

# METHODOLOGY FOR TEACHING THE PERCEPTION OF THE SHAPE OF OBJECTS AND THE CONSTRUCTION OF OBJECTS IN FINE ARTS LESSONS

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**Abstract:** This article discusses the methodology for teaching students the correct perception of the shape of objects and their constructive structure in fine arts classes. The methods used to express form through shape, proportion, perspective, light and shadow, as well as the formation of observation and drawing skills are analyzed. This methodology plays an important role in the development of students' artistic thinking.

Keywords: Fine arts, perception of form, object construction, methodology, observation, drawing.

## Login

Today, the main goal of teaching fine arts is to form students' artistic perception, educate them aesthetically, and deeply and accurately observe objects and phenomena in the environment, It consists of developing analysis and expression skills (Juraev, 2020). In this way, students gradually develop the skills of perceiving the elements of shape, volume, proportion, texture, color, and light and shadow. Through this process, they have the opportunity to develop observation, clarity of thought, and aesthetic taste not only in the visual arts, but also in various areas of life. Therefore, teaching visual analysis of objects, their structural structure, and understanding of their formal characteristics through fine arts lessons is an urgent methodological task. Teaching the shape of an object and its constructive construction is one of the most important and integral stages of fine arts education. Because it allows the student to have a complete idea of the object he is depicting, to understand its shape, o'must be able to understand in terms of size, location, and structure (Mamatova, 2019). At this stage, students acquire the skills of recognizing geometric shapes, dividing complex objects into simple shapes by observing them, drawing them on a construction basis, and correctly representing volume and proportions. It is through this that they master the basics of form perception, drawing skills, and spatial thinking. This serves to shape not only their drawing skills, but also their overall artistic outlook.

## Main part

The process of perceiving the shape of objects in visual arts lessons requires a step-by-step approach. Initially, students develop the ability to see and describe basic shapes such as simple geometric shapes - cubes, cylinders, cones, and spheres (Saidova, 2021). Since these shapes form the structural basis of real objects, relying on them makes it easier to understand the shape of complex objects by simplifying them. This approach allows the student to imagine the object in its overall size, and to accurately reflect its location, proportions, and structure. At the same time,



working on geometric shapes develops spatial thinking, logical analysis, and a sense of compositional balance.



#### Figure 1. Teaching the shape of an object and its structural construction

At this stage, students acquire important skills such as visually analyzing the overall size and structure of an object, correctly determining proportions, and perceiving the ratio and symmetry between shapes (Kurbanova, 2020). Through this process, they learn to analyze any complex shape, break it down into simpler geometric elements, and form a general idea of the basic form. The correct perception of proportions is the foundation for realistic and aesthetically correct depiction of an object in the subsequent stages. It is at this stage that students' observation, clarity of thinking, and accuracy in drawing are significantly formed.

The use of constructive drawing methods plays an important role in the process of drawing the structure of an object. First of all, the general shape of the object is drawn in a simplified geometric form - based on basic shapes such as a cube, prism, cylinder, and cone. This approach helps the student to correctly determine the overall size, location, and proportions of the object. In the next stage, based on the basic shape, the details of the object - curves, angles, parts, and small details - are gradually filled in with precision. This methodological approach develops in students the ability to analyze complex objects, depict them step by step, and maintain artistic accuracy.

In this process, lessons are organized based on the principle of gradualism. That is, students' skills are strengthened by initially depicting easier, simplified shapes, and then gradually move on to drawing objects with complex shapes and constructive structures (Karimov, 2018). This methodological approach serves to gradually form the creative and spatial thinking of each student, taking into account their individual level of development. The principle of gradualness allows students to master their knowledge and skills at a steady stage, and to complete complex tasks in accordance with their level of readiness. This, in turn, increases students' self-confidence and encourages a creative approach.

Since each student has their own individual abilities, interests, and needs, it is necessary to use a person-centered approach in the lesson. Person-centered education is not only about increasing



the student's knowledge, but also about his spiritual, emotional, and social development. Abdullayeva (2023) notes that each student has their own unique worldview, abilities, and attitude towards education, therefore, introducing an individual approach to the educational process allows the student to unleash their highest potential.

This approach takes into account the specific needs, learning styles, and adaptability of the student. As a result, students can successfully acquire not only knowledge, but also life skills by supporting their unique and individual development. In this type of education, the teacher analyzes the psychological state, motivation, and learning styles of each student and selects effective pedagogical strategies.

The importance of a person-centered approach is that it helps students not only achieve academic success, but also to express themselves, feel responsible, and actively participate in society. This method builds students' inner strength and confidence to understand their identity and achieve their goals. Thus, a person-centered approach should be implemented in every educational process to respect the uniqueness of the student, help him understand his capabilities and limitations, and help him develop to his maximum potential.

## Conclusion

By teaching the shape and structure of objects, students develop visual thinking, artistic perception, and technical drawing skills. Such a methodology not only develops students' aesthetic feelings, but also forms in them the skills to correctly see real objects, understand their shape, structure, and proportions. In the process of depicting objects, students are given accurate information about objects of various shapes and their sizes, which creates an opportunity to understand the spatial location and relationships of these objects.

This helps students develop visual thinking, they learn to pay attention not only to the appearance of objects, but also to look deeper into their internal structure. Through visual thinking, students develop creative thinking, as well as deepen their artistic perception. Drawing objects correctly not only interests students in art, but also helps develop technical drawing and design skills. In this way, the methodology of studying and describing the shape of objects leads to the development of interconnected skills in students - aesthetic and technical skills. This is successful not only in the field of fine arts, but also in other areas helps to acquire the basic skills necessary for business.

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