

## INTERRELATIONSHIP OF LITERATURE LESSONS WITH VISUAL ARTS LESSONS AT SCHOOL.

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### Abstract

In this scientific article, the problems and solutions of integrating visual arts in the literature lessons in the educational system and the methods and methods of solving them are described.

**Key words:** Renaissance, competence, innovation, plot, idea, artistic style, landscape, portrait, image.

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V dannoy nauchnoy state opisany problemi i puti reshenia integratsii ibrazitel'nogo ikusstva na urokax literatury v obrazovatel'noy sisteme, a takje metody i sposoby ix reshenia.

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Renaissance (the French word means "awakening, waking up") in the education and upbringing of the young generation that is creating the foundation, forming active civic communicative competences in their mind, creative thinking, thoughtful, responding to the process of globalization. raising the next generation has become a priority in the field of education.

The traditional types of lessons in the teaching process are gradually moving to non-traditional types of lessons based on innovative (the Latin word means "renewal, innovation, change") technologies.

In particular, the issue of creating a new teaching methodology based on the experience of advanced developed countries in the world while preserving nationality has become the main task. The use of interdisciplinary integration (derived from the Latin word *integratio*, which means joining, uniting) is being introduced into school education. For this, experiments are being carried out to create comprehensive textbooks by summarizing subjects. In particular, from the 2020-2021 academic year,

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the introduction of the subject of Education combining subjects such as Etiquette, History of Religion, and the sense of homeland in general secondary schools can be evaluated as a result of these researches. For this purpose, the experience of countries such as the PRC, Australia, Germany, Great Britain, France and the Russian Federation was studied, and the curricula of applied sciences were comparatively analyzed.

Therefore, in the teaching of literature, the integration and integration of fine arts is an important tool for the student to get to know society and the natural world. The writer expresses life, people, their inner experiences, feelings, and natural landscapes through imagery in the artistic work. He draws pace with words, and even when he draws pace, like an artist, he does not depict people without movement, but always strives to depict them in conflict in motion. Visual arts are the language of paints, colors, lines, and sounds. He creates an image using different colors and paints. He draws these images through visual art in the process of seeing, feeling and being affected. However, it is difficult to read the work created by the artist, to tell it as a story. Even a qualified literature teacher is helpless. Therefore, in our current education system, the analysis of works of visual art is far behind. However, although visual arts and literary sciences are different from each other, they have commonalities in reflecting reality. Theme, plot, idea, artistic style, landscape (landscape-means, the goal behind the description is to reflect the heart of the lyrical hero who is emotionally observing it), portrait, images and the characters of the events of the period depicted in the works of visual arts express themselves. finds However, the observations show that the literature teacher uses visual aids in teaching poems written about the writer, the portrait of heroes, and the beauty of the seasons when conveying works of art to the student. However, he does not know that it was "discovered" as a result of the history of its creation, the beauty of nature, and the influence of the poet's emotions. For example, in Hamid Olimjon's poems "Uzbekistan", "Orik Gulaganda", Oybek's "Na'matak", Mirtemir's "Fishing", Ibrayim Yusupov's "On the Paths of the Motherland", the poets are told the beauty of landscape lyrics, the natural world. it cannot convey to the reader that it is created based on his inner experiences based on the effect on his feelings. Because the teacher lacks such skills as being able to see the beauty in existence and art, and being able to give a personal reaction to them. At the same time, the art teacher also teaches the students the importance of works of art did not teach how to correctly solve motifs, symbols, pictorial means of expression, creating symbolic images, coloristic solutions in art. In particular, in education, visual art lessons are taught from the stage of preschool education and education to the 1st-7th grade of general schools...

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As a result of not integrating the above beautiful works in harmony with fine art, the educational, educational and developmental purpose of the lesson will not be realized. The reader knows the name of the work, but loses the beauty hidden in its content. The student's love for beauty fades away.

French President Emmanuel Macron visited Uzbekistan on November 1-2, 2023. He was also welcomed by the President in Samarkand. He got acquainted with the mausoleum of Amir Temur, Ulugbek madrasa, Ulugbek conservatory and other historical monuments in Samarkand. Macron was impressed by the beauty of every work of art, beautiful patterns created by human hands, miniature art described in books captivated him. So, Macron knows how to read art, so he visited historical monuments and had a cultural vacation. Life was added to her life from beauty.

Therefore, in Western and European countries, the feeling of "being present" is instilled in the student from the kindergarten age. For example, French writer Antoine de Saint-Exupéry (1900-1944), a mature representative of world literature, was born in Leon, France. He was a military pilot in the Air Force. In his free time, he was engaged in literature, music, and invention. It will make its last flight on July 31, 1944. His plane is shot down by a Nazi fighter. This tragic event happened 3 weeks before the liberation of France... his fairy tale "The Little Prince" written for children is a high example of a work of visual art of a philosophical and symbolic character in world literature. In the work, the incident related to fine art is impressively described in the author's language. When the pilot was 6 years old, he read the book "What Happened" about forests. The book depicted a giant rattlesnake swallowing a monster alive. At the bottom of the poem was written: "a snake swallows its prey whole without chewing it"... and sleeps for half a year until it is digested. This picture affects the child, and he "draws a picture with a colored pencil for the first time in his life" after dreaming about what he saw. Showing a sample of his work to adults, he asks if it is not scary:

- They objected to me, saying, "What's so scary about the hat?"

However, the thing in the picture was not a hat. It was a rattlesnake that swallowed an elephant alive. At that time, I also drew the internal view of the snake so that it would be understandable to adults. After all, adults always have to explain everything.

- This was my second picture. Adults advised me to study more geography, history, arithmetic and husniyat instead of drawing the inside and outside of snakes. After that, when I was 6 years old, I had to give up the bright prospect of painting.

"I lost confidence in myself when my 1st and 2nd pictures failed." [5.B.69]

Picture 1 Picture 2

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The child completely abandons the profession of "artist" under the influence of adults, his abilities are extinguished. However, when the author grew older and fell in a deserted desert in a plane, the "Little Prince" who fell from the sky said: - Please... draw a lamb.

The pilot takes a pen and paper from his pocket, remembers that he studied geography, history, arithmetic, and humanities as a child, and says that he does not know how to draw. Since he does not know how to draw, he draws a snake and an elephant from the age of 6. The boy begs that he doesn't need a snake or an elephant, he needs to draw a lamb draws, but he doesn't like pictures. Desperately, he draws a box and gets out of the situation by saying that there is a lamb in it.

These quotes are the negative flaws in our education system today. The teacher does not pay attention to the child's ability and interest in visual arts. It extinguishes the student's enthusiasm. The solution to the problem would be for the child to be encouraged, praised, and given the right advice by his parents, "adults", and the teacher for his drawings number 1 and 2, which would send the child to creativity again.

In particular, the work of Alisher Navoi is studied at all stages of education. Especially in the following years, the literary scholar B. Tokhliyev, D. Tokhliyeva created the album "Life and work of Alisher Navoi". The guide briefly describes the life and work of the great poet and thinker. It is an important textbook for teachers of literature in general secondary schools, vocational colleges, and higher education. In the book, an attempt was made to collect some of the visual materials that are important for studying Alisher Navoi's life and work. It was compiled from the albums published by H. Sulaymonov, F. Sulaymonova, A. Abdullayev, Ch. Ahmarov, O. Boboyev, T. Sadullayev, G. Shoboratov, M. Koziboyev, A. Krikade. "The works of painters were used, as well as some Internet materials" [4.B.56]

This album contains pictures of "Navoi in Herat", "Meeting of Navoi and Sharafuddin Ali Yazdi", "Navoi and Boykara at school", "Navoi in the presence of Husayn Boykara", "Chainband poem drawn by Navoi" and other "Khamsa" poems. The teacher should use these works in literature lessons.

Therefore, the organization of literature classes in a state of harmony with visual arts is the most important tool in the application of modern methods in education today. To solve this problem, you need to do the following:

1. The teacher of literature should know the theoretical knowledge in the science of visual arts, the criteria that define skills (colors, motifs in art, symbols, visual expression, tools).

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2. Organization of visual art clubs in schools, attracting students to "Barkamol Avlod" centers in their free time outside of class.

3. Memorizing theoretical concepts such as landscape and portrait during literature classes.

4. It is necessary to organize excursions to the 4 seasons of our country - autumn, winter, spring, summer, draw pictures and use retelling methods.

Therefore, the study of literary subjects at school in connection with the subject of fine arts is a modern lesson in the use of today's innovative technologies.

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