

**FOUNDATIONS OF TEACHING THE TOPICS OF NATURE AND ENVIRONMENTAL
PROTECTION IN FINE ARTS LESSONS**

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Abstract: *This article analyzes the scientific, methodological and pedagogical foundations of teaching the topics of nature and environmental protection in fine arts education. The possibilities of forming ecological awareness, aesthetic sense and social responsibility in students through the use of natural themes in lessons are widely covered. The article reveals the role of practical methods, interdisciplinary integration and visual means of expression.*

Keywords: *fine arts, nature, environment, ecological education, aesthetic sense, pedagogical method, integration.*

Globally, issues such as reconsidering the attitude towards the environment and ensuring ecological sustainability are not on the agenda. Uzbekistan is also actively participating in this process. In particular, the formation of environmental awareness in school education has become one of the most important priorities. Fine arts are a unique tool in this process. Because they allow us to express nature in human thinking in a visual, emotional, symbolic and cultural way.

Artistic depiction of topics such as natural landscapes, animate and inanimate nature, seasons, and environmental problems in lessons serves to educate students not only as creative people, but also as responsible citizens. Therefore, in-depth methodological study of this topic and its implementation in practice are of urgent importance.

The purpose of our research is to determine the scientific and methodological foundations of effective teaching of nature and environmental protection topics in fine arts lessons and to develop recommendations for enriching the educational process in this direction.

Based on our goal, we have set the following tasks:

- analyze the theoretical and pedagogical foundations of the topic;
- study the methods and forms used in teaching;
- show methods for developing students' creative and ecological thinking;
- show the possibilities of ensuring interdisciplinary connections in lessons;

Based on the analysis in the study, it becomes possible to consider fine arts not only as an artistic expression, but also as an important means of environmental education. Scientifically, the article is based on views from the fields of pedagogical science, ecology,

art history and psychology. Practically, it serves as a methodological guide for teachers - it serves as a basis for planning lessons, creating creative tasks and preparing integrated lessons.

Ecological education is aimed at forming a person's attitude to nature in a spiritual, moral and practical way. In pedagogy, this direction is aimed at strengthening the sense of responsibility in the interaction of nature and man. Environmental education through art inspires the individual through visual, emotional and artistic impact. In this case, it is possible to evoke thoughts about environmental problems through visual expression methods - composition, color, shape, rhythm and dynamic elements.

Landscape, still life and animated paintings play an important role in illuminating the theme of nature. The change of seasons, flowers, trees, mountains, water and their state have a visual and emotional impact on students. Symmetry, texture, organic forms in nature develop compositional thinking in children's thinking.

Ecological problems can also be depicted in an artistic style. For example:

- “A river affected by plastic”,
- “The silence of a cut forest”,
- “Life under polluted air”,

by drawing on such topics, the student thinks in an active position.

Let us list the methods and forms that are highly effective in the process of lessons on these topics:

□plein air (outdoor creative lesson): – drawing in the lap of nature, feeling that environment;

□comparative method: – two different compositions comparing a clean and dirty environment;

□creating fantastic images: – imagining the nature of the future;

□working with collage and media: – visualizing environmental topics in newspapers and magazines.

Directly teaching these topics also has great potential for interdisciplinary integration.

In particular, teaching environmental topics not only through fine arts, but also by linking them with biology, geography, and literature - forms a holistic knowledge system in the minds of students.

For example:

Biology: - plant structure, ecosystems;

Geography: - natural zones and climate;

Literature: - drawing based on poems about nature (A. Navoi, Gafur Ghulom);

Informatics: - digital drawing and animation.

We should pay special attention to the fact that there are also great opportunities for effective implementation of aesthetic and moral education.

For example, preserving nature is not only a matter of the mind, but also a matter of the heart. Expressing nature through paintings develops the student's aesthetic sense. This

instills universal values such as love, responsibility, and humanity. The child is also brought up with a sense of being useful to the society around him.

In conclusion, it should be said that fine arts are one of the disciplines that can find a way into the heart of a child, enrich the spiritual and moral world. It is precisely through fine arts that a sense of expressing nature, understanding the need to preserve it, and not being indifferent to environmental problems can be formed. Conducting environmental education in schools in this direction is not only necessary, but also effective.

Our proposals and recommendations on the topic are as follows:

- it is necessary to allocate a separate block for environmental topics in the school curriculum;
- it is necessary to regularly organize lessons (plein air) in the bosom of nature;
- it is necessary to increase creative group work based on integrated projects;
- it is necessary to ensure the participation of students in eco-installations and art projects from waste;
- there is a need to prepare special methodological manuals and workbooks.

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