

THEORETICAL FOUNDATIONS OF TEACHING THE LANDSCAPE GENRE IN SPECIALIZED SCHOOLS

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Annotation: This article analyzes the theoretical and methodological foundations of teaching the landscape genre, an important section of fine arts, in specialized schools. The role of the landscape genre in art education, its pedagogical possibilities in developing students' aesthetic outlook, artistic thinking and creative competencies are highlighted. Also, the methods, stages of teaching the landscape genre, exercises used in the lesson process, the impact of an integrative approach and the use of modern pedagogical technologies on the effectiveness of teaching are considered on a scientific basis.

Keywords: landscape genre, fine arts, specialized school, visual activity, artistic thinking, painting, pedagogical technology, creativity, composition, perspective.

INTRODUCTION

Today, reforms in the education system are aimed at developing the creative potential of students, forming them as comprehensively developed individuals. In particular, in the process of teaching fine arts in specialized schools, one of the urgent tasks is to in-depth teach the national and world artistic heritage, directions of painting, including the content and significance of the landscape genre. The landscape genre is a multifaceted art form that reflects the beauty of nature, spiritual experiences, and the artistic expression of the change of seasons, and forms creative skills such as observation, imagination, compositional thinking, and color perception in students. Methodically correct organization of the process of teaching this genre in specialized schools serves to improve the artistic culture of students. The landscape genre, as one of the most ancient and at the same time the most modern directions of fine arts, occupies a special place in art education.

METHODOLOGY

The artistic depiction of natural landscapes expresses a person's attitude to the environment, conveys his inner experiences in it through images, and enriches the aesthetic perception of students. Teaching the landscape genre in the process of art education, first of all, serves to form observation, breadth of thinking, and imagination in students. The process of

observing nature increases the visual culture of students, strengthens artistic skills such as the ability to distinguish colors, perceive light and shadow phenomena, and depict space. In this regard, the landscape genre plays an important role in art education as one of the main practical exercises. In landscape painting, theoretical concepts such as perspective, color harmony, compositional structure, distance and depth are applied to life. The student forms his own creative approach in the process of recreating artistic reality, using the real appearance of nature. While depicting nature, he practically observes the interaction of colors, the change in daylight according to the seasons, and the fading of color in aerial perspective. This process forms not only technical skills, but also the aesthetic taste of the student. Especially in specialized schools, the landscape genre provides ample opportunities for students to reveal their individual artistic visions and develop their creative thinking. Another important factor determining the place of the landscape genre in art education is its ability to strengthen the spiritual connection between man and nature.

The student not only sees nature, but also feels it, understands its mood and can reflect it in his work. Therefore, in landscape painting, psychological perception and artistic expression are formed together. Different states of nature - a quiet morning, a sunset landscape, rainy weather, the majesty of mountains, the silence of water - encourage the student to create different emotions and images. All this has a positive effect on the aesthetic and spiritual development of the individual in the process of art education. The landscape genre also develops compositional thinking skills in students. In the process of drawing, they learn to place the foreground, middle ground and background, correctly find the relative distance between objects, determine the main center of the composition, and follow the principles of general rhythm and balance. These skills are also important when working in other genres - portraits, still lifes or thematic compositions. Therefore, the landscape genre is considered a "school" of fine arts, and many artists begin their artistic careers in this genre. The specific pedagogical significance of the landscape genre in modern art education is also that it serves to form the ecological culture of students. In the process of studying natural landscapes, the student understands the value of the environment, has a need to preserve and appreciate it.

The transmission of ecological ideas through art affects not only the spiritual world of students, but also their life position. Today, the emergence of such directions as "ecological landscape", "conceptual landscape", "urban landscape" is bringing new content to the educational process. Another factor strengthening the position of the landscape genre in art education is its universal and easily perceived genre. Since the theme of the landscape is natural,

close and vital for students, they can work freely in this genre, they can quickly get acquainted with complex topics. Working in nature - plein-air classes - revitalizes students' creative activity, strengthens their skills in independent decision-making, quick work, and artistic analysis of real conditions. This process also has positive effects such as mental relaxation, harmony with nature, and stress reduction. In conclusion, the landscape genre is considered in art education not only as a teaching material that forms technical skills, but also as a powerful pedagogical tool that ensures the aesthetic, spiritual and creative development of the individual. It deepens students' knowledge of fine arts, encourages them to artistic thinking, observation, and study various methods of artistic expression. Therefore, teaching the landscape genre is a structural and necessary part of today's art education and is of incomparable importance in revealing the creative potential of the student. In the process of teaching fine arts in specialized schools, the landscape genre is of particular educational and educational importance, as it serves to form students' artistic thinking, develop aesthetic perception, and strengthen the culture of artistic perception of nature.

LITERATURE REVIEW

The main goal of teaching the landscape genre is to develop students' skills in observing real reality, feeling its beauty, and expressing it in the language of art. In this process, students practically master the colorful states of nature, changes in light and shadow, and the pictorial laws of distance and space. Thus, the landscape genre forms not only the student's drawing skills, but also his artistic taste, thinking, and observation. One of the goals of teaching the landscape genre in specialized schools is to develop creative independence in students. They teach them to see and analyze nature, determine the main compositional center in the landscape, and use an individual approach to choosing paints and colors. This process serves as a natural creative experience for the student, his personal artistic vision is formed, and creative initiative is manifested. The emergence of originality in landscape painting indicates an increase in the student's level of artistic thinking, the development of the ability to think figuratively. Another important goal of teaching the landscape genre is to apply theoretical knowledge such as perspective, color theory, composition, and the depiction of space and distance in practice. Through this knowledge, the student learns to draw natural landscapes correctly and aesthetically. Elements such as linear and aerial perspective, the warmth and coldness of colors, the effect of light in space, and the relationship between planes are all reflected in landscape painting. This helps to firmly master the basic principles that are also necessary in other genres of fine art. The tasks of teaching the landscape genre are wide-ranging and, first of all, involve

the formation of the aesthetic education of students. Observing natural landscapes encourages students to understand the environment and appreciate its beauty. At the same time, environmental education is also becoming an important direction of art education. Through artistic perception, the student gains an understanding of the need to protect nature and live in harmony with it. This process enriches the spiritual world of students, forming a careful attitude towards nature in them. From a pedagogical point of view, teaching the landscape genre also sets itself the task of forming the competencies of observation, analysis, generalization and creativity in students. During the lesson, the student learns to distinguish the main elements of natural landscapes, understand their interrelationships, determine the compositional center and gradually complete the painting according to the plan. This process becomes an important pedagogical mechanism that develops students' logical thinking and practical skills. In addition, improving the technical skills of students in teaching the landscape genre in specialized schools is also considered an important task. Skills such as correct brushing, mixing paints, working with layers, creating textures, depicting dynamic and static elements are developed through regular classes. Plein-air classes allow students to acquire practical skills such as working in potentially changing conditions, adapting to natural changes in light, and quickly depicting. In conclusion, teaching the landscape genre in specialized schools is a complex pedagogical process aimed at ensuring the artistic, aesthetic and creative development of students, and its main goal is to develop students' ability to artistically perceive nature, express it, and interpret natural beauty through art. The tasks of education are implemented through the application of theoretical knowledge into practice, the development of technical skills, the formation of ecological and aesthetic education, and the opening of individual creative potential of students. Therefore, the landscape genre is recognized as one of the main tools in the formation of the student's artistic worldview in the specialized education system. Methods of teaching the landscape genre are an important component of fine arts pedagogy, serving to develop students' artistic thinking, aesthetic perception and practical skills. This process involves the formation of students' ability to observe, analyze real existence and express it in the language of art. The methods used in teaching the landscape genre are selected depending on the age characteristics of the students, their level of preparation and the level of specialization of the educational institution. First of all, teaching the basic concepts of landscape painting - perspective, color theory, composition, light and shadow, spatial image - serves to strengthen the theoretical preparation of students. After that, the combination of theory and practice through various methods is envisaged. Demonstrative methods play an important role in teaching the landscape

genre. This method enhances visual perception in students, enriches their imagination about artistic style, color scheme, and compositional construction by introducing them to the works of professional artists.

RESULTS

Analysis of the works of famous landscape artists directs students to artistic thinking, forms the ability to “see” a work of art. Through direct observation of natural landscape samples, video clips, virtual museums, and interactive demonstrations, students develop not only visual experience, but also the ability to aesthetically perceive nature. Therefore, the demonstrative method is one of the most effective tools for landscape training. Practical classes are a set of methods aimed at developing students' visual skills in a real process. Painting in the open air, that is, plein-air classes, teach students to adapt to the changing conditions of nature, to accurately observe natural sources of light, color and atmospheric changes. During such classes, the student acquires practical skills such as generalizing the landscape in a short time, finding the main color gamut, and quickly forming a composition. Also, exercises in drawing etudes, creating color sketches, and depicting landscapes in different seasons develop technical skills in the student. Interactive methods also give effective results in teaching the landscape genre. Methods such as “Artistic analysis”, “Compositional research”, “Finding color”, “Depicting a landscape in different styles” increase students' independent thinking and the ability to make creative decisions. The processes of group work, discussion, and collective image creation encourage students to be active and enhance their intellectual exploration through mutual exchange of ideas. Interactive methods increase students' interest and motivation in teaching the landscape genre, enliven the lesson process, and create a creative atmosphere. Modern educational technologies are creating new opportunities in teaching the landscape genre. The use of digital technical means, graphic tablets, and special visual programs expands the visual experience of students. With the help of AR and VR technologies, it is possible to view landscapes in a virtual environment, analyze their spatial structure, and model light and color changes. These methods are especially important in specialized schools for developing students' creative thinking and bringing them closer to modern art practice. A step-by-step approach is also an important methodological principle in teaching the landscape genre. First, the student is taught to depict space through simple shapes, and then moves on to complex compositions. Elements such as distance, planes, compositional center, and color balance are gradually complicated. This approach develops systematic thinking in the student and consistently forms technical skills.

CONCLUSION

Teaching the landscape genre in specialized schools serves to broaden the artistic outlook of students, develop creative thinking, and master the basic principles of fine arts. By perceiving the beauty of nature, the student learns not only to draw, but also to think aesthetically and treat the environment with love. The combination of theoretical knowledge and practical exercises, the use of modern pedagogical technologies further increase the effectiveness of teaching the landscape genre. Thus, the correct organization of teaching the landscape genre plays an important role in the professional artistic training of students in specialized schools.

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