

TYPES OF ASSIGNMENTS IN FINE ARTS AND REQUIREMENTS FOR THEIR DEVELOPMENT

B. A. Pardaev

Lecturer

Department of Technological Education and Fine Arts
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan

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Abstract: *This article discusses the types of assignments for students in visual arts in general secondary schools and the requirements for their development.*

Key words: *Basics of art studies, composition, nature, artistic construction, perception of existence, test, assignment, control work questions, assignment.*

INTRODUCTION

“As a result of the consistent implementation of the “Law on Education” and the National Personnel Training Program, the image of educational institutions is improving, and their material and technical base is being strengthened. The concept of the development of the teaching of visual arts in the preschool, general secondary, professional and higher education systems of the Republic of Uzbekistan, the concept of the Development Strategy of the Republic of Uzbekistan until 2035, Decision № PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019 “On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030”, PF-5712 dated April 29, 2019 “On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030” and “On further improvement of the professional education system” dated September 6, 2019 on additional measures” № PF-5812 and “On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030” dated October 8, 2019 - Decrees № 5847, it was developed in connection with the concept of the development of Uzbekistan’s industry until 2025 and the implementation of the tasks defined in the Address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020. The activities of students in the field of visual arts are carried out in class and outside of class based on the tasks given to them by the teacher [1.80].

THE MAIN FINDINGS AND RESULTS

If the tasks are expressed in the form of class and homework, the content of the tasks given to the students in the classroom is mainly carried out with the aim of imparting new knowledge and skills. The following two forms of tasks are often used during the lesson:

Classroom assignments.

Tasks to be done at home.

The following types of tasks performed in the classroom and at home are typical.

1. In the training of the basics of art studies

2. In composition classes

3. In classes of painting according to nature

4. In art-building-creating classes.

5. In the classes of perception of existence.

The disadvantage of oil paints is that they do not shine and dry slowly (24 hours). Is there a way to make the paint glossy and quick drying?.

Write a short story based on the following words: “apple”, “grape”, “vase”, “table”, “pear”, “peach”, “satin” and draw a picture based on them.



Checking the knowledge and skills of students in visual arts using the test method is one of the methods of the programmed educational method. The success of the test method depends to a large extent on the ability to use different types of tests, depending on the level of knowledge of the students and the content of the lesson, and to be able to organize tasks related to them consistently [2].

Today, although tests have been developed for the subject of visual arts, a separate set of tests has not been prepared for each class by test type. The following slide shows the types of tests, and during the practical session, it is necessary to develop tests according to directions in the cross-section of classes (slide 1).

Note: Other types of tests can be used in test development.

Tests are also one of the systems for assessing the level of learning in school, in which the following can be taken into account:

– taking into account the ability of each student when checking the results of education with its help;

– checking the quality of students’ theoretical and practical knowledge;

– revitalizing the learning process by introducing various tests;

– saving time spent asking students and teacher time spent checking student work;

– use of tests on a computer.

One of the expected results of organizing theoretical and practical lessons in fine arts is to evaluate the knowledge of students. Therefore, various assignments are developed by the teachers on topics, sections and directions. One such task is the control work questions. The knowledge, skills and abilities of the students related to the topics covered are determined through the control questions.

The following are the requirements for creating control questions from the subject of visual arts:

1. The control work questions should be written clearly, without spelling mistakes.
2. The questions should be developed covering the content of the topics covered.
3. The logical structure of the questions should be based on the principle of simple to complex.
4. It is also purposeful that the questions are structured in a separate order for each subject, for departments, for quarters, for the year, based on the sequence.

The task of developmental education is the development of life skills and competencies necessary for the individual development of a person [3].

Distinctive features of developmental education are the formation of students' theoretical understanding and practical skills and competencies for solving tasks. It serves to realize the creative abilities of students. The main link of visual art of developmental education is the direction of problem-based education.

In-depth study of problem-based learning began in the 60s of the XX century, based on the idea that "Thinking begins with a problem situation".

The idea and principles of problem-based teaching from the point of view of the psychology of thinking were developed by S. L. Rubinstein, M. I. Makhmutov, V. Okon, I. Ya. Lerner.

Problem-based education has 3 scientific and methodological aspects.

1. Creating a problematic situation.
2. Setting the problem.
3. Finding a solution to the problem.

A problem situation can be formed in all educational activities. It depends on the teacher how much to form it during the lesson. The importance of the problematic situation is that it focuses students' attention on one place (problem) and teaches students to search and think. Problem-based education involves the creation of a problem situation under the guidance of a teacher, and this problem involves the organization of an educational process that allows students to creatively acquire theoretical knowledge, practical skills and abilities, and develop mental activity as a result of active, independent activity of students.

In the process of problem-based teaching, students are recommended tasks on research, heuristic, analysis of problem situations.

In this:

- on drafting non-standard issues;
- with an unformed question;
- with redundant information;
- independent generalization based on his practical observations;
- describe the nature of an object without using instructions
- reach;
- determining the limits and levels of application of the obtained results;
- to determine the mechanism of manifestation of the phenomenon;
- It is possible to give tasks such as finding "in a moment".

In the process of summarizing the answer of all students, the teacher should pay attention to the following:

1. Encourage to find a clear answer to the problem question.
2. Focus on all the points that you think are related to the problem.
3. To express their independent opinions based on what they have seen, heard, and read, to create conditions for evaluating their own knowledge.
4. Helping the members of each group to express their independent thoughts in a short, concise, clear and precise way.
5. Directing your friend to sincerely acknowledge that they think better than you, to envy them, to admit that they think at a low level.
6. Try to absorb the positive answers of your friend.
7. Knowing how to use the textbook effectively [4].

CONCLUSION

In short, in the process of the teacher summarizing the types of tasks in visual arts and the requirements for their development, a clearly justified answer is determined, well-participated students are encouraged and evaluated.

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