



**THE ROLE AND SIGNIFICANCE OF THE PORTRAIT GENRE IN  
AESTHETIC EDUCATION OF V-VIII CLASS STUDENTS OF GENERAL  
SECONDARY SCHOOLS**

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**ABSTRACT**

In this article, the aesthetic education of schoolchildren by means of visual arts is justified from a scientific and theoretical point of view, the role of the portrait genre in providing the creative activity opportunities of all schoolchildren is revealed.

**KEY WORDS**

School, student, education, visual arts, aesthetics, culture.

**Introduction**

The deep spiritual and moral revival in our country is the reason for the socio-economic and socio-political changes that started in the Republic of Uzbekistan from the day it entered the path of building a democratic legal state and developing the foundations of civil society. Significant results have been achieved in connection with spiritual-ethical, socio-economic and spiritual-cultural development in all aspects of the life of our republic in terms of establishing a democratic legal state and creating a solid foundation for the development of civil society. At the heart of these achievements and changes lies a person and his spiritual and educational activity.

The decree on the development strategy of the new Uzbekistan for the years 2022-2026 was signed. The goal of the article 5, paragraph 71 of this law is to develop the directions of fine and applied art and design, to improve the artistic and aesthetic taste of the population. To widely promote the exemplary life and work of famous folk artists and masters of applied arts of Uzbekistan and to perpetuate their memory. Popularization of visual and applied art of Uzbekistan at the international level. Improvement of the system of training of advanced specialists in the fields of fine and applied art and design.<sup>1</sup>

On the basis of programs for complex socio-economic development of regions for 2022-2026, regional development programs are developed every year, with a thorough study of the problems and opportunities of all districts and cities;

The main tasks of the school are traditional education, upbringing and generational culture formation. In our opinion, in the system of a spiritually rich, intellectually developed person, the culture of the types and genres of fine art occupies an important place as an important component of the well-rounded development. Education and upbringing are an important prognostic part of culture, and culture itself is their main condition. It is not for nothing that traces of cultural deficit still remain in

<sup>1</sup> Decree of the President of the Republic of Uzbekistan No. PF-60 dated 28.01.2022

education, it can be eliminated only with regularity and consistency. is the targeted priority development of a renewed culture in general.

The works of art, which are the unique culture of our ancestors, are recognized by modern society as an important factor in getting to know spirituality, the continuity of generations, and the sources of national life. The genre of portraiture plays an increasingly important role in fulfilling the tasks of moral and aesthetic education of the young generation and development of creative abilities. Knowing the culture of one's own people makes it possible to understand the unique features of visual art and the culture of other peoples. Therefore, the elements of folk art are not always actively and professionally used in various educational institutions (pre-school education, general education schools, art schools, etc.). Parteritis unites genres and observers capable of expressing different human experiences, and visual art, like no other musical activity, can unite several separate emotions into one powerful feeling, and several hearts into one powerfully feeling heart. . A work of art performed by a child helps him to understand the world of harmony of perception of existence, colorful beauty, plasticity of melodic movement. Therefore, it is necessary to try to choose high artistic works when creating a parterit for schoolchildren of V-VIII grades. But the goal here is not only to teach children the skills of visual arts, but also to teach them to feel the aesthetic beauty of the world.

The role and importance of the portrait genre in the aesthetic education of V-VIII grade students of "General Secondary Education Schools", art and culture knowledge, poetry, enlightenment of the new ages, and Uzbek literature. is studied. This is done in order to ensure that students form values related to humanity, have an aesthetic experience, and understand a person himself and others. The portrait genre is known as an art form that expresses the spirit, form and color of a person. This genre gives students the opportunity to get acquainted with the characteristics of people, their character and nature, the spiritual world, convey the human experience to others, and express themselves.

Aesthetic education teaches students to deeply understand and value works of art. The genre of portrait allows students to develop important values related to their personality and humanity, to find their own place in fine art, to teach the skills of aesthetic description and expression.

The portrait genre provides an opportunity to study and understand the psychological characteristics of a person. Through it, students will be able to deeply understand and understand themselves, their loved ones and others. This is important for them to be friends with people, to influence them, to be a factor in communication.

A creative approach is important for students to express themselves and communicate their inner world to the outside world. At the same time, they are well prepared for the formation and development of their aesthetic skills, the study of their creative character, the light art and, at the same time, to increase their creative activity.

In summary, in general, "Uum Orta Talim Maktablari" in educating V-VIII grade students with an aesthetic spirit, through the lessons of portrait genre, humanity and cultural knowledge, to develop their knowledge of aesthetic knowledge and art, their own It is important to express ideas, creative approach and integration with education.

Each subject included in the school curriculum enriches students' folk art and human culture, raises it to a new level. However, the teacher should always approach the art lesson not as a subject in which the work of art is only an object of study, but as an art lesson in which children's feelings are formed. Only then will the goal of providing students with aesthetic education be achieved. The direction of the future development of Uzbek culture depends on a harmonious and creative solution to this

problem, choosing ways to educate children in the creative spirit of the ancient aesthetic value system. The education we give to children today determines the character of the nation, what it will be like tomorrow, in the third millennium, etc. The teacher himself should correctly understand the aesthetic criteria of art, should not be afraid of experience, should not work blindly according to the program, should be able to find new forms and methods of teaching based on rich experience, it is very important to create new technologies. Visual art classes have great opportunities in the spiritual and moral formation of students through folk art. After all, the nation is directly connected with the good intentions, dreams and inner feelings of the nation, its customs and traditions. The use of works of art created by folk artists in the course of all activities in which students are directly involved in visual arts classes (performance of various actions, creativity in drawing portraits, etc.) accelerates the process of their spiritual and moral formation and deepens the absorption of cultural principles. allows 1.2 images.



Portrait

Author: Rakhim Akhmedov

Figure 1



Portrait

Author: Ruzi Chariyev Chariyevich.

Figure 2

The content of customs and rituals is to use the methods of analysis in the analytical perception of art materials, the methods of collecting and synthesizing thoughts in their conclusions, and making the logical correctness of the conclusions by comparing them with real life - the students' understanding of folk works help to form the ability to draw conclusions.

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