher and artist.

In this regard, Elena Boleslavovna Sporisheva's dissertation (2006) on the theme "Integration of art courses in the artistic and aesthetic education system with the subjects of the humanities" deserves attention.

Sporisheva E.B. ,along with other authors, also emphasizes the leader in pedagogy of individual-oriented (individual-orientated) and individual-driven (individually-differentiated) approaches to education.

This approach helps to account for the inherent ability of the individual, to see each child as a capable individual with a unique set of individual characteristics, thus helping the child to develop a positive self-image and self-confidence.

One of Eboisporisheva's most valuable ideas is aesthetic upbringing in all subjects, especially in the humanities, the way beauty has gone from

history to the present, and the role of art in the modern world through school-based subjects.

Bastirbek Taktarovich Karsibaev (2006) investigated the problem of developing the artistic creativity of students of the 5th and 7th grades in the arts classes. The study involved Shimket and Djetisai schoolchildren.

This study mainly examines the extent to which it influences the development of students' creative activity, not the art itself.

IV. Discussion

The problem of shaping the outlook of adolescents in the art classes was investigated in Tatyana Mikhailovna Dmitrova's dissertation (2006). The author has created a special program, the main purpose of which is to develop a worldview of methods through the improvement of fine arts lessons. To do this, T.M. Dmitrova offers training, which consists of theoretical and methodological block, block of pedagogical conditions, content block and results assessment unit. The results obtained from the proposed model are evaluated on the basis of three criteria (cognitive criteria, emotional - power criteria, activity criteria). The problem of artistic development of students in the teaching of composition in the 5th-7th grade art classes was studied by Regina Alexandrovna Kronina as part of a dissertation research. In the study, the author acknowledged not only the importance of the composition in the creation of the artwork, but also about the emotional development, observation, possibilities of the artistic activity, and creative activity of the drawing child. One of the most important tasks of literary education in art classes is the formation of artistic taste. It is recommended to create artistic taste based on popular works. Elena Nikolayevna Pokyudova (2007) investigated the problem of pedagogical conditions in the formation of aesthetic experience of adolescents in the study of art. The study attempts to substantiate the aesthetic experience of

the formation of the individual and its importance in cognitive and creative activities. In the dissertation the essence and significance of teenagers' aesthetic experience is revealed. According to E. Pokyudova, the aesthetic experience contains the development of aesthetic perception, the personal creative activity of the student, the artistic and cultural values, and the individual's mastering of art. Alena Timofeevna Darchieva (2007) in her dissertation on "Forming the Artistic Interests of Adolescents in the Artistic Activity" achieved the most effective formation of interest for adolescents on the basis of relevant factors, tools, methods and principles in the educational process. The psycho-pedagogical basis of the interests is the development of the students' need to study the fine arts, to engage in fine arts, to create needs for artistic activities, to create internal psychological tendencies that motivate the individual in science. Dmitry Gennadevich Ryakhov (2008) studied this issue in his dissertation research on the patriotic upbringing of schoolchildren through the use of visual arts in modern schools. The value of the research has been explored on the basis of the scientific potential of patriotic upbringing. In this regard, a special model has been developed taking into account regional features and facilities, tested, scientifically validated and implemented in practice. Criteria, indicators, qualifications for the formation of patriotic feelings were developed and tested in 5-8 grade students.

The dissertation work of Diana Isamudinovna Isaeva (2008) explores the role of visual arts in integrating with foreign languages, the use of visual arts as a means of enhancing foreign language teaching, and the further integration of the two disciplines. Through the humanization of education, information about the authors and the authors has been made in French lessons to enhance French interest in aesthetic education, to broaden students' worldview by fostering knowledge of French artists and art, and to

enhance interpersonal and international relations. Through the humanization of education, information about the authors and the authors has been made in French lessons to enhance French interest in aesthetic education, to broaden students' worldview by fostering knowledge of French artists and art, and to enhance interpersonal and international relations. Issues of Teaching, Creating, Presenting, Working With Others, and Determining Their Place in Collective Art Activities in a Collective Art Company with 5th-7th Grade Art Students (2009y) reflected in the thesis research.

According to the results of dissertation research by OM Mikhaylova with minimal assistance in the field of artistic activity, pedagogical professionally, the quality of the results of the activities can be significantly enhanced, the range of topics raised, the number of teamwork offered, stimulate positive relationships, improve reflection, empathy, and interest in art and artistic activities.

“Apparently, Uzbek classical and modern poetry has been able to enhance the vital and philosophical meaning of the seasons by describing the seasons. This creative process has evolved a peculiar evolution in our literature.”

V. Conclusion

The problem of developing students' creative orientation in the visual arts classes was studied by Elena Khrikunova (2010) in the framework of a dissertation research. A model of creative orientation created by the author related to the fine arts; determined criteria for the direction of artistic and creative activity in the field of fine arts and compared with the above; additional education reveals the influence of the environment on artistic and creative orientation. Alena Arkadevna Nachalova (2010) studied pedagogical aspects of the development of artistic imagination in schoolchildren. Based on the requirements for the creation of artistic and pedagogical models by the

author A.A. Nachalova the following basic principles are: polyadadism, the connection of art with life, the artistic perception connected with practical activities, the unity of folk (folklore) and academic (classical and modern) arts in teaching children; art teaching based on its regularities. Problems of integration of art labor and fine art were studied by Olga Nikolayevna Chernilevanaya (2012) within the framework of her dissertation. Developed a psycho-pedagogical description of the creative development of adolescents. The content of pedagogical conditions that are optimal for the creative development of adolescents, in the author's opinion, a functional-aesthetic learning environment; Ensuring a collaborative environment among the participants of the educational process; organization of educational process on the basis of integration of artistic work with fine arts; encouraging student creative initiative; create a problematic situation in the artistic activity; to create a state of success. The problem of pedagogical conditions for the development of artistic perceptions of adolescents in secondary school was studied by Marina Alexandrona Kozlovskaya (2012). In his dissertation M.A. Kozlovskaya expressed the author's definition and recognition of the development of artistic cognition, and scientifically tested the pedagogical conditions for the effective development of artistic cognition in adolescents. The problem of pedagogical conditions for the development of artistic perceptions of adolescents in secondary school was studied by Marina Alexandrona Kozlovskaya (2012). The problem of forming the artistic culture of teenagers through the Museum of Fine Arts was studied in the dissertation research by Alina Bulganova (2015). A study by A.V. Bulganova revealed the aesthetic potential of the Museum of Fine Art, its peculiarities and age-specific features in adolescents' perceptions of fine art, the development of artistic culture in adolescents, the

formation of artistic culture through art museums of adolescents. the social-cultural model of culture, which allows to effectively form culture, is tested and implemented in pedagogical practice. In his dissertation M.A. Kozlovskaya expressed the author's definition and recognition of the development of artistic cognition, and scientifically tested the pedagogical conditions for the effective development of artistic cognition in adolescents. Anton Alekseevich Titov (2017) studied the problem of activating adolescents' creative activity in thematic composition lessons in supplementary education. As a result of the research conducted by A.A. Titov, a methodology for activating adolescents' creative activity in the process of working with thematic composition in supplementary education has been developed and experimentally tested, which promotes the effectiveness of the educational process.

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