

THEORETICAL FOUNDATIONS OF THE TEACHING OF THE LANDSCAPE GENRE IN VISUAL ART CLASSES IN SCHOOLS OF SPECIALIZED CULTURE AND ART

Hamidjonova Komila Davronjon qizi

Namangan State University of Pedagogy and Psychology

4th-Year Student of Easel Painting Faculty

komilakhamidjonova@gmail.com

ABSTRACT

Teaching the genre of landscape and teaching general concepts of visual art in visual art classes in specialized culture and art schools. It is related to the development of contemporary art, the artist's creative search for a new meaningful idea, and the satisfaction of the spiritual and educational needs of people. Therefore, the solution of the composition of the picture, finding the complex mental state, requires the artist to reflect the problems of his daily life, to feel the inner feelings of his contemporaries, and to have a deep imagination. Regular study of the theory of visual activity is one of the main conditions for successful mastering of visual art education.

Keyword: Fine art, existence, landscape, composition, summer practice, plein air, color, compositional content, naturalism, realism, perspective, harmony of air, canvas, subject, center.

INTRODUCTION

The genre of landscape has been of great importance in the history of art. Teaching students how landscape painting developed and how it was historically important across time periods and cultures can help them develop a deeper understanding of the genre.

First of all, every artist should fully master naturalism by working on the basis of nature, realism by creating truth from existence. Only after mastering these things, he will find his own way to work in his own style. From the point of view of the history of origin, we can give this information with confidence as follows:

Naturalism (French "naturalisme", Latin "naturalis" - natural, naturally, "natura" - nature) is one of the directions that appeared in the art and literature of Europe and the United States of America from the end of the 19th century. , based on the description of the existing things in existence. The main object of depiction is a person, and the main goal is to express his character, structure, and nature. However, it is known from the history of visual arts that the term "naturalism" was formed in harmony with a certain literary-artistic trend associated with it, and later it was a rough image, draft, etude, portrait, landscape, still life made from nature. used in relation to the like.

Features of the genre: Landscape is a relatively young genre of painting. For centuries, images of nature were painted only as a description of the habitat of the characters, as decoration for icons, and later - for genre scenes and portraits.

Gradually, with the development of scientific and experimental knowledge about linear and aerial perspectives, chiaroscuro, proportionality, general composition, color, image relief,

natural scenes, it first became an equal member of the composition of the plot, and then became the central subject of the image. turned.

Landscape images are used to depict the beauty and atmosphere of nature. It is important to teach students how natural materials are structured in a composition, how perspective is used, and how cues such as color, light, and spectacle are used.

Landscape images can be a medium to express the artist's feelings and experiences. Teaching students how to express their feelings and experiences can help them develop their personal expression and creativity.

In the landscape genre, it is very important to provide information about the different methods and materials used in the images. Learning how to use different materials such as oil, water color, and pastel can help students develop their artistic expression. In addition, landscape works still occupy an important place in the world of modern art. It is important to give students an opportunity to discover how contemporary artists approach the landscape genre and to discover innovative approaches that go beyond traditional methods.

Teaching students the skills to analyze and examine their landscape images in detail can help them gain a greater understanding of their artwork and develop their own artistic expression. Landscape works help convey the beauty and importance of the sun to other people. Therefore, it is important to give students an understanding of the themes of environmental conservation and sustainability and teach them how they can express these themes through their art. These theoretical foundations are important points to consider when teaching landscape painting. Each of these can help students develop a deeper understanding of the visual arts and develop their personal artistic expressions.

The landscape genre is a part of modern art. Students will learn how contemporary artists have approached the landscape genre and explore innovative approaches that go beyond traditional methods to help them develop their artistic expressions in a modern and creative way.

There are landscape, life, still life, portrait, historical animal, legendary, marina, new, interior genres in fine art. Genre is defined by what the artist is depicting. For example. If the image of a person is painted, it is typical of the "Portrait" genre, if nature and urban scenes are depicted, "Landscape", if life and labor processes are depicted, it is characteristic of the "domestic" genre. Also, the description of historical events is called the batal genre, and the description of animals is called the animal genre. There will also be legendary, marina, still life, new genres. The genre "animal" comes from the Latin word "anima" which means animal. The genre "batal" comes from the French word "batay" and the genre "new" means naked in French.

Some works belong to two or more genres. For example, portrait and new marina and landscape c. b. Each genre can be further divided into several genres. For example, nature landscape genre, urban landscape genre, industrial landscape genre, seascape (marina) genre or portrait genre can be divided into festive, romantic, and group genres. Over time, the genres are stratified and become independent. For example, marina from landscape genre, battle genre from historical genre.

The description of nature, city, industrial, interior views in fine art belongs to the landscape genre. Some of the works in the landscape genre directly depict the real view of nature, while others are creatively expressed in imagination. Sometimes these two cases can be in one work. The emergence of the landscape genre goes back a long way. Landscape to see the widespread distribution of images in the example of the ancient East and the island of Crete possible For example, a tomb painting in Beni-Hasan from the 1st century BC depicts a hunt for a wild mouse. This genre appeared independently in China in the 6th century. In European art, during the Renaissance, it was formed on a scientific basis, that is, based on a linear and air (color) perspective. There are two types of landscape genre. The first is an independent type, in which only the landscape is displayed. In the second type, the landscape is depicted on the background of some image.

For example; on the back of the portrait can be depicted a landscape of nature or a city. I.Levitan, I.Shishkin, O'.Tansikboev, I.K.Aivazovsky, N.Karakhan can be mentioned as effective artists in the landscape genre. One of the manifestations of the landscape genre is the interior. It represents the interior views of the buildings. This genre is found in ancient Egyptian and Chinese painting. In their work, they were able to depict the interior based on the laws of perspective with incredible accuracy. Giotto, A. Verrocco, Leonardo da Vinci, Rembrandt are famous for creating in this genre the winners. The second type of landscape genre is the marina genre. It mainly describes seascapes and phenomena. I. Aivazovsky contributed greatly to the formation of the Marina genre.

The landscape genre is mostly in painting, partly in graphics and sculpture is used. In sculpture, the landscape is mainly used in its relief type. In sculpture, landscape views are not the main thing, they are complementary, additional. The landscape genre is one of the forms of painting that includes natural features in art. In this genre, natural elements, such as forests, cities or bridges, rivers, mountains, lakes, etc., are depicted in harmony. The main purpose of landscape paintings is to express the beauty of nature, fresh air, sun, shade, cold, rain, snow, mutual vision, transition and beauty.

The landscape genre has taken its place among many subjects in the history of art. The genre itself has its own traditional and innovative approaches that represent its historical, cultural and human richness. Landscape photography is widely used in high art, scientific research, tourism, advertising and many other fields. The landscape genre is usually expressed in calligraphic, unmodified, watercolor, pastel, gouache, tempera, as well as watercolor, line, ink, alka and other materials. This genre has been popular for artists throughout history, as these images show a pure and curious experience of nature, and when viewed, is a path that fills the soul of many.

SUMMARY

The landscape genre has had a long history of art and has had many important roles in the modern era. Exploring the historical development of the genre and explaining how it has changed across multiple cultures and eras will help students develop a deeper understanding of the genre. Aesthetic views and composition are important in creating a landscape image. Students learn how natural materials can be viewed and combined to help them develop their own expression in the visual arts. The landscape genre is a means of expressing the beauty

and features of nature. It is important for students to see and feel nature. It helps students to expand their pictorial expressions and express the most interesting and beautiful aspects of nature.

REFERENCES

1. Rangtasvir metodika - Rahim Hasanov.
2. San'at janrlari - Gavhar Rizayeva.
3. Baxtiyor, M. U. (2023). A New Approach to Teaching Students Modern Styles and Forms of Majestic Painting Composition. Web of Semantic: Universal Journal on Innovative Education, 2(12), 69-75.
4. Temirova, M. (2023). THE ABILITY OF THE TEACHER TO APPLY THE TECHNOLOGIES OF INDIVIDUAL WORK WHEN TEACHING STUDENTS THE LESSONS OF SKILLFUL PAINTING. Евразийский журнал академических исследований, 3(3), 177-181.
5. Темирова, М. И. (2022). ИЗОБРАЗИТЕЛЬНОЕ ИСКУССТВО И ЕГО СОДЕРЖАТЕЛЬНАЯ СУЩНОСТЬ. Innovation: The journal of Social Sciences and Researches, 1(2).
6. Temirova Muqaddas, & Turg'unboyeva Maftunaxon. (2023). TASVIRIY SAN'AT FANLARINI MAKTABLARDA O'QITISHNING ZAMONAVIY TEXNOLOGIYALARI. <https://doi.org/10.5281/zenodo.10337479>
7. Temirova Muqaddas, & Nazarov Murodjon. (2023). MAHOBATLI RANGTASVIR KOMPOZITSIYASINING ZAMONAVIY USLUBLARI, SHAKLLARINI TALABALARIGA O'QITISHDA YANGICHA YONDASHUV. <https://doi.org/10.5281/zenodo.10322777>
8. Tyemirova, M. I. Q. (2020). OLIY PYEDAGOGIK TA'LIMDA TALABALARNING NATYURMORT KOMPOZISIYASINI TUZISH VA TASVIRLASH KASBIY MAHORATLARINI TAKOMILLASHTIRISH TYEXNOLOGIYALARI. Science and Education, 1(7), 582-586.
9. Temirova, M. (2024). TASVIRIY SAN'AT ASARLARIDAN (CHIZMATASVIR YOKI RANGTASVIR) NUSXA KO 'CHIRISH. Евразийский журнал академических исследований, 4(2 Part 2), 30-34.
10. Шарипжонов, М., & Икромов, М. Д. (2018). TASVIRIY SAN'ATDA ANIMALIZM JANRI. Научное знание современности, (5), 94-96.
11. oglu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI.
12. oglu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI
13. Sharipjonov, M. S. O. G. L. (2021). OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI. Science and Education, 2(2), 435-443.
14. Шарипжонов, М. Ш. (2020). Бўлажак тасвирий санъат ўқитувчисининг касбий маҳоратларини такомиллаштиришда амалий машғулотларни ташкил этиш методикаси. Молодой ученый, (43), 351-353.

15. Шарипжонов, М., & Икромов, М. Д. (2018). TASVIRIY SAN'ATDA ANIMALIZM JANRI. Научное знание современности, (5), 94-96.
16. oğlu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI.
17. oğlu Sharipjonov, M. S. OLIY PYEDAGOGIK TA'LIMDA TALABALARGA MUAMMOLI MASHG'ULOTLARNI TASHKIL ETISH TEXNOLOGIYALARI