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The Role of Fine Art Education in Teaching Students to Make Composition

R. R. Musayev

Teacher of the Finnish Pedagogical Institute of Uzbekistan

Abstract

In this scientific article, the importance of visual art classes in teaching students to compose, the methodology of their organization, and guidelines for equipping classes based on modern requirements are highlighted. The text of the article contains concepts about the stages of drawing and making a model.

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Teaching general education schoolchildren to compose is often done through drawing and painting subjects of visual arts classes. Because any composition is based on drawings, images, sketches. It is recommended to practice many times to prepare them. The result of each project depends on the creation of a composition or item.

For example, before starting to make an image of something, all its features, i.e. structure, color, what material it is made of, are studied and analyzed. It turns out that it is not advisable to carry out projects in all types of visual arts without special preparation.

Basically, if it is intended to embroider an item in the art of painting, first of all, a drawing project of this item is made and based on it, its full dimensions and large and small scales are shown in the project.

It is recommended that not only adult artists, but also preschool and general school students follow the above-mentioned rules.

Projects in all types of visual arts are carried out in visual arts training sessions with preschoolers. For example, in construction activities, children practice making buildings and bridges, cars and various objects from materials of different shapes, which is one of the most convenient ways to teach them construction skills.

In order to draw or make an object, it is necessary to get acquainted with it in advance or observe it, to know its shape, size, arrangement of parts, color. Seeing, feeling, and hand movements are not involved in this process. In the process of observing and considering objects and events, children divide the object into large and small groups, change its shape and describe its color in different ways.

E-mail address: editor@centralasianstudies.org

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In the process of visual activity, it allows the development of thinking operations (analysis, synthesis, comparison, generalization) in children, which, in turn, leads to the rational growth of the child. If the above-mentioned opinions and comments provide information about the importance of visual activity in children's creativity, then the situation in school activities has the following indicators.

School visual arts classes are conducted in the following five types. Subjects are included in the subject syllabus for each type.

We will look at the aspects of visual art training that are integrally related to the design process.

Drawing according to the object itself - in this type of visual arts training, there are a lot of opportunities for a young artist, because all the signs of things and objects as a set are clearly visible before your eyes. If you want him, he compares and analyzes the parts several times, studies their structure and color.

That is why this exercise has many advantages. In this exercise, the signs of designing are the main signs of designing, starting with the principles of perspective, choosing the color gamut, finding and summarizing the placement (composition), combination and composition, taking into account all the proportions of things. The composition will be perfected and a guaranteed result will be achieved only after these actions are fully performed.

Working on the basis of thematic composition - thematic compositions are a process that looks a little more complicated than the exercise of creating a picture by drawing on the object itself. Because in this exercise, each object participating in the composition has its own structure, individual element qualities. And now, connecting them with each other depends on the quality and location of etudes, sketches, sketches made for generalization. The development of a composition appropriate to the theme is a sign of the completion of the project.

Practical decorative work - the difference between this activity and the above is that the student implements a project with specific dimensions. After the parameter of the surface to be decorated is clear, the distribution and parts are divided accordingly. A certain part of the overall composition is placed on the surface of the sections, and to maintain symmetry, the ornament on the section is repeatedly lowered into key pieces, and after interconnection, a whole composition is formed.

Before choosing a color for the decorative floor, the type of paint is determined and colors are prepared from it. The elements of the painted composition are given a finish in the appropriate dark colors. This finished decoration (pattern) on the surface of the paper is used as a template for any large surfaces. The entire process from finishing a large surface is an example of a design practice.

In teaching students to design in practical training, tasks performed in this sequence related to visual art training are important. The basis of creative work is the process of implementing a well-designed project.

The bottom line is that in every visual arts class, the activity of drawing on the subject does the work of designing. This gives the student the skills and competence to perform the next tasks and assignments.

When creating new projects and creating compositions, its elements are used in the rhythmic placement of shapes in a circle, square, rectangle.

He learns to draw less complex plant-like and geometric elements of the pattern, in which he develops the technical skills of using different types of digital brushes.

In the process of application training, which is a simple form of mosaic belonging to the painting type

of fine art, the student gets to know and practice color and its gloss, learns the structure of shapes and objects. His understanding of rhythm and symmetry is expanding and he can use them in his independent work.

Students practice color and color matching many times during an appliqué project, and because they work with lots of colors, they quickly pick up on color sequences and combinations. Perception of color is the most popular form of perception of aesthetic beauty. Through this, we will open the way for them to expand their understanding of the basics of color science and develop their color vision skills, as a result, we will have a sufficiently positive effect on the aesthetic education of students.

Topics related to drawing the human figure are included in the visual arts classes of the upper classes. The purpose of this is to inform students that the portrait genre is a type of visual art, to form knowledge, skills and abilities in sketching and sketching and feeling the volume, using pencil drawings and creating a volumetric composition.

By increasing the students' aesthetic taste for works of art, the ability to perceive our national art and values, and the knowledge of the students about the depiction of the human figure in the genre of portrait painting, the ability to achieve the visual and content proportionality of the portrait work project based on the plot of literary works is developed.

There are various types and genres of fine art, and the portrait genre has a special place in this regard. Through lines and colors, the artist reveals the inner experiences and feelings of the person he is portraying, his identity, and what kind of profession he is. Portraits can be in the image of a hero of a domestic, historical, legendary-mythological or literary work based on a certain plot. Portraits are divided into types such as royal, psychological, extreme character, self-portrait. To draw portraits of this type, the execution of pencil drawings and etudes in various forms is important in the implementation of the composition project. Teaching design in art classes increases students' interest in doing independent creative work.

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