

AESTHETIC PERCEPTION IS A PRODUCT OF ARTISTIC THINKING

Kurbonova B.M

*Phd, Fergana State University,
Uzbekistan, Fergana city*

Аннотация: Ушбу мақолада эстетик идрок бадиий тафаккур махсули эканлиги тўғримида маълумот берилди.

Калит сўзлар: идрок, эмоционал-эстетик, бадиий-эстетик, тафаккур, образ, абстракт, мантикий, индукция, дедукция.

Аннотация: В данной статье представлена информация о том, что эстетическое восприятие является продуктом художественного мышления.

Ключевые слова: восприятие, эмоционально-эстетическое, художественно-эстетическое, мышление, образ, абстрактное, логическое, индукция, дедукция.

Annotation: This article provides information that aesthetic perception is a product of artistic thinking.

Key words: perception, emotional and aesthetic, artistic and aesthetic, thinking, image, abstract, logical, perception, deduction.

Artistic thinking is tasks, finding ways to solve them, defining actions (synthesis, analysis, generalization, abstraction and concretization).

It is important to use all types of thinking:

- clear practical thinking based on the direct perception of the work of art;
- visual-image thinking reflected in imagination;

abstract-theoretical thinking associated with the solution of theoretical issues and the logic of artistic and aesthetic perception (analysis).

Artistic thinking is a type of vivid figurative thinking aimed at materializing the artistic idea of a work of art. The pictorial expression of this idea is nothing but a peculiar artistic and aesthetic activity of the perceiving person. Thinking, especially artistic thinking, is an important factor in mental, spiritual and general artistic and aesthetic development. According to O.M. Dzhabborova, "in the process of intellectual development, artistic perception develops and improves, such qualities of students as curiosity, diligence, dexterity and mobility, logical and critical thinking, in general, personality develops. In addition to these qualities, a person's life experience is improved through artistic thinking, the range of his interests expands, his feelings (emotional and aesthetic) increase, they deepen, the level of thinking rises (become more perfect), his will increases, his intellectual culture increases significantly, his mental activity becomes active (desire for knowledge in the field of art; seeing novelty, originality, surprise, knowledge, understanding of its essence, understanding and highlighting the main, important; not only artistic

perception, but also the use of various types of operations in the practice of thinking in general). Thus, artistic thinking requires knowledge about art, about its specific form. Artistic thinking begins directly with the emotional perception of a work of art. It will definitely have an element of condemnation. The central link of artistic thinking is being formed - logical-analytical thinking.

At the same time, artistic thinking serves as a guiding means of raising the level of theoretical and practical knowledge of the perceiver.

Scientific methodological sources, analyzes of the state of practice of art education in terms of the level of features of artistic thinking became the basis for determining the following quality indicators:

emotional and psychological perception;

intellectual-artistic-analytical thinking, assessment at the level of generalized "visibility" (requirement);

such as assessment of emotional and psychological interest, desire, positive attitude, emotional sensitivity, willpower.

Thus, artistic thinking consists in the figurative development of all components of a work of art by materializing its ideological and artistic content.

In our example, the term "element" (French element, Latin elementum - a complex and part of the whole, part of the system) - these are the components of the artistic thinking formed by students, and each element performs its own unique function, and the content and interpretation are integrated, forming elements of a holistic artistic thinking. Studies conducted by many scientists show that about 30% of schoolchildren form sustainable interests in the lower grades. The task of the teacher is to identify the interests of the students as early as possible. Also, the main goal is to create conditions for the harmonious development of a person's personality in all aspects. "The created conditions also consist of different components, each of which has priority in the formation of one or another element of the student's artistic thinking."

High school students learned to master the methods of definition and deduction, rely on observations and experiments, independently search for the causes of events, that is, correctly answer the questions "Why is this?" this needs to be explained. As a result, students learn to use observations, examples, facts, and evidence. Undoubtedly, elements of artistic thinking, acquired in the Fine Arts classes in grades 1-7, play an important role in this. These mental actions contribute to the development of artistic thinking in high school students.

Schoolchildren will have the opportunity to acquire knowledge, skills and competencies in terms of activity and its organization, taking into account age-related and personal-psychological characteristics. The age and psychological characteristics of students during this period create the basis for the decision to test their ability to work in certain areas, to show their strength in various fields, including artistic creativity, to show self-confidence.

From the results of research conducted in the field of psychology, it is known that adolescent schoolchildren show a strong desire to observe, understand their significance in social life events, express a personal attitude towards them, and evaluate them.

Teenagers begin to strive to find their place in life, unlike younger students, in an effort to find their place in life or another work of art. They are actively manifested in various processes, special opportunities are manifested, and in most cases they are manifested by manifestations of courage and courage.

However, the process of forming a romantic attitude to the environment, social events and people is complicated by the desire to show adolescents examples of energetic energy, courage, courage and heroism. Lack of life experience, reassessment of one's knowledge in most cases leads to certain mistakes.

Adolescence in psychology is called the "transitional period" and "difficult age period." During this period they find their place in public life. they begin to perform initial actions along the way. He begins to participate as a subject with personal views and opinions in the process of relationships organized in the family environment, the circle of peers and the microenvironment to which he belongs. However, in most cases, due to some physiological changes taking place in the body of a teenager, "some incomprehensible circumstances" taking place in his psyche, he tends to be more in the circle of his peers. They begin to withdraw from communication with adults. Another factor that causes this situation is that the teenager feels like an adult, in relation to adults.

This is also the reason for the conflicts that arise due to the fact that they are required to abandon the "he is still a child" approach, and adults are against such an idea. Therefore, the microenvironment to which he belongs, first of all, occupies a leading place in the life of a teenager. In this process, it is necessary to pay special attention to the use of elements of artistic thinking, which are included in the lessons "Fine Arts", in order to acquire the positive meaning of changes in the child's psyche. This situation means that the formation of artistic thinking in schoolchildren and the gradual staged development is a continuous educational process that is filled with content and develops at the stages of personality development.

Propaganda of theoretical knowledge to prepare future teachers of fine arts for the formation of elements of artistic thinking in schoolchildren, work on the basis of these psychological characteristics guarantees the success of pedagogical activities aimed at achieving this goal. In addition to this work it is important that the responsible person (teacher, class teacher, etc.) has sufficient psychological and pedagogical knowledge and skills.

Researcher N. Yuldasheva stated that "when forming elements of artistic thinking in schoolchildren, future teachers of fine arts should first of all study their personal capabilities, psychological and physiological characteristics, interaction between representatives of the family, educational institution, public and medical

sphere. it is also necessary to develop communication competencies related to working in cooperation.

After all, artistic thinking is perfect when it is improved comprehensively, in organic connection with many components of personal qualities, therefore it is necessary to apply the principle of an integrated approach and create certain pedagogical conditions in preparing future teachers of fine arts to form elements of artistic thinking in schoolchildren:

1) analysis of the practical situation of the formation of elements of artistic thinking;

2) analysis of the development of elements of artistic thinking in schoolchildren as a unique psychological and pedagogical phenomenon;

3) approach the process of forming the elements of artistic thinking of schoolchildren as a holistic didactic event for future teachers of fine arts based on the identified indicators;

4) to achieve a description of the conclusions drawn in order to prepare the elements of artistic thinking in schoolchildren in certain forms, taking into account the specifics of working with gifted students in the future.

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