

Article

Methods of Observing and Analyzing Students' Activity in Fine Arts Classes

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Abstract: In the following article the methods of monitoring and analyzing the activities of children in visual arts exercises are reconsidered from the viewpoint of visual fine arts. This article examines the methods of observing, monitoring, and analyzing students' activities in fine arts classes. Particular attention is given to the pedagogical principles, instructional techniques, and assessment criteria used in visual arts education. The study highlights the importance of exhibitions, excursions, vernissage lessons, thematic drawing, and creative projects in developing students' artistic skills, imagination, aesthetic perception, and emotional responsiveness. Furthermore, the article discusses innovative approaches to evaluating students' achievements in accordance with competency-based education principles and the requirements of the Bologna Process. The role of visual aids, digital technologies, inclusive educational practices, and alternative educational programs in improving the effectiveness of fine arts instruction is also analyzed. The findings indicate that systematic observation and comprehensive assessment contribute significantly to the development of creativity, critical thinking, visual literacy, and artistic competence among learners.

Keywords: Fine Arts, Vernissage, Methods, Techniques, Exhibitions, Excursions, Illustrative and Thematic Planning, Evaluating Drawings, Application, Collage.

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1. Introduction

In accordance with the principles of the Bologna Process, they are mainly focused not on communicating a set of theoretical knowledge to the student, but on developing the bachelor's competencies – a dynamic set of knowledge, skills, skills and personal qualities that will allow the graduate to become competitive in the labor market and successfully professionally implemented in the field of fine arts [1], [2].

In the process of evaluating bachelors, both traditional and innovative types, types and forms of control should be used. At the same time, traditional tools are gradually being improved in line with the competence approach, and innovative tools are adapted for widespread use in Uzbek university practice. The purpose of the certification is to check the development of the educational program of the discipline–workshop through the formation of educational results [3].

2. Materials and Methods

A variety of forms of organization of educational activities in fine arts: travel lessons, vernissage lessons, exhibitions, excursions. Description of methods and techniques of work in the lessons of fine arts. The use of alternative programs in the process of teaching children fine arts. Types of works on fine arts in primary school: the lesson-thematic

principle of planning; the ideological and educational orientation of methodological guidelines and the topics of educational tasks in the sections of educational and creative work [4], [5], [6].

Main part

The focus of the program content is on the active development of children's emotional and aesthetic attitude to reality, on the active development of empathy, emotional response to the beauty of surrounding objects, nature, etc. Principles of planning educational work in fine arts. Unity of education and upbringing. The connection of theory with practice, the ideological orientation of educational work in the visual arts. Forms and methods of planning training sessions.

Selecting Your Sketching Equipment:

1. Hatching & Cross-Hatching
2. Stippling
3. Scribbling
4. Circling
5. Smooth Shading & Blending
6. Creating Highlights
7. Rendering [7].

The essence and content of the annual, calendar, lesson plans, lesson summary, illustrative and thematic planning. Methods of organizing exhibitions of educational drawings. Classification of educational and methodological visual aids for art lessons. Methods of making visual aids (models made of cardboard, plywood, wire, org-glass) to explain the laws of the structural structure of objects, the laws of perspective, methodological tables demonstrating the step-by-step execution of the drawing; various compositional schemes; dynamic manuals, etc. The importance of correct accounting of academic performance. Forms and methods of accounting for the progress of junior schoolchildren in fine arts. Methods of accounting for knowledge, skills and abilities in the classroom. Criteria for evaluating drawings and oral responses of younger schoolchildren [8], [9].

Educational tasks and the content of the drawing lesson on the topics. The place and importance of drawing on themes in the general system of teaching fine arts. The role of thematic drawing in the development of imagination, aesthetic taste, observation and mental activity of younger schoolchildren, in their artistic and aesthetic education. Types of drawing tasks on topics (drawing on the surrounding life, historical events, illustrating fairy tales, poems, etc.). The content of knowledge, skills and abilities of elementary school students in drawing on topics in each class. Analysis of the program material in the section "Drawing on topics" in elementary grades [10], [11], [12].

An approximate scheme and structure of a drawing lesson on topics in elementary grades. Equipment of the lesson. Preparing a teacher for drawing lessons on topics. Methods of activating creative imagination and visual memory in schoolchildren in the process of drawing on topics. Preparation of visual aids for drawing lessons on topics. Exercises in performing thematic drawings on the blackboard. Typical drawing lessons on topics, drawing lessons on the topics of the surrounding reality based on observations and from memory, by presentation. Methods of performing tasks—illustrations for books (fairy tales, fables, poems, etc.) [13].

3. Results

Principles of analysis and criteria for evaluating thematic drawings. Exercises in making sketches of thematic drawings on the themes of the surrounding life and the plots of literary works. Rules for drawing up a drawing lesson summary on topics. Practical tasks. Independent drawing up by students of the drawing lesson plan and summary on a

topic determined by the teacher. Illustrating the synopsis. Demonstration lessons by choice: "Drawing on the theme", "Our New Year tree", "Drawing on the theme", "The work of people in winter", "Drawing on the theme", "Space" the search for a plot and linear drawing and work in color. "Illustrating Uzbek folk tales" – search for composition and linear drawing and work in color [14].

The procedure for conducting intermediate certification for students is established taking into account their individual psychophysical characteristics. Intermediate certification can be carried out in several stages. When carrying out the procedure for evaluating the results of training, it is envisaged to use technical means necessary in connection with the individual characteristics of students. These funds can be provided by the university, or their own technical means can be used. The procedure for evaluating learning outcomes is allowed using distance learning technologies [15].

Access to information and bibliographic resources on the Internet is provided for each student in forms adapted to the limitations of their health and perception of information: For the blind and visually impaired: - in printed form in enlarged font; - in the form of an electronic document; - in the form of an audio file. For the deaf and hard of hearing: - in printed form; - in the form of an electronic document. For students with disorders of the musculoskeletal system: - in printed form; - in the form of an electronic document; - in the form of an audio file. Classrooms for all types of contact and independent work, a scientific library and other training facilities are equipped with special equipment and training places with technical training facilities: For the blind and visually impaired: for the deaf and hard of hearing: - an automated workplace for people with hearing impairment and hard of hearing; - an acoustic amplifier and speakers; For students with musculoskeletal disorders: - mobile, adjustable ergonomic desks SI-1; - computer equipment with special software

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Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "on approval of the regulations on children's music and art schools". In accordance with the Decree of the President of the republic of Uzbekistan dated november 20, 2015 no. pp-2435 "On the state program for further improvement of the activities of children's schools of music and art for 2016-2020", the Cabinet of Ministers of the Republic of Uzbekistan decides: 1. To approve the regulations on children's schools of music and art according to the annex. 2. The Ministry of Public Education of the Republic of Uzbekistan within two months, in coordination with the Ministry of Finance of the Republic of Uzbekistan, to approve:

standards for equipping children's schools of music and art with musical instruments, special furniture, equipment and other inventory;

improved curricula taking into account the introduction of advanced foreign teaching experience in the field of music and art. The Ministry of Public Education of the Republic of Uzbekistan within three months to develop and approve the standard charter of children's schools of music and art. The second paragraph of paragraph 2 of the

Regulations on extracurricular institutions approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 18, 1995 No. 59 (Joint Venture of the Republic of Uzbekistan 1995, No. 2, Article 5), should be worded as follows: "The specifics of the activities of children's music and art schools and children's centers "Barkamol Avlod" is determined by separate resolutions Cabinet of Ministers".

5. Ministries and departments within a month to bring the normative legal acts adopted by them into compliance with this resolution.

6. Control over the implementation of this resolution shall be entrusted to the Deputy Prime Minister of the Republic of Uzbekistan B.Y. Khodiev.

Prime Minister of the Republic of Uzbekistan Sh. Mirziyoyev Tashkent, May 5, 2016, No. 144

1. The idea of contrast and nuance in three-dimensional forms: the form, content, dynamics in sculpture reflect the material and texture. Sample themes of the compositions "Hockey player and ballerina", "Chinese dummy and ballerina".

2. Creation of a composition based on literary works, for example, on the fairy tales of H.-K. Andersen, N.N. Nosov, J. Rodari. Sample themes of the compositions: "Houses in the form of shells for the underwater kingdom", "The town where Cipollino lived", "Flower City".

3. Involving schoolchildren in the world of fairy-tale heroes who can instantly change the spatial environment depending on their desire (color, light, subject environment). Sample themes of compositions: "The palace in which the wind can live", "Rain clouds", "Luck", "Courage", "The Palace of Fairy tales", "Architecture in the land of dreams — the house in which your dream lives". Execution of sketches of architectural structures, decoration elements. Creation of multi-figure compositions based on epics, legends and myths.

The image of the music of native nature (mountains, steppes, seas, forests) with the right color scheme; creation of compositions without a specific image (abstract compositions).

Creating an image of your home, its harmonious fit into your native landscape. Finding angles at which two sides of the building are visible. The use of linear perspective in the work.

Mastering a variety of themes, plots of creative works of artists. Landscape and plot compositions. The artist's transfer of his impression of what he saw. Creating your own creative works based on observations and sketches. Sample themes of the compositions: "Blooming meadow", "Before a thunderstorm", "Spring in the Park" (watercolor "in the wet"), "Fog in the city (village, village, forest, mountains)".

1. Familiarity with the basic proportions of a person, mastering the features of the image of a person in motion. Creation of plot compositions on everyday topics: "In a hut (yurt, sakla, cash register, hut). Representation in the composition of traditional peasant labor (peasants' craft, their clothes).
2. Creating a collective three-dimensional composition. Sample topics: "Gatherings", "Spring is red", "Maslenitsa".
3. Acquaintance with lullabies of different peoples. An image of an interior in which a favorite lullaby could sound.
4. Research: the study of the traditions of the people. The approximate theme of the composition is "Tea ceremony in China". Creation of decorative compositions based on the results of research, for example, in the technique of application. Sample themes of compositions: still life, game, craft, holiday.
5. Creation of story compositions based on works of art from different historical eras, for example, folk, lullabies, holiday songs, on themes: costume, household items, jewelry, stoves, etc.

6. Performing color, graphic and three-dimensional compositions without a specific image. Creating a composition based on "figurative choreography". Abstract three-dimensional form for the transmission of active movement. Sample themes of compositions: "Round dance", "Lady".
7. The tree symbolizing the universe. Creating your own "tree of the world" using ornamental motifs that seem to be the most interesting. "Rainbow" is a comprehensive program of upbringing, education and development of preschoolers, according to which kindergartens of Uzbekistan work. The program provides comprehensive development of the child, its most important components are play and physical development, the formation of habits for a healthy lifestyle, providing mental comfort for each child.

The main objectives of the program: 1. -providing the child with the opportunity to live happily and meaningfully through the preschool years; 2. -ensuring the protection and strengthening of his health (both physical and mental); 3. -comprehensive and timely mental development; 4. -formation of an active and carefully respectful attitude to the surrounding world; 5. -familiarization with the main spheres of human culture (work, knowledge, art, morality).

6. In the Rainbow program, the section "Visual Activity" is represented by two independent subsections: "Beauty in life and fine art" and "Teaching children drawing and modeling".

1. The first subsection is entirely aimed at developing the aesthetic attitude of children to the world around them and the formation of their interest in nature, beautiful household items, folk, decorative, applied and fine arts. The second subsection is aimed at the development of children's creativity and the formation of visual skills and skills necessary to create an artistically expressive image.

2. The division into subsections is due to the fact that in preschool children, the development of perception is carried out much more intensively than the formation of arbitrariness of movements, on which the development of manual skill depends. At the same time, perception plays such a significant role in general and aesthetic development that it is wrong to limit it only to the perception of those objects that children draw or sculpt. Therefore, this area is presented in the form of two independent subsections.

The "Kindergarten education and Training program" mainly pays attention to technical skills and abilities, the "Rainbow" program is based on the education of emotionality and the development of aesthetic feelings, the "Childhood" program tries to take into account all aspects of artistic activity, relying on the methods of problem-based learning. The program "Harmony of development" is based on the harmonious development of the child's personality. N. A. Voronina analyzed the dynamics of the development of artistic activity of preschoolers engaged in various programs. The author found out that by the end of preschool age (by 6-7 years), children studying in all the studied programs achieve almost the same results, however, during the studied period (from 4-5 to 6-7 years), the development of internal components of artistic activity occurs in different ways. Depending on the training program, the peculiarities of the dynamics of the development of the characteristics of artistic activity were revealed.

4. Discussion

A feature of the development of children in the standard program is the smoothness of changes in the components of artistic activity with age. Children of this group increase the level of development of their skills fairly evenly from age to age, and by the end of preschool age they reach the required level of development of artistic activity relative to their age and children from other groups. In children from the "Childhood" group, on the contrary, there is a slowness in the formation of internal components of artistic activity at

the initial stage and a sharp, abrupt development of them at subsequent stages. The differences are also expressed in the uneven development of individual components of artistic activity, depending on the training program. Thus, in a group of children studying according to a standard program, throughout all stages of the study, there was a clear trend of the greatest development of technical components of artistic and visual activity, such as "Transfer of typical characteristics of the object", "Technical skills and abilities" and "Features of composition".

In the group of students enrolled in the Rainbow program, the highest results, compared with children from other groups, were achieved by children in such indicators as "Emotionality", "Features of creativity" and "Emotional perception of paintings". Children from the "Childhood" group, differing in low results (compared to other children) at the age of 4-5 and 5-6 in almost all indicators, by the age of 6-7 in all indicators achieved the same results as children from other groups. Children studying according to the standard program have achieved the greatest results in the technique of image and structural drawing; the Rainbow program more successfully ensures the development of creative attitude and emotional involvement in the process of creating and perceiving artistic images; the Childhood program achieves the same, and in some cases better results in a more complex and slower way. all compared indicators.

5. Conclusion

In addition, the analysis of the programs showed that in the section "Visual activity" only in the program "Harmony of development" indicators are highlighted by types of artistic activity: drawing, modeling, applications. In other programs, these sections are not traced. Thus, the development of children's visual activity is carried out in different ways depending on the program of training, development and upbringing in the preschool. In general, the theoretical analysis allowed us to establish that visual activity is of great importance for the mental and moral education of a preschool child. Visual activity promotes the development of fine motor skills, develops thinking, attention, imagination, perception of the world, teaches the child accuracy, perseverance, develops technical skills. Modeling, applique, and drawing classes awaken a child's desire to learn new things, to learn. In addition, the preparation for the lesson and the cleaning after are taught to diligence and order. It is at preschool age that the child has the most increased interest in creativity. Later it fades away and disappears altogether. Visual activity has a significant impact on aesthetic education: it instills a sense of beauty, educates the ability to see the mood of the image, develops the need to build a life and activity according to the laws of beauty.

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