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The Stages of Development of Fine Art and the Importance of Technology in it

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Abstract: This article discusses digital technologies, one of the key components of social development, and their importance in teaching the fine arts. In particular, the practical application of digital technologies in the education system of Uzbekistan was analyzed based on the main features.

The article deals with the historical stages of development of fine arts, teaching methods and tools, famous artists, Methodist scholars who have worked with art in different periods and their contribution to the development of this field.

Keywords: Digital technology, fine arts, knowledge of the future, competence, teaching, computer, lesson, fine arts, painting, sculpture, ancient schools, method of depiction.

It is known from history that the first information about the teaching of visual arts in the world is known from the materials of the 9th century BC in ancient Egypt and Greece. Sculptures carved on mountain rocks in ancient Egypt, as well as paintings, continue to amaze people today in terms of their high artistry and processing techniques. People have passed their experiences to the next generations in different ways since the time of the primitive community. This is evidenced by historical sources on teaching drawing in the oldest Egypt. The fact that people have been engaged in the teaching of visual arts since ancient times is preserved in ancient Egyptian sources. Painting was regularly taught in Egyptian schools. According to historical data, young people graduating from school were required to be able to measure the surface of a certain area and write it down on paper, draw the outline (plan) of a building, describe the scheme of ditches and canals. When teaching children to draw, special attention is paid to the free movement of the hand. Free, light, smooth line drawing was done on special surfaces or papyrus paper.

According to some information, teaching painting in Egypt began long before ancient Greece. 15th century Italian architect, writer and scientist Leon Battista Alberti writes: "According to the Egyptians, painting existed in them 6 thousand years before Greece." Teaching drawing was carried out in a unique way in ancient Greece. In teaching painting, special attention is paid to studying nature, the whole being, and perceiving its beauty. For painting, beeswax was applied to a wooden board and painted over with paint. The image is drawn on this surface with a sharp blade or bone. The wrong drawing has been rubbed out by hand, and the lines have been filled in and erased. Then a new painting is done on a flat surface. Greek artists developed laws and rules for depicting the beauty of existence and life based on observation.

According to them, beauty is more elegant, order, rhythm and symmetry, proportion between pieces, correct mathematical relationships. Later, several unique schools of painting appeared in Greece. Among them, the Sikion school played a major role in the development of fine art and its teaching. Teaching in this school is organized on a scientific basis, and children are more focused on learning about nature and its laws. Among the graduates of this school were such famous artists as Pamphil. Pamphil showed the educational and educational value of painting. Pliny, his contemporary, wrote about this: "With his tour, first in Sicyon, and then in Greece, it was determined that all children should be taught to draw." It was noted that primary education began with drawing." By the time of the renaissance, painting experiences increased even more. During the Renaissance, Italian fine art and the

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method of teaching it played a major role. During this period, painting was included among the subjects of general education. Among the famous artists, Chennino Chennini, Leon Battista Alberti, Leonardo da Vinci have done noteworthy works in this regard. In their works, relations between science and art, proportions, perspective, and anatomy took the main place. According to their opinion, painting according to nature should form the basis of teaching. In particular, Leonardo da Vinci made a great contribution to the development of the methodology of teaching visual arts. In his work "About painting" he considers painting as a serious scientific field. For many years, he worked out the laws of anatomy, color, proportionality between human body parts. A. Dürer, one of the German artists of the Renaissance, contributed greatly to the improvement of the teaching of fine arts. He was the first to come up with a geometric method to make painting easier. According to him, the shape of a geometric body lies at the basis of any object. Therefore, when describing one or another thing, it is necessary to first draw the shape of a geometric body, then they are generalized to create a real image.

The usefulness of teaching visual arts in all general education schools was developed by the great Czech pedagogue Ya. A. Komensky in his work "Great Didactics". The ideas of the French scientist J. J. Rousseau are noteworthy in the improvement of painting in the general education system. In his work, he proved that painting according to nature is of great importance in knowing existence. He said that it is more effective to paint in nature. Because children visually see things in nature in their true colors, perspective reductions, and consciously understand its laws. Among European pedagogues, I. V. Goethe (Germany), I. G. Pestalozzi, I. Schmidt and P. Schmidt (Switzerland), A. Dupuis and F. Dupuis (France) contributed greatly. Pedagogues such as N.Pestalottsi, P.Schmidt and I.Schmidt advocated the advantages of geometric methods over natural methods in drawing in general education schools. As a result, two currents based on two opposite natural and geometric methods appeared in teaching drawing in schools. Ya. A. Komensky, J. J. Rousseau, and I. V. Goethe supported the advantages of painting based on nature, while I. G. Pestalozzi, I. Schmidt and P. Schmidt, and F. Dupuis tried to justify the geometric method. But from the second half of the 19th century, the geometric method began to be used in many European countries. Thus, by the middle of the 19th century, drawing as a subject was taught in general education schools in Europe. In addition to artists and teachers, art critics, pedagogues, psychologists, and doctors began to work in this field.

A number of literature on the methodology of teaching drawing began to be published. Kuhlman, Prang, Baumgart, Ausberg, Braunschweig, Tedd, etc. showed enthusiasm in this regard. In the literature created by them, there are conflicting opinions about the rules of painting and its methodology, but there were no such conflicting opinions about the natural method. In the XVIII-XIX centuries, visual arts appeared as a subject of general education in Russian schools at the beginning of the XVIII century. During this period, he painted at the Naval Academy, the School of Surgery. studied at the cadet school, the gymnasium at the Academy of Sciences, the educational institution for girls. In these educational institutions, painting education was considered not for the training of artists, but as a field necessary for young people to use in their professional activities and future lives. In 1934, the Russian artist A. Sapojnikov first created a textbook for general education schools called "Drawing course". This tutorial was based on nature drawing

According to the author's recommendations, geometric shapes of different sizes and surfaces are the basis of any nature, and therefore it is expedient to use the geometric method in painting. G. A. Gippius was one of the creators of a major fundamental work on the teaching of visual arts in general education schools in Russia. In his work entitled "Ocherki teorii risovaniya kak obshchego uchebnogo premenda", the most advanced ideas in teaching drawing of that time were reflected. When drawing is widely taught in Russian schools, the problem of lack of art teachers appears. In order to train special teachers, in 1825, a new department was opened at the Stroganov School of Technical Art in Moscow, where art teachers began to be trained. In 1879, a training course for painting teachers was opened at the St. Petersburg Art Academy. The program and methodical materials for these courses were prepared by the professor of the Art Academy P. Chistyakov. In the programs and manuals created during this period, it was noted that A. Sapojnikov's geometric transfer methods were put out of practice, and the art lesson at the school consists only of painting based on the natural method. In these programs and manuals, the need to give freedom to children's visual activities was also determined.

The "Society of Drawing Teachers" established in Moscow and Petersburg at the beginning of the 19th century did remarkable work in solving painting problems. In this period, despite the fact that the issues of teaching drawing aroused great interest among specialists, conflicting ideas in this field also increased. Among them was the Bin Formalist movement.

Among the representatives of this current, Bakushinsky played a major role in promoting the ideas of Kerslіensteiner and Dupuis in Russia. In his opinion, he came up with the idea that "School" is not needed in artistic education, and children are not needed to be taught, let them do what they want, and the teacher should only watch over them. "Risovaniye na nachalnoy stupeni obucheniya v svyazi s lepkoy i chercheniyem" manuals published in Petersburg in 1918 by V. I. Beyer and A. K. Voskresenskyi had chapters on nature painting, illustrative painting, decorative painting, and photo observation. The "Central Houses of Children's Art Education" established in 1933 played an important role in improving the drawing technique in Russia. "Graficheskaya gramota" by P. Ya. Pavlinov, "Risovaniye s natury" by N. Radlov, "Sbornik zadaniy po risovaniyu", "Detsky risunok" by Ya. Bashilov and E. Kondakhchan and other manuals in connection with the activity of this center was published. The Russian Academy of Pedagogical Sciences, founded in 1943, played a major role in the development of painting in Russia, as well as in the former Soviet republics. Later, on the basis of this academy, in 1967, the former Academy of Pedagogical Sciences was established, and within its structure, the Scientific Research Institute of Art Education was opened. This institute has become the main center for carrying out scientific and methodological research on aesthetic education in general secondary schools. In this regard, the scientific research institute of schools established under the Ministry of Education of Russia and its laboratory for the teaching of visual arts carried out remarkable works.

The 21st century is the age of new undisputed technologies. At this time, it is impossible to train personnel with comprehensive professional qualities without acquiring knowledge, skills and abilities related to modern technologies. Pupils' acquisition of knowledge and skills at the level of current requirements is the main criterion of their readiness for key activities. Based on this, the goals and tasks of modern education are also changing today. Because it is only on the basis of a modern approach to education that the full development of the student's personality, preparation for various challenges and challenges in the rapidly changing world, development of creative thinking, correct search for information in the vast information space from a critical point of view are possible. , choosing, not only being able to see the problems that arise in front of you, but also being able to express them and find solutions to them. That is why our President Sh.M. In the process of entering a new era with Mirziyoyev's initiatives, attention is being paid to people who have a wide range of thinking, have deep knowledge, are mature in their field and can meet the demands of the times. This, in turn, makes the issue of introducing modernized and qualitatively organized education a crossroad. From the point of view of the current era, it is important to establish the following criteria in the formation of a person who can meet such requirements and embodies the above-mentioned characteristics:

- Modern and advanced educational technologies;
- Digital technology + modern and advanced pedagogical technology International experiences .

Although the need for training of qualified personnel arose in the early stages of the development of the industrial sector, when production enterprises appeared, it still does not lose its relevance. The main reasons for this are the emergence of new directions, specializations, the need to train personnel in accordance with the social, economic and cultural development of the society, the professional knowledge, skills and skills of specialists in a changing, fast-paced era. the formation of the need for continuous improvement, as well as the increased demand for being able to cope with strong competition in the labor market as a specialist . As an integral part of social processes, the educational system, especially the teaching of visual arts, and the effective use of advanced technologies give it the opportunity to train the mature staff that the times require. In this sense, the integration of digital technologies, which are widely used in every field today and are becoming a part of people's lifestyle, into the teaching process is one of the important tasks of the modern art teaching methodology.

World experience shows that the use of digital technologies in the process of teaching fine arts not only helps students to increase their interest in art, to develop sophistication in students, but also to retain the acquired knowledge for a long time. and is of great importance in the formation of knowledge and skills for the future. Experts say that the relevance of new knowledge is 3-5 years from the time it was acquired. Effective use of digital devices ensures regular repetition of information by creating opportunities such as independent search, finding the necessary information in a short period of time, regular exchange of ideas between the teacher and the student, and thus ensures the formation of "solid knowledge" in students. In particular, the use of computer tools affects the formation of personality in four main directions (aspects):

- philosophical (formation of scientific understanding of the world, aesthetic ideals);
- psychological (development of memory, attention, thinking, imagination processes, maintenance of activity motivation);
- professional and practical (using software to solve problems of professional activity in special disciplines);
- Technological (formation of computer literacy and information culture).

These main directions are the organization of educational activities in the process of science teaching, conducting lessons using modern material and technical bases, regular practice of interaction between the teacher and the student in mastering the subject. provision, students' knowledge of modern visual art is manifested in activities such as the formation of vamalakas. In particular, if students are shown videos showing the process of creating a cartoon, the children will have a rich impression of the positive and negative qualities of the characters of the cartoon, the attractiveness of the plasticity of colors and lines, and the interesting and hard work of the artist in the process of its creation. . By showing examples of artists' works and organizing distance education sessions with well-known artists and pedagogic scientists, there will be an opportunity to increase students' interest in the lesson. Design methods can be widely used in higher classes. Designing new equipment (buildings, cars, household and sports equipment, clothes) on the basis of the combination of ancient, national and modern traditions of practical art instills in children a sense of pride and love for our national values. Creativity and inventive activities using local raw materials stimulate the formation of children's creative abilities.

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