

METHODS OF IMPROVING THE SUBJECT OF FINE ARTS ON THE BASIS OF STAGE-BY-STAGE EDUCATION (ON THE EXAMPLE OF GRADES 5-7)

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Abstract: *This article analyzes methodological approaches to teaching fine arts in grades 5-7 based on the principles of step-by-step education. Taking into account the age characteristics of students in the educational process, innovative methods are proposed aimed at developing their creative abilities, forming imagination and observation, and increasing visual literacy. The article provides a detailed analysis of scientific literature, practical recommendations, and methods that can be used in lessons.*

Keywords: *Fine arts, step-by-step education, methodology, innovation, grades 5-7, creative abilities, visual literacy, educational process.*

Reforming the education sector in our country, revising the methodology of teaching subjects, and raising a creative and independent-thinking generation have become one of the priorities of state policy today. The introduction of new, effective pedagogical approaches at all stages of education is a modern requirement.

President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized in relation to education – “As we build a new Uzbekistan, the education, worldview, and potential of our youth are our main support. Providing them with modern knowledge is our most important task”³⁹.

Today, fine arts has become one of the subjects that is largely ignored and undervalued in the school education system. According to the analysis conducted by the Ministry of Public Education in 2021, many secondary schools lack special rooms, visual aids, and qualified specialists for fine arts classes. This situation negatively affects the process of forming imagination, figurative thinking, and aesthetic taste in students.

At the same time, the “Development Strategy of New Uzbekistan” for 2022-2026 sets as a priority task the improvement of the content of education, the introduction of new methodologies and information technologies, and the strengthening of children's creative potential.

³⁹ President's Address to the Oliy Majlis of December 23, 2021

This strategy emphasizes that “Early identification and development of the abilities of each child in the educational process, orientation to creativity are the main goals of education in new Uzbekistan”⁴⁰.

Grades 5-7 are the most important period in the formation of a student's personality, at this stage their worldview, analytical skills and emotional perception are strongly developed. Therefore, it is precisely the use of a step-by-step methodology that is required - clearly defining their goals and objectives in each class, and systematically organizing the educational process.

Through the active implementation of new-generation textbooks and multimedia applications being created in Uzbekistan, it is becoming possible to teach fine arts on an active, interactive and creative basis. However, there are problems in this process such as the lack of a methodological approach, the need to improve the skills of teachers, and the lack of visual educational tools.

From this perspective, improving the quality of fine arts in grades 5-7 on the basis of step-by-step education is an urgent issue not only theoretically, but also practically.

The scientific significance of this study is manifested, first of all, in the theoretical and methodological substantiation of the principle of gradual education in teaching fine arts. As is known, each educational subject, especially creative subjects, needs specific strategies and approaches, formed taking into account the age and psychological characteristics of the child. This study scientifically recommends such a model - that is, methods of careful, gradual and purposeful teaching of the subject in grades 5-7.

According to our model proposed in this study:

- forms aesthetic perception, figurative thinking, visual analysis, the ability to find creative solutions in the student;
- clearly defines the goals, objectives, content and methods for each grade, which ensures the systematicity of the educational process;
- presents scientific and methodological foundations in combination with national traditions, modern educational technologies and psychology.

The practical significance of the research is evident in the following aspects:

- Serving as a methodological guide for teachers. Based on the results of this research, school teachers can determine what topics to teach in each class and how to achieve efficiency in conducting visual and practical activities;
- Being the basis for updating textbooks and manuals. Currently, current visual arts textbooks often have a general content and do not provide an age-specific approach, gradualness, and ample opportunities for creative activity. Based on this research, theoretical and practical directions can be clearly defined in the formation of new generation textbooks;

⁴⁰ "Development Strategy of New Uzbekistan", 1st direction, 2022)

- Adaptation to independent learning and the STEAM approach. Establishing interdisciplinary integration by connecting visual arts with other subjects (for example, history, natural science, literature, mathematics), which prepares students for multidisciplinary thinking;

- Being the basis for retraining courses for pedagogical personnel. According to the results of the research, it is possible to increase the effectiveness of applied education by organizing special training courses and seminars;

- To form an attitude towards national and universal values in students. Through fine arts, students are instilled with respect for folk applied arts, love for national ornament and traditional aesthetics.

From this perspective, this research is not only theoretically innovative, but also a methodological basis that serves to improve the educational process in practice. This makes it an extremely important and relevant research for the field of science.

We present general concepts about the step-by-step education model in the following form.

Step-by-step education involves the purposeful organization of the educational process, taking into account the age, level of knowledge and abilities of students. This approach is especially effective in creative disciplines - including fine arts.

In our model, grades 5-7 are divided into three stages:

- Stage I (grade 5) – Formation of knowledge and skills (graphic foundations, simple shapes, colors, etc.);

- Stage II (grade 6) – Thinking and technique (structure, light and shadow, perspective, realistic image, etc.);

- Stage III (grade 7) – Creative thinking and independent creativity (composition, ideological load, national and modern styles).

We can show the following in terms of methods of using modern technologies and educational tools:

- displaying images through interactive whiteboards and multimedia presentations;

- 3D visualization and animations;

- working on platforms such as “Google Arts & Culture”, “Pinterest”, “Sketchbook”;

- participating in online portfolios and drawing competitions.

Integration and educational aspects are evident in the following.

Visual arts are interconnected with other disciplines, enhancing creative thinking:

with history - through images of national architecture and historical figures;

with literature - drawing based on poetry and stories;

with natural science - through the image of landscapes, flowers and animals.

In this process, aesthetic education, love, culture, cleanliness, respect for national values are formed and developed.

It is also worth noting that although teaching visual arts on the basis of step-by-step education is theoretically an effective solution, there are a number of problems and

obstacles to its full implementation in practice. These obstacles arise depending on the content of education, material and technical base, pedagogical preparation and social relations.

The lack of an educational and methodological base creates some problems in the effective implementation of this model. For example, currently there are few special, step-by-step methodological guides for the subject of fine arts for grades 5-7. Textbooks have general, theoretical descriptions of topics, and insufficient emphasis is placed on practice and creative work.

The lack of a clear methodological structure obliges the teacher to choose content as he sees fit. This negatively affects the overall effectiveness of the subject.

There are cases where students do not study in a colorful and imaginative educational environment. For example, many schools lack special classes for fine arts, visual aids, color samples, Internet capabilities, and technology related to the field. This reduces the intrinsic attractiveness and inspirational power of the subject.

Let us dwell on the aspects that need to be discussed in this regard. Children need an aesthetic environment at a young age. Passing fine arts in a classic classroom setting leads to a loss of creative abilities.

There are also gaps in the methodological training of teachers. For example, in some cases, it is observed that specialists without special knowledge in the field of pedagogy are teaching the subject. They do not have sufficient knowledge of visual analysis, psychology, aesthetics and creative approaches.

It should also be noted that each teacher needs to regularly improve their skills in visual literacy, aesthetic education, multimedia technologies.

It is also necessary to say something about the problem of social attitudes towards science. For example, fine arts are sometimes considered a “second-rate science”. This reduces interest in both teachers and students.

After all, scientific research shows that fine arts are of incomparable importance in the formation of critical thinking, empathy, culture, cleanliness and elegance in a child.

Depending on the general outcome of the discussion, it is permissible to say the following. These circumstances indicate that the solution to practical problems in fine arts education is the introduction of a theoretically based, methodologically sound, step-by-step and innovative approach to education. Only then:

- creativity will develop in children;
- the attitude towards art will be strengthened in general education;
- it can be safely said that competitive and mature personnel will be trained for the fields of design, architecture, and culture in the future.

We will mention the following as conclusions and suggestions. During our research, it was found that teaching fine arts in grades 5-7 on the basis of step-by-step education is extremely important not only theoretically, but also in terms of practical effectiveness. Such an approach:

- takes into account the age-specific characteristics of students;
- allows the development of thinking, observation, color sense, aesthetic taste, and creativity;
- also fulfills the educational tasks of the subject.

In particular, this subject forms in students an infinite love for the Motherland, respect for national values, and a sense of understanding of beauty. However, some shortcomings in practice - the lack of methodological manuals, problems with the material base, and little attention to science - create obstacles in the education of fine arts.

- It is necessary to prepare separate, step-by-step scientific and methodological manuals for grades 5, 6, and 7 in the field, including step-by-step teaching methods;

– Current textbooks should be enriched with topics that serve the development of creative activity, the basics of composition, and modern visual aids;

– Schools should have specially equipped, colorful, and richly illustrated classrooms for fine arts classes;

– Training courses should be established for teachers on the topics of “visual education”, “multimedia methods”, and “step-by-step teaching methodology”;

– It is necessary to link fine arts with subjects such as literature, history, and natural sciences, and to form a multidisciplinary approach;

– It is necessary to introduce a three-stage system for assessing students’ work:

– Creative approach (40%)

– Technical skills (30%)

– Understanding and interpretation skills (30%)

It is necessary to introduce online platforms and digital portfolios. For example, by establishing a “Student Portfolio” system, it is possible to store, evaluate, and participate in exhibitions their creative work.

As a result of these conclusions and proposals, the content and methodology of fine arts in school education can be radically updated, and the place of the subject in the general education system can be strengthened.

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