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## The same goes for art classes in private schools specific properties

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**Jahongir Sobirovich Botirov, Shodijon Shokirovich Bakaev, Muzaffar  
Muhammedovich Avliyakov, Alisher Latipovich Shirinov,  
Sukhrob Sayfullaevich Abdullaev**

Lecturers, Bukhara State University

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**Annotation.** Fine arts classes are considered to be one of the main subjects in the educational process in special schools. Because art classes serve to enrich children's artistic and aesthetic worldview. Under the influence of fine arts, children's level of emotional knowledge increases, and their mental and volitional qualities develop. Correction of hand motor skills is also effective. It is important to strengthen students' ability to work with plot drawings, to create attractive images, to strengthen the ability to place any image correctly on the surface of the paper, and to develop the ability to draw independently.

**Keywords:** School, education, fine arts, children, occupation, knowledge, ability, perception, imagination, upbringing

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Over the past short period of time, educational reforms in all spheres of the country have been carried out very consistently and rapidly, and many positive results have been achieved. The main criterion of educational reform is to provide the younger generation with physically healthy, spiritually mature, well-developed human skills and abilities in accordance with the standards, to educate them in the spirit of devotion to the motherland, the ideas of national independence. More attention is paid to the preparation of needy children for education from an early age, the provision of comprehensive psychological and medical-pedagogical assistance. The organization of general and special correctional education for children with disabilities, the integration of healthy peers, the creation and implementation of scientific and practical concepts of inclusive education are widely promoted internationally, as well as in Uzbekistan. is coming.

Fine arts classes are considered as one of the main subjects in the educational process in secondary schools. Because art classes serve to enrich children's artistic and aesthetic worldview. Under the influence of fine arts, children's level of emotional knowledge increases, and their mental and volitional qualities develop. Correction of hand motor skills is also effective.

Teaching children to feel, understand, comprehend and think about the beauty of life and art, to develop and enrich their artistic and aesthetic imagination, worldview, to cultivate a conscious attitude to the world around them and culture is the basis of fine arts. purpose.

Fine arts classes in the secondary school include the following tasks related to the artistic education of children:

- To develop in students such qualities as perception, observation, perception, imagination and analysis, comparison, thinking, generalization, assimilation of beautiful, elegant things as one of the first elements of moral education;

- To teach students to observe the events of social life through the events depicted in the works of fine arts and to form a first impression of them;
- Further development of students' theoretical understanding by providing them with an understanding of the types of fine arts activities;
- To give students an idea of the shape, structure, size, visual differences of objects, their recognizable features, to teach them to feel the sequence and color of the elements of the pattern;
- Strengthen students' cognitive activity and independence, increase their creativity and initiative by teaching them to make and draw different things based on different materials;
- to educate students in the spirit of good habits, friendship and mutual assistance, as well as respect for historical and national customs, rituals and traditions through the fine arts;
  
- Introduction to decorative folk arts, the peculiarities of the architecture of Uzbekistan;
  
- training to appreciate national professions;
  
- Fostering students' love for the nature of the native land, interest and respect for people's social work through the fine arts;
  
- Formation and development of artistic and aesthetic taste, ecological spirituality of students;
  
- Education of art culture in students;
  
- Art education of students of secondary schools on the basis of finger gymnastics, various drawing exercises, didactic games in order to eliminate some of the existing shortcomings;
- development of artistic creativity, initiative and independence in secondary school students;
  
- to teach secondary school students to reflect the aesthetic feelings and concepts obtained on the basis of their ability to see and understand objects and phenomena in the environment in their drawings;
  
- Development of students' visual and construction skills using a variety of tools and methods;
  
- Development of visual memory, perception, color perception, figurative imagination in secondary school students;
  
- to further expand the range of artistic ideas of secondary school students by introducing them to the basics of fine and decorative arts, architecture;
  
- To teach students of secondary schools to apply the knowledge and skills acquired in the practical work of fine arts, art construction;
  
- increase the aesthetic and emotional sensitivity of secondary school students to events in the environment;
  
- Artistic construction of cardboard and colored paper, various toys from natural and discarded materials - training, etc.

Auxiliary schools require the visual arts, didactic materials, e-textbooks and special educational films, as well as teacher-student literature, to carry out general tasks in the visual arts. Each of the art classes is for mentally retarded students. One of the prerequisites is to help to correct the shortcomings, to have a positive impact on their personal qualities and overall development, and to enrich the scope of artistic knowledge of each student. To this end, it is advisable to intensify the initial preparatory work, to convey to students the process of art education in connection with life and practice. Only then will it be possible to develop the artistic and aesthetic culture of students in a national way.

Special attention is paid to didactic principles in the teaching of fine arts in secondary schools. It is well known that the conscious acquisition of knowledge and skills in the fine arts requires a certain degree of independence and activity from the student. Mentally retarded students often have difficulty finding simple questions in high school. Accordingly, they should be given tasks that are as understandable as possible.

To do this, first of all, it is necessary to cultivate in the student the desire to do the work and self-confidence. Demonstration is important in secondary school education and allows students to further develop their understanding and imagination. Through visualization, mentally retarded children understand the external and internal nature of things and events. That way, their thinking will improve. It is important to note that students with intellectual disabilities have a well-developed intuition, perception and thinking. Because the main drawback in mentally retarded children is the lack of development of thinking. The main shortcomings of the thinking of secondary school students are superficiality, slowness, narrowness, and lack of independence. Therefore, it is important to make the teaching of the secondary school simple and to make the teaching materials clear and understandable to the students. It is also important to note that in the process of art education, students with intellectual disabilities have a low level of cognitive activity and independence, as well as inactivity. At the same time, the higher the level of organization of fine arts classes, the greater the impact on the development of the individual.

Students will gain a variety of knowledge, skills, and competencies in the fine arts, as well as improve their skills.

When a student's visual activity is initially based on analysis, it becomes increasingly independent.

During the artistic and aesthetic development of the student, their artistic activity acquires a positive character due to the increase of their visual experience.

This gives the student a wide range of opportunities to explore new ways and directions in their imagery. In the process of visual activity, students develop spiritually and artistically. Any of their activities becomes a socially useful activity.

From the national works of Uzbek artists reflecting the nature, social life, labor of Uzbek artists, as well as poems, stories, fairy tales, parables, pictures related to Navruz, in the artistic and aesthetic education of students of fine arts. it would be expedient to pay attention to the use of songs.

In order to further enrich the artistic education of students, it is useful to organize trips with them to more nature parks and museums, to strengthen the organization of theatrical performances.

In the current transition to market relations, it is important to inculcate diligence and thrift through the economic education of students in the visual arts, as well as to connect them with the environment, life, nature and practice in the implementation of environmental education. That's when the visual arts become an effective product of educational work.

Most importantly, it is important that students apply the knowledge and skills they have acquired in the visual arts to their own lives.

To do this, each student will be able to demonstrate the knowledge, skills and abilities of the program throughout the year, to work independently on each type of fine arts.

The program includes the following types of visual arts activities:

- Preparatory classes.
- Perception of being.
- Understanding art.
- Image processing depending on the nature.
- Sculpture.
- Decorative practical activities.
- Art-building.

When using this planning, the teacher should first pay special attention to the conditions in the school, the level of artistic knowledge of students, their interests. It is important to note that teachers may replace some of the topics covered in the tentative planning with other topics that are close to it, depending on their capabilities and the school and the environment in which the children live.

In the planning of themes in the field of fine arts, emphasis was placed on the use of seasonal, seasonal (for red calendar days) thematic drawings, with special emphasis on the rules of sequence, sequence and transition from simple to complex. All these useful activities allow you to achieve effective results in this area.

Content of the types of lessons. Preparatory lessons: The purpose of the preparatory lessons is to help the students of the secondary school to listen and understand the instructions given by the teacher, to hold the pen correctly (between the thumb and middle finger), to hold, to move with the index finger), to put the picture book correctly, to use the eraser correctly (to avoid the paper getting dirty or torn) delete in nal), learn to master and differentiate color names with understanding, draw various geometric figures and uncomplicated drawings, paint them, and paint without leaving the armor line.

During the preparation period, the main focus should be not only on correcting the coordination of mentally retarded students, but also on developing fine and general motor skills.

Perception of being:

To develop students' perceptions of the world around them and events. Develop their understanding of the world.

To acquaint students with the nature of our native land, the creative work of people, to educate them in the spirit of love for the flora and fauna.

To develop students' ability to understand the beauty of the world around them. Further broadening their understanding of social life. Enriching artistic imagination and impressions, fostering a kind attitude towards adults and their peers.

It is designed to help students understand the different seasons in nature and to know the shape, structure, color and characteristics of things.

Perception of art:

-Building students' ability to perceive, feel, and enjoy imagining objects by teaching them to observe pictures. Ensuring that students are in a positive mood, nurturing their aesthetic tastes and developing their artistic tastes by teaching them to think independently. Especially to teach them to feel the colors in the pictures, to distinguish them from each other.

-Development of students' speech culture through the use of pictures depicting events on various topics. To develop their aesthetic sense based on their understanding of art.

-Introduce students to the visual arts. To give them a broader understanding of the work of folk artists.

-Increase the love of the Uzbek people for decorative arts, interest in our national professions. To teach students to think in terms of the appearance, name, shape, size, and spatial state of things. Introduce them to colors.

-Teach students to use pencils correctly, increase their interest in visual activities by adapting hand movements to drawing.

Students will be able to find similarities between things around them, similar aspects of events through certain lines, draw circles, squares, rectangles and draw them in several parts by drawing vertical, horizontal, diagonal lines. to teach them to express their main characters while understanding that they consist of.

To teach students to enjoy the colors of nature, to cultivate a sense of joy, to know the names of different colors and to distinguish and compare them.

Demonstrate to students how to run a brush on a piece of paper. Learn to draw round, serpentine lines, angles, intersections, short and certain lengths in a brush.

Gradually increase students' interest and passion for fine arts by developing skills in drawing more complex objects. In drawing, draw students' attention to the specific features of the objects according to their location. To develop students' ability to understand the size of objects and the difference between geometric shapes and ovals, and to draw lines in different directions.

To develop students' sense of color in the process of drawing, to develop in them the ability to correctly draw the shapes of different objects in the process of drawing.

Encourage students to practice the landscape, the environment, and the realities of life. Achieve the use of different materials in painting.

It is important to strengthen students' ability to work with plot drawings, to create attractive images, to strengthen the ability to place any image correctly on the surface of the paper, and to develop the ability to draw independently.

To give students an idea of clay and plasticine and how to use it systematically. To develop students' interest in making things from clay and plasticine by introducing them to the work and creativity of folk masters. Introduce them to the specifics of working in clay and plasticine (softness, ductility, brittleness). A mentally retarded child is characterized by a clear mind, so teaching them is based on a subject-visual basis. Demonstration style and delivery of ready-made knowledge play an important role in the experience of secondary schools. First, these methods become the leader, then their weight decreases, because they mainly develop mechanical memory, as a result of which passive observation in students increases, the development of thinking decreases, the application of knowledge in practice, the development of copying skills ceases.

In the use of visual and practical methods of teaching, it is important to guide the observation of students' practical actions, and to link perspective and practical actions in an optimal way with speech.

Russian defectologists GM Dulnev, IG Yeremenko, HS Zamsky, SD Zabramnaya, NP Pavlova, MN Perova and others recommend the following conditions to improve the quality of the organization of the educational process of the secondary school, the direction of correction:

- to organize the mental activity of schoolchildren at all stages of the educational process. 0 Perform students' mental operations (brainstorming - research, analysis, generalization, comparison, control, planning, evaluation operations);

- to teach children to divide the specific, important features of objects into parts in the process of forming the imagination, concepts;
- encouragement of speech activity, speech control;
- to establish a strong correlation between the perceived object and its verbal expression and practical actions;
- Slow rate of education (in accordance with the course of neuropsychological processes in mentally retarded children);
- Repeat the material many times;
- Perception should be based on multiple representations of the object;
- High level of involvement of the child's emotional experience, comprehensive use of storage analyzers;
- Involve students in practical activities related to the product;
- Dividing the whole activity into separate components, elements, operations, their interdependent perception (mentally retarded children are limited to global perception);
- Regularly correct student behavior. To do this, each student's learning activities are regularly analyzed by the teacher, the purpose of which is to overcome the difficulties that arise, to provide assistance;
- Rely on the most advanced qualities of the student;
- Propedience of education (introductory education); the introductory course creates a basic minimum of knowledge on which to base education;
- Carrying out large-scale work with mentally retarded children, combining different approaches. Differentiated leadership of educational activities;
- the use of various methods and techniques in order to develop cognitive processes and goal-oriented activities.

The teacher's constant task is to select methods and techniques that will help students develop independence, activism, observation, attention, and interest in the objects and events being studied.

These methods and techniques include working with objects, observing various objects for a specific purpose, creating practical games, situations, algorithms of actions, excursions, laboratory classes, working with books, exercises, working with visual samples.

The first phase of the lesson will focus on the organizational aspect, which will focus on eliminating student inactivity and freeing it from the influences that can be an additional source of excitement, even if it is not related to the lesson. It is necessary to create a positive attitude to the perceived material from the first minutes. Auxiliary students develop mentally, physically, and personally as they work. Of course, this improvement, development will not be at the level of normal children. Because if normal children do it consciously, most of your mentally retarded children will do the job mechanically, without understanding.

Mentally retarded children, whether they think well or badly in their play, study, or work activities, have a positive and negative attitude towards the results of all activities. It is on the basis of this attitude that personal qualities are gradually formed.

#### Conclusion

The main task of special boarding schools is to prepare mentally retarded children for independent life, to eliminate the shortcomings of the child's cognitive activity, to actively improve the functions of all its members, to create a positive mental structure, to teach children with disabilities is the formation of moral habits and qualities.

So, in the process of working with children, it makes sense to do it based on their activities. In addition to the above guidelines, I have developed the following recommendations to make the lessons more meaningful in order to make the lessons in schools more effective.

- To teach students to distinguish colors through fine arts;
- Training of secondary school students in work and social life;

- Formation of cognitive activity by awakening students' imagination through art classes;
- Involvement of manual school students in manual and mental labor through the development of hand motor skills;

Improving students' vocabulary through drawing lessons in special schools, developing vocabulary, emphasizing the correctional educational orientation. The formation of a spiritually and morally mature and healthy person can meet the requirements of the world.

Developing a competitive workforce is an important task for teachers.

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