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EXHIBITION PRINCIPLE IN FINE ARTS EDUCATION

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Abstract:
This article introduces a series of methodological students to the use of visualization in visual arts education and provides information about other aspects of visualization to achieve effective results.

Keywords: fine art, the principle of visuality, didactics, nature

INTRODUCTION

The demonstration principle is very important in the education system. The famous pedagogical scientists of the past gave valuable opinions on the demonstration of education. What the great educator Jan Amas Comenius, Johann Heinrich Pestolotsi and especially the great Russian educator K. D. Ushinsky said about the demonstration of education is important and has not lost its value even today.

The principle of demonstration of education cannot be interpreted in isolation from other didactic principles. It is closely related to other principles of didactics, especially such principles as awareness and activity in education, solid and thorough mastery.

The principle of verifiability of education is characterized by the fact that it is a principle that aims to ensure that students perceive the subject matter directly through concrete images.

The principle of provability is to provide students with convincing knowledge related to the objects themselves, which are the source of perception.

Drawing from nature itself is a visual teaching method. The process of painting from nature begins with being able to see, feel and observe the object.

Visibility is directly related to the observation of nature and the correct interpretation of its analysis. This contributes to a better understanding of the object and phenomena, while improving the quality of the correct representation of the image on the paper plane.

Just as a physics and geometry teacher tries to explain his subject with experience, a fine arts teacher should show the form of his models. All types of visualization help the student to recognize and understand the principle of the form.

The more visual aids are used in teaching to give students a clear and concrete image perception and the more sensory organs are mobilized to the object of attention, which become faster, more comfortable and more distant to convey the learning content. This ensures thorough mastery of the teaching materials.

Through the exhibition materials, students learn about objects, events and occurrences of objective existence, their properties, signs and means of communication with each other.

By perceiving abstract phenomena through concrete images, students' logical thinking activities develop. Particularly important is the processing of materials such as circuit diagrams, tables, diagrams, which are aimed at recognizing, understanding and mastering the properties of specific topics through independent thinking (comparison, analysis, generalization, drawing conclusions).

The above-mentioned organization of visualization guarantees competent, independent and active learning of the subject matter.

Other aspects should be taken into account for the visualization to produce effective results. First, the visual aids used should be appropriate for the level, age and general characteristics of students in each class.

Secondly, the visual aids used should help to clarify the content of the subject matter, which corresponds to the characteristics of the subject matter. Excessive use of teaching material in lessons is not recommended. The increase in impressions as the number of visual aids increases complicates mental processing and affects the quality of students' knowledge.

The principle of verifiability is consistent with the educational goals and is determined by the content of the material. Studying this material encourages students to acquire truly scientific and vital knowledge. Visualization helps to better master this knowledge and to connect it with life and work practice. The use of various visual aids in the classroom activates students' thinking and mobilizes their attention. Therefore, visual aids are used at all stages of training to help students perceive new material, consolidate knowledge, check and apply it in practical activities and work, and create work skills and qualifications.

A number of methodological students should be followed when using visualization in the educational process.

First of all, the selection of visual aids should be made taking into account the purpose of the lesson.

Secondly, when working with visual aids, the teacher should guide students in the perception of these tools and direct their attention to the essential and important aspects of the subject being studied so that students can work as actively and independently as possible. You have to create conditions.

Thirdly, it is necessary not to fill the lesson with visual aids, but to use them to the extent necessary to achieve the educational goals. If several visual aids need to be shown in class, they should not be shown all at once, but rather as needed. Another principle of visuality is the teacher's drawings. First, the teacher explains how he applies the required picture technique teaching materials in the pictures he draws.

In this regard, the pictures drawn on the board by the teacher occupy a special place. It is desirable to quickly and easily schematically draw the material explaining this in 2-3 minutes, since this is a feature of drawing on the board. Some teachers spend 10-15 minutes drawing pictures on the classroom board while giving their students time.

One of the factors for increasing teaching efficiency in fine arts classes is the use of modern technical aids. These in turn are of great importance for increasing the students' level of knowledge.

Conclusion:

In conclusion, in order to achieve effective results, the visual aids used should be appropriate for the level, age and general characteristics of the students of each class, and the visual aids used should correspond to the type of subject the lesson is intended to do contribute to revealing the content of the topic corresponding to its characteristics.

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