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Individual Approach To The Formation Of Artistic And Creative Talents Of Students In Art Schools

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ABSTRACT

This article presents an person approach to the organization of preparing in craftsmanship schools of Uzbekistan, specializing in fine expressions; the will, which plays an critical part within the improvement of students' inventive capacities to extend the adequacy of lessons; arrangement of qualities such as perseverance, goal-orientation; centers on instructing the rules of fine expressions and working with each understudy separately.

KEYWORDS

Fine arts, individual education, composition, method, style, nature, practical exercises, methodological consistency, ability.

INTRODUCTION

Nowadays, at the current arrange of the instruction framework within the Republic of Uzbekistan, modern necessities are set for its substance and technique, quality and effectiveness. The Activity Procedure for the assist improvement of the nation sets as a need "advance advancement of the framework of proceeding instruction, the continuation of the policy of preparing profoundly qualified personnel in agreement with the requirements of quality instruction" [1, p. 39]. It is critical to make strides the innovation of improvement of creative

discernment in future experts of fine expressions, as well as to supply academic conditions and instructional openings for understudies to ace the regenerative, profitable, somewhat exploratory and inventive levels of imaginative action.

THE MAIN FINDINGS AND RESULTS

Special disciplines: pencil, portray, composition play an critical part in instructing understudies the fine expressions within the craftsmanship classes of extraordinary craftsmanship schools, and these classes are vital within the development of imaginative

capacities of young people. Within the preparing of qualified staff within the fine expressions, the senior instructor amid the preparing ought to coordinate the youthful craftsman to the taking after key angles. They are:

② To teach students theoretically and practically the basic laws of fine arts.

② Formation of drawing skills in young people in the process of performing educational productions (training to improve the skills of drawing lines in the process of drawing the size of the shape).

② Achieving that the task is carried out in full compliance with the methodological steps, with a view to its continuous implementation, depending on the nature of the task.

② Forming an emotional sense of nature in the performance of learning tasks.

② Individual approach to each of them based on students' descriptive skills as well as their sense of nature.

All of the viewpoints recorded over are imperative within the proficient preparing of a youthful craftsman. In down to earth and hypothetical classes, which are one of the leading vital of these, we are going to focus on personal work with the student. Today, it is imperative to organize classes within the craftsmanship schools of Uzbekistan specializing in fine expressions. Classes in these schools ought to be radically different from the conventional craftsmanship classes in common secondary schools. One of the critical errands nowadays is to extend the viability of instructing in specialized schools, to supply understudies with information and understanding not less than the endorsed State Educational Standard for auxiliary schools. Subsequently, nowadays a number of Methodist researchers, specialists, pedagogies, and analysts are conducting investigations within the field of instruction in

our nation. The widespread use of differentiated and individualized education, which has been used successfully for many years in the practice of foreign countries, is recognized as effective. They are working on some aspects of it.

It also depends on the high professionalism of the teachers who teach the secrets of art to future artists in special boarding schools specializing in fine arts. Well-known Russian scholar V.A. Slavenin described the professional competence of a teacher as follows: "The preparation of the future teacher for pedagogical activity in the Higher School is determined by the manner in which the professional competence of the professors and teachers teaching in the subjects passed in the higher educational institution is established, and the professional competence of the specialists, the main thing being trained" [3, p. 512].

In uncommon schools, it is caught on that within the organization of the instructive handle in an individualized way with understudies, taking under consideration the imaginative capacities of understudies, the choice of ways, strategies, and shapes of learning depending on the improvement markers and capacities of person abilities. In this sort of separated instruction, talented understudies are chosen from the course and person work is done with them.

In arrange to instruct effectively in specialized schools, a claim to fame science educator must work with each youthful artist-student separately. In this respect, the stratified instructing strategy ought to surrender extraordinary comes about. Teachers-scientists B.Baymetov and N.Tolipov have contributed to the arrangement of this issue in Uzbekistan [1].

A person approach to the arrangement of inventive capacities of youthful individuals plays an vital part in people instructional

method. It is critical to require into consideration the information, abilities and capacities of students within the field of fine expressions, particularly within the heading of understudies curious about the imaginative prepare.

In arrange to effectively oversee imaginative action in drawing lessons; it is exceptionally vital for an artist-educator to have not as it has been proficient imaginative preparing, but moreover mental and academic preparing. It is exceptionally imperative for him to create his inventive capacities so that he knows the brain research of his understudy, his energy, what kind of individual he is as an individual.

It is well known that in the field of fine arts, a student first acquires knowledge and skills after receiving education and upbringing, and can become an artist only when he has his own way. But everyone perceives and masters differently, and for an educator to succeed, he or she must know the specifics of the psychology of his or her students. Knowledge of the psychological characteristics of each student will be necessary to determine the ways of approaching a particular person engaged in creative activity, to determine the ways of psychological and pedagogical influence on him.

This was well understood by ancient artists and educators. About P.P. Chistyakov, remembering him as a great pedagogue, V.M. Baruzdina wrote: his students are not like each other, nor are they like their teacher. They were one and the same law for all, for example, different approaches to solving are left to the individuality of the students” [2, pp. 484-493].

As specified over, feelings and sentiments play a huge part in actuating inventive movement, but the most prominent impact can be accomplished beneath the impact of higher feelings. So, in arrange to enact the inventive action of understudies in scholastic classes of

drawing, on the one hand, it is fundamental to stir in them a solid feeling and tasteful fervor, and on the other - to watch how they feel and fervor sometime recently beginning work. A few understudies will need to total the assignment as the instructor said, and they will get to work. Others, on the opposite, need self-confidence, fear, and think that they will not have the quality to total the errand. By activating creative activity in this situation, the educator must pay very close attention to each student: in the first case it is necessary to motivate the student and direct his creative initiative in the right direction; in the other case, on the contrary, it is necessary to stop immediately, to explain that he is wrong, and to draw his attention to the task at hand. By developing creative abilities in their students, the educator must take into account their interest in knowledge and skills, independence, creative initiative, self-discipline.

Numerous a long time of encounter have appeared that understudies contrast significantly from each other both in recognition and character, and in intrinsic capacity. These person contrasts have an effect on the course of instructing drawing. By recognizing and utilizing them, the teacher is able to set up the vital communication with the understudies and guide each of them, that's, to find and create their imaginative and creative capacities. The youthful craftsman must take into consideration the mental characteristics of nature when performing a learning assignment, such as portray a representation. It should be borne in intellect that the capacity can be realized as it were within the handle of down to earth movement. The capacity to draw does not emerge suddenly, it can as it were be showed amid the period of locks in visual movement. As he acquires knowledge of the basics of fine

science (laws of perspective, shadow theory, anatomy), the artist develops his creative abilities while at the same time mastering the skills and abilities of painting. Figure 1. A clear perception of the emotional response to the viewer, size, proportions: sensory qualities of the eye and hand; instant finding of resemblance to nature; learn materials quickly and easily; impressive and expressive imagery; is a sign of love for art and great workmanship skills.



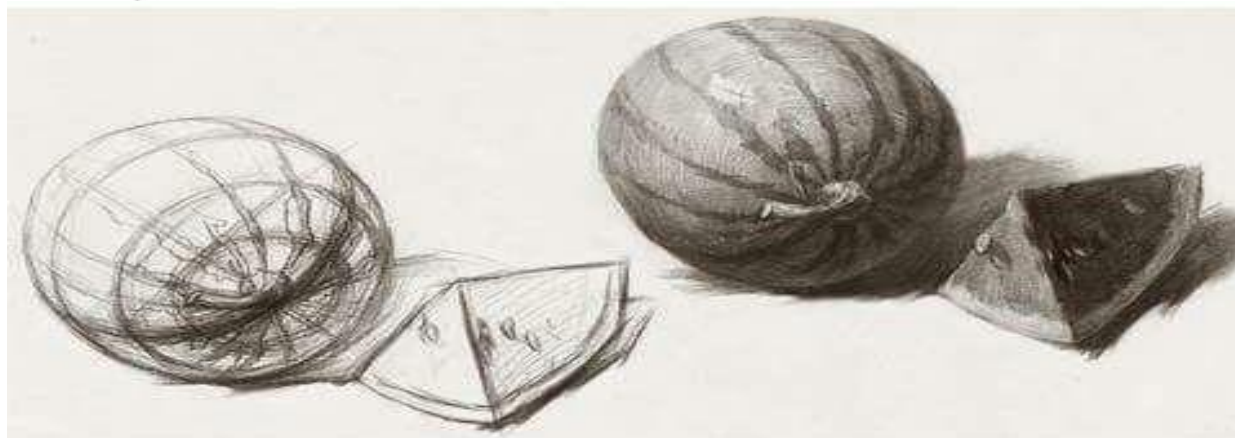
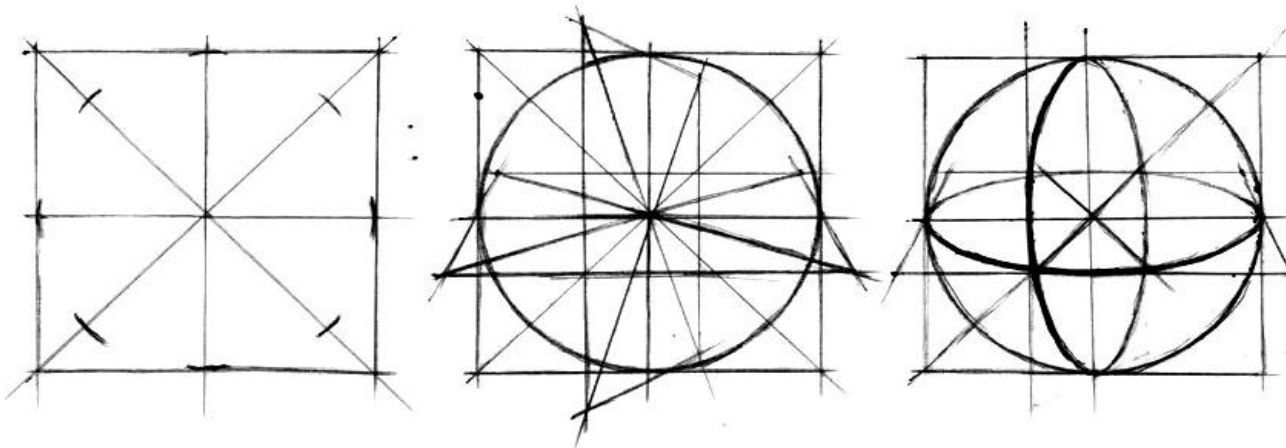
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As in all sorts of instructive educate nowadays, uncommon craftsmanship schools give extraordinary assignments for free drawing based on memory and creative energy. In completing these assignments, the painter not as it were solidifies his or her information and abilities, but too re-understands them inventively. Doing autonomous work enacts imaginative movement with a uncommon control, whether within the classroom or at domestic. The issue situation requires the understudy to require a inquire about approach, to look for information autonomously, to utilize their aptitudes within the field of drawing in other way. A risky circumstance instructs consistent, inventive considering, is curiously.

It is important to take into account the impact of the environment, the



interaction of individuals and the team in the development of creative skills in drawing lessons. By mastering the learning materials, each student achieves results according to their ability and at the same time tries to compare their picture with the picture drawn by their peers. He does this not only to evaluate his work, but also to learn something from his peers again. Often learning becomes imitation, but there is nothing wrong with that if it is to master the learning material well and activate the creative activity. Healthy competition, as in all areas, is also beneficial and effective in the development of creative abilities. The level of manifestation of creative activity in academic drawing can be determined by the results of educational tasks, taking into account the knowledge and skills of the artist, the direction of his

perception, the ability to add simple content to the image. For example, by mastering the drawing of simple geometric objects, it is possible to master the drawing of various shapes, such as spherical fruits, vegetables, and so on. 2.3 pictures.

When evaluating the level of imaginative approach to tackling learning issues, the teacher ought to distinguish the reasons for the artist's solid or frail creative activity. Its reasons can be diverse: one understudy includes a clear viable planning and will require extra works out, the other is ruined by frailty - here it is vital to lift the mood of the painter, to lose apprehension. The sense of the third seeing and tolerating nature accurately is additionally not well created. He considers consistently around the development of the frame, but can't do

enough to get it and take a picture. Here, to begin with, it is fundamental to clarify in profundity the distinction between the right and projection recognition of shapes, and besides, to appear within the picture the highlights and laws of the question shape and point of view picture.

In creating and enacting imaginative capacities, it is imperative to consider the discipline of each student in expansion to the assignment at hand. In educating and teaching the understudy within the fine expressions, the teacher must pay uncommon consideration to his will. Understanding this problem in drawing lessons isn't so troublesome for an educator.

Willpower is needed at all stages of the student's work:

- Goal realization, decision making;
- Correct choice of drawing methods and materials;

Perceptions appear that in most understudies, resolve is essentially diminished within the last stages of performing down to earth errands. At that point the teacher can endorse, energize and back the student's imagination, in the event that essential. Will administers a plane of cognizant action, goal-orientation, and advancement of inventive capacity.

Methods of creating resolve, tirelessness, goal-orientation, which are of incredible significance within the advancement of inventive capacities in understudies, can be diverse, and the teacher can accomplish their discernment as it were amid an isolated customary relationship with each understudy. Today, the theory of R. Gene, a moment educator who has conducted inquire about on individualized and separated instructing, is bolstered by numerous specialists [4, 1971]. In this case, the objectives and targets of pieces, points and sub-topics are decided, and after that the introductory information and abilities of understudies are decided using tests. For

case, it is additionally famous that within the programs for person educating of fine expressions, visit tests are conducted. Agreeing to the comes about gotten utilizing the tests, in the event that understudies have aced 85% of the learning fabric, they can move on to the consider of the following learning fabric. Something else, the understudy will proceed to bargain with the fabric that has not been aced. It is planning to donate understudies assignments of tall, medium and low complexity, and person work with understudies is prescribed.

CONCLUSION

To conclude, it can be said that a part of investigate is required nowadays to distinguish imaginatively talented or sit still learners based on individualized learning. The total point here is to work with each of the children exclusively and center on them. In the event that sufficient free time is given to each of the learners and managed with exclusively, any child can be brought into the positions of exhaustive learners.

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