

## To Form and Develop the Concept of 20th Century Avant-Garde Art in the Minds of Students

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### ***Abstract***

*Developing knowledge and skills by working with students individually to hear, see, and observe them. Ways to achieve high results in a short time.*

**Keywords:** *trends and directions in fine arts, avant-garde, methods, interactive methods, Karakalpak Museum of Art named after IV Savitsky*

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**The problem:** the problems that arise due to the very low circulation of Fine Arts classes in general secondary schools, and a number of shortcomings in the use of various interactive methods to achieve high results in a short period of time.

As in the social life of Uzbekistan, radical changes are taking place in its art. Fine art, which has a rich heritage, especially its most popular type of painting, differs from other types of art by its development, its ease of depicting ideas in an avant-garde style. Therefore, in the history of fine arts, the works created on the basis of various streams, directions and styles, as well as on the basis of symbolic forms, have a special place in painting. In contemporary painting, one can see mainly two opposing and conflicting traditions. One of them is "retro", creation on the basis of traditional realistic laws and regulations, and the other is "avant-garde", a direct result of currents and trends that push the boundaries of the advanced traditions of world art. The theoretical roots of avant-garde were not born as a result of abstractionism and its disconnection from vocabulary. Because even if any work does not look like real life in one way or another, it first of all embodies vocalism. Freedom in creation cannot live outside society, 'society gives art its own content, expressed in the language of national styles. However, national styles are not the product of a group of artists, but the result of a movement that unites the spiritual unity of ethnic and linguistic brotherhood and the historical unity of all events in life. can not be fixed. Then, as a result of the artist's desire for innovation, he lays the foundation for a unique direction and style. World art has also entered the twentieth century with great changes. That is why we see that the works of artists are created in different styles in many exhibitions. At the same time, there are cases of misunderstanding of such works. This is due to the fact that they do not know how to "read" works of art, analyze them, currents and directions, styles, specific schools, and do not know about them. To prevent such shortcomings, the Republican Education Center of the Ministry of Public Education of the Republic of Uzbekistan has developed a number of measures. In other words, the textbooks for grades 6-7 include conversation lessons on the artistic perception of works of fine art. However, the circulation of the textbook is very small, as well as the needs of swimmers and university students require more information in this regard.

Born in the spiritual environment of the twentieth century, with its enormous cataclysms, it reflects not only the contradictions between different systems and compositional techniques, but also the struggle of worldview positions. Some avant-garde theorists and practitioners declare the creation of elitist art alien to social tasks, while others, on the contrary, seek entirely new expressive means to convey a spirit of social protest and revolutionary content. It was distinguished mainly by traditional themes, plot and compositional principles, habitual hypertrophy, and strong (sound, color, plastic, etc.) expressions, rather than in ready-made forms. It is also characterized by the elimination of objectively defined boundaries between species and genres.

Avant-garde (derived from the French word "avant-gardisme", which means "avant-garte" - advanced detachment) is one of the artistic movements of the twentieth century. Their distinctive character is reflected in the outdated trend, the quest for radical renewal of traditions, the search for new means of expression, the discovery of original content, change of form and the improvement of artists' interactions with life. and modernism, fascism, cubism, futurism, expressionism, dadaism, surrealism, and abstract art, which flourished in Europe in 1905-1930. Their main task was to oppose the bourgeois art of the twentieth century, its laws and

regulations, and became a weapon of the socialists. By the 1930s, the avant-garde was losing its self-righteous rebellious nature. After the Second World War, avant-garde traditions in Western Europe and Latin America revived and developed in the form of neo-avant-garde. Later, he developed against the ideas of socialism, embodying the traditions of modernism.

This method of teaching is described as the most effective and the most advanced method of teaching in descriptive activities. Methods of fine arts are classified according to the general nature of the activity: the organization and implementation of educational activities. This includes students' visual, verbal, practical, inductive and deductive, reproductive and problem-solving and independent work; methods of stimulating and motivating learning activities. Enhancing and motivating interest in reading; motivation to stimulate duty and responsibility; control and self-control methods: As for the method of teaching, we can take the example of the "Parents' Academy for the Teaching of Fine Arts" in European countries. In order for them to be able to teach their children, it is important for them to be educated from above, that is, from both sides, parents and education.

In addition, the fine arts use the method of "thinking through the sky" to create an atmosphere of the same period. This is based on the age and level of the student, the school or group of students. This is achieved by telling the facts about the events and methods that are relevant to the same period in the form of a story and asking the reader to explain the events and images that came to mind. As an example, it is worthwhile to discuss, understand and read the composition of the twentieth century avant-garde style. An example of this is the work of Pablo Picasso's *Guernica* (1937). It is enough to think in terms of a set of people's wishes and desires, views on time and the world. Ignorance of borders, thirst for innovation, contradictions can be clearly seen in this direction.

In order to form the avant-garde art of the twentieth century in the minds of students, it is advisable to divide students by age.

For general secondary school students, some methods do not define the general direction of the lesson, but appear as a method. For example, reading a poem (story) at the beginning of a lesson arouses children's interest in a given task and serves as a great helper for the formation of imagination.

Another teaching method is the Demonstration Method and the Observation Method. These form the general basis of the visual activity training system. Because it serves as an important factor in the study, knowledge and reflection of the environment, time and space. The more children develop the skills of observation, communication with the world around them, the ability to distinguish between generality and individuality, the higher the development of children's creative abilities. But observation itself does not allow us to fully describe what we see. It is necessary to teach children important methods of drawing, ways of using different visual materials.

Demonstration methods and teaching methods include the use of nature, image reproductions, samples, other visual aids, review of individual subjects, demonstration of descriptive methods by the teacher, practice of students' work. The show at the end of the episode includes evaluating them. In addition, the advantage of students living in the Republic of Karakalpakstan over other researchers is that in Nukus, the world's second largest museum of Karakalpak art named after IV Savitsky, Avangard, is located. The museum has a collection of works by avant-garde artists

of the 1920s and 1930s. Observing these exhibits is a great opportunity for seekers to form a much larger imagination. Because the student is more excited when he sees the exhibition than when he hears it.

In conclusion, the desired result can be achieved through the use of interactive methods of teaching, comprehensive strengthening of the topic and individual work, visual aids, visual thinking and trips to museums.

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