

Development of Creative Skills of Secondary School Students Based on Landscape Creation

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Annotation: This article highlights the issues of developing the creative abilities of high school students in the form of landscape creation, and the importance of the real environment and the artificial environment in the creation of natural landscapes by school students. The article also explains the uniqueness of the technology of working with shadows and details of high school students in creating a landscape image. The article is about the principles of creation of landscape images, the nature of styles, and the age characteristics of the students are also taken into account.

Keywords: Age characteristic, painting, complex and simple image, detail, working with shadows, realistic environment, shape and color.

In the formation of a modernized education system, as in any field, the wide development of the art field and the introduction of various innovations in the field are considered one of the important issues. For example, various clubs and master classes are very important in improving the creative abilities of high school students. "Visual art appeared and developed on the basis of human labor, beliefs, and religious views. At the first stage of the ancient stone age, in the process of creating things necessary for one's needs, preparing clothes, dwellings, the concepts of comfort and expediency developed, and the sense of rhythm and symmetry increased. Spatial thinking, spatiality, spaciousness, concepts and ideas of the world were formed in the customs of saying goodbye to the dead, placing various objects on the graves of the dead during funeral ceremonies. In various shapes and sculptures made of stone, bone, and later on clay, painted on rocks and cave walls, primitive man's labor activity, thoughts about the world, existence, and imagination about the other world are embodied." [1] It is also important to teach the fine secrets of visual art, to use landscape images in the development of initial educational activities. This is due to the fact that, from the point of view of schoolchildren's psychological age, their views on the environment and society, among the things they see, the image of nature is evaluated by its realism, importance and full of different colors. "Painting art is a type of fine art that is used on a medium (paper, fabric, board, wall, etc.) with paint (watercolor, watercolor, tempera, gouache, glue), pencil, colored stone, glass, etc. Depending on the raw materials and how they are processed, they are divided into paintings and graphics. Color plays an important role in a painting and defines its characteristic aspects; In the graphics, the lines and spots of white paint are the main ones, and the color has a secondary place. In many cases, it can be used in a conditional, symbolic sense to strengthen the ideological and emotional side of the work".[2] In most cases, middle school students are taught the history of painting, its originality, and its relation to color image graphics. High school students are distinguished by the fact that they have the ability to work with details of different colors and sizes, far from the eyes of elementary school students. Also, the following are important in the formation of landscape creation skills for middle school students.

1. Based on reality;
2. By having a variable color image;

3. Based on social and general;
4. With its role in improving thinking;
5. According to the technique of working with details.

In the creation of landscape images, the fact that this image skill is based on reality and, moreover, the laws of having a changing color image create the uniqueness of the landscape image. "In the landscape genre, it is necessary to reflect important events and events in the life of the society through nature scenes, to clearly imagine what you want to promote. It also shows the distance between objects in the scene, the aspect ratio and the relationship of colors to each other. Since the genre of the landscape is somewhat complicated, it is useful to first depict individual parts of some things in nature. Indeed, in the creation of images of nature, landscapes play an important role, and in most cases, middle school students improve their technical skills in working with general drawings of trees, mountains, the sun, and similar details. In general, in this direction, A. Sarsarov, O. Tansikboyev, R. Temurov, G. It can be said that creative works of artists working with landscape images like Abdurahmonov, created landscape works are one of the main natural tools for creating landscape images for middle-aged schoolchildren. In this, mainly, the creation of images of trees, tree trunks, tree branches on the basis of reality, as well as images of clouds, streams, etc. are distinguished by the level of mutual harmony. Also, the fact that observation technology plays an important role in creating landscape images determines the uniqueness of landscape images. In general, the technique of working on landscape paintings and their use of paints is determined by certain rules established in the creation of scenes depicting nature. In this case, it is determined by the fact that the nature image being drawn is based on reality or the proportionality of imaginary landscape images, while not forgetting that the details taken as a basis are important. Marked geographical areas, detailed trees, mountains, and birds are characterized by their natural-social color image. It should not be forgotten that working with shadows is one of the most important tools in creating nature images. "Visual art does not describe only what can be seen, but also reflects the temporal development of events, one or another part of it (fabula), free story-writing, and dynamic movements in its works, expanding the possibilities of ideological assimilation of the world. Fine art illuminates the mental image of a person, his interactions with others, and the psychological and emotional content of the visual state. Sometimes it creates non-existent images that are a product of the artist's imagination. It reflects different eras in human history".[4] Theoretical familiarization of high school students with the rules of aerial perspective leads to good efficiency.

It should be mentioned that the nature scenes chosen by schoolchildren according to age characteristics are based on reality or are distinguished by complex detail and simple detail according to the number of details. Also, in the choice of landscape images of secondary school students, historical nature images and fantastic nature images create originality. It differs mainly in that age characteristics are also important. For example: in fantastic nature images, there are walking trees, flowers with eyes and hands, and similar images, and such situations are not observed in our daily life, so they are characterized by the fact that they require high mental skills from students. "The landscape can be historical, geographical, fantastic, lyrical, epic. For example, I. Levitan's landscapes are often called "mood landscapes". His paintings depict mood swings, anxiety, sadness, foreboding, serenity, joy, and more. Therefore, the artist conveys the three-dimensional shape of objects in a general way with flickering spots, without carefully studying the details. This is how he painted the paintings "March" and "Golden Autumn" in 1895, which mark the highest point of the development of the landscape of the Russian world.[5] It should not be forgotten that there are two directions of landscape painting. They are as follows:

1. Simple landscape image;
2. Complex landscape image. Accordingly, the national mentality plays a great role in the creation of landscapes and can create different aspects with the creative works of foreign artists. There are also important rules for the correct selection and drawing of light and shadows in the creation of nature images, and it can be said that the individual work of middle-aged schoolchildren is carried out under the influence of the real environment. Keeping in mind that the tree is considered a primary detail when creating landscapes, students should have information related to the concept of space and time when depicting a tree. In this case, the depicted landscape is distinguished by the fact that it is a spring image, an autumn image, and a winter image. Thus, in relation to their relationship with the technologies of space and time, landscape painters also have their own level of brilliance.

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