

LOCAL HISTORY MATERIAL AS A MEANS OF AESTHETIC EDUCATION IN FINE ARTS LESSONS

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Abstract

Local history material can be used when studying a new topic in order to intensify the educational process, awaken interest in the topic, and broaden the horizons of students. Along with the increase in the intellectual level of children, the opportunity for extracurricular local history activities expands, and students themselves conduct local history work under the guidance of a teacher, which contributes to the development of independence, the desire for self-knowledge and self-improvement. At the same time, the volume, content and forms of local history activities depend on the age of the students, their level of knowledge and skills.

Keywords: aesthetic education, arts lessons, method, technology, education, student.

Introduction

It is important that local history instills a caring attitude towards monuments of art, evokes a desire to protect them from death and destruction and preserve them for posterity, that is, it not only introduces people to the active development of artistic and cultural heritage, but also creates a sense of responsibility to the past and future. All areas of local history activity have a common subject of study - the native land: its nature, traditions, customs, folk art, artistic crafts of our days, architectural monuments, sculptures, etc.

MATERIALS AND METHODS

The main goal of local history classes is to awaken in schoolchildren interest in the cultural heritage of their native land, the desire to expand their knowledge in this area; teach to appreciate the heritage of ancestors, strive for creativity.

The forms of local history activities are varied:

- performing painting and graphic works in the open air;
- participation in excursions, hikes and expeditions around the native land;
- study of architectural monuments, wooden architecture of the native land;

- restoration of the appearance of irretrievably lost architectural monuments in drawings based on descriptions of old-timers and archival documents;
- meetings, conversations, interviews with local craftsmen and old-timers;
- photo and video – material about local monuments of architecture, wooden architecture; about local folk crafts;
- work with literary sources.

RESULTS AND DISCUSSION

The Fine Arts Cabinet contains rich local history material: visuals (photo and video materials, reproductions from paintings, works of artistic crafts); a variety of still life collections (samovar, spinning wheels, krinkas, irons, cast iron pots, towels, weaving, rag dolls, etc.); creativity of fellow countrymen (embroidery, weaving from wicker, bast, wood carving, models); books about cities and cultural monuments.

Forms of conducting classes. Fine arts lessons are a fascinating journey, interesting, interaction and cooperation between the teacher and the child, and children among themselves. Working in pairs and groups allows students who are not confident in their abilities to liberate themselves and contribute to the product of collective creativity: layouts, panels, collages, projects, decorative items, etc.

Preparation for fine arts classes. Whatever the topic of the lesson, the children do their homework. Most often, these are observations. Students with great pleasure share their impressions gained while observing the habits of domestic animals, plants, and people; learn to see a variety of shades of color in the grass, in a flower bud, in autumn foliage [3].

Scenery. Rural nature! Her palette is varied. The task of a fine arts teacher is to teach children to be amazed at the wonders of color around us. “Moments of charm” at the beginning of the lesson are very helpful with this.

Decorative work. Observations in nature help children not only in creating landscapes and still lifes, but also in performing decorative work. Observant children can easily create expressive and balanced decorative compositions; the natural shapes of flowers, blades of grass, and stems are transformed into elements of painting.

Thematic compositions. Students are animated and interested in historical topics: they analyze the works of great masters of Uzbek art, select additional illustrative material, think through their plot, willingly take on such work, and participate in exhibitions dedicated to the Defenders of the Fatherland. In this case, local history material plays a special role: preliminary excursions to the school Museum of Military Glory [4].

Design. Studying design, as a form of art that has been actively developing in recent years, we pay great attention to practical work and theoretical material from the history of development. In the course of conversations about global design practice, a gradual realization is being established that modern man lives in an environment that is completely designed and constantly updated through design.

Conversations. For conversations, travel lessons, video excursions, and media, I use a demonstration classroom with a computer and a multimedia projector. I try by all means to immerse students in an artistic atmosphere.

CONCLUSION

Thus, all extracurricular work is closely interconnected with the educational process and helps to fulfill the main goal of a rural school fine arts teacher: to educate a competent, interested viewer and an active creator, regardless of what profession he chooses in life. "Each of us who works with children needs to feel like they are part of the world. Each of us needs to carry the whole world within us in order to connect our little ones with it, taking care of the proportionality of any pedagogical intervention with the goals and possibilities of education. Whatever the name of the subject of our teaching, its main meaning should be concern for the education of the apparatus of perception of the life around us, which they, children, will have to form - in the fortunate event of our mediation - "and according to the laws of beauty" [2]. One of the final tasks of the academic year is summing up the results of all competitions, olympiads, exhibitions, and shows. Every year the names of young artists, photographers, screenwriters, directors, tour guides, collectors, and local historians of our school are always heard. Each student is given the opportunity to find himself, his own business, in which he can experience success, reach his maximum, and then push the boundaries of his capabilities.

According to diagnostic data, the subject "Fine Arts" is one of the most favorite subjects at universities. Extracurricular work and close communication with class teachers expands the children's opportunities to see authentic works of various types of art from their native land, analyze their artistic features, increase the intellectual and aesthetic level of development, and express impressions of their own experience of creative activity.

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