

THE IMPORTANCE OF WORKS OF VISUAL ART IN THE AESTHETIC PERCEPTION OF THE WORLD

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Annotation: in this article, opinions are expressed about aesthetic perception, its content, the role of visual art works in aesthetic perception of the world, and the importance of developing aesthetic perception in students through visual art.

Keywords: fine art, perception, aesthetics, aesthetic perception, existence,

Among the research objects of aesthetics, art occupies a special place, it is the most studied aesthetic field from ancient times to the present day. The difference of aesthetics from these art sciences is that it takes a philosophical approach to its object. Aesthetics studies art in a holistic system consisting of the artist, the work of art, the person who perceives the work of art, and develops the general rules necessary for all types of art. For example, the theory of rhyme in literature cannot be applied to music or sculpture. The theory of composition or style in aesthetics applies to all forms of art, from architecture to fine art photography. Contemporary Aesthetics explores art, its creativity and nature; studies images of artistic currents and trends, creative styles.

Aesthetic perception is the process of familiarizing a person with the general world of beauty as the sophistication of human relations, the unique delicacy of nature or unique the work of art appears as a charm.

Currently, one of the main tasks of our schools is to make students creative not only the need to master and the formation of abilities, but also beauty in them it is also to educate the sense of rebuilding the existence based on the laws. Everyone in our society able to see and understand beauty and elegance regardless of the field of work should know. In order to educate students aesthetically, the teacher teaches them nature shows the beauty, variety of forms. Nature that gives joy and excitement

to children their beauty, indescribable color combinations remain in their minds for a long time is stored.

One of the main tasks of visual arts is aesthetic and artistic to students is to educate. Aesthetic education is the students' understanding of life, nature, art, is to educate the ability to fully accept the beauties of science and society. The beautiful things in life affect the mind, spirit, will, and the spiritual world of a person enriches Aesthetic education includes artistic, ideological, spiritual and moral education receives education. A person's views, feelings, taste in the process of aesthetic education and ideals are formed: this formation is ideological education, creative thinking is strongly connected with development. Aesthetic education makes a person noble and beautiful and makes them prone to humanitarian actions.

Perception of the existence of students' aesthetic taste, to this field an important role in the development of concepts, imagination and memories plays. Awareness classes are usually themed is held before performing the compositions. This is on topic they carefully observe the important object of the composition.

Full perception of existence, surroundings, events in life and Impressions, concepts obtained on the basis of direct observation of events and aesthetic attitude towards the environment is related to.

Perception of art. Art perception is one of the important parts of the educational subject. The purpose of this class is to create works of art by students

conscious perception and assessment of his society and people's lives is to help understand the importance. Also a lesson effective in performing creative work from the knowledge gained in the process use is also provided.

The aesthetic experience with visual art has been shown to occur in two stages. Upon initial exposure to a painting, a viewer spontaneously generates a global impression, or gist, of the work. One's first impression of a painting includes a sense of its pictorial content, overall structural organization and style, meaningfulness, and an affective reaction to it. When gist information in a painting is deemed to have sufficient interest to an observer, the second stage of aesthetic processing ensues. This consists of directed focal exploration of the image to expand knowledge

concerning the work's compositional features and organization to satisfy cognitive curiosity and to develop aesthetic appreciation of a composition.

Psychological models of visual art experience tend to place focus on different elements of the aesthetic process, in turn reflecting relative focus on stimulus-based or observer-based features. Bottom-up approaches tend to focus on early-stage processing of low and mid-level sensory features, while top-down accounts place emphasis on subjective factors that may shape incoming information. Different models also address intervening mechanisms (i.e. how sensory input is translated into reward-based output) to varying degrees.

First of all, it is worth showing the educator the objects of Fine Arts that he can understand. As a rule, children's aesthetic perception of nature, people close to their experience, becomes understandable to children. It should be borne in mind that it is not enough just to show pictures. It is very important that an adult reveals meaning to a child, enriches the aesthetic perception of the surrounding world, nature, cultural experience and additional meaning.

Simply put, you need to explain in your own words what the creator wanted to say with the picture, what methods he did. When listening to any music, it is worth talking about what kind of image will appear from the parents. You need to share your feelings with your child. But for the development of aesthetic perception, it is necessary to choose objects taking into account the age of the child. It is unlikely that he will understand Picasso's Cubism or realize how beautiful Chopin waltzes are. No parent's passion will help the baby understand what it is beautiful until it reaches a certain stage of development.

The aesthetic perception of the surrounding world cannot be imagined without an assessment of the human body. It is better if the child begins to admire not advertising videos, but works of art. It is necessary to explain to the child that external beauty reflects the inner world of a person, his thoughts, state. Then the form of aesthetic perception of the human body goes in the right direction. It is worth investing in understanding that everyone can be beautiful.

An important part of the development of aesthetic perception is the direct

activity of a person. The more he engages in artistic activities, the more delicately he begins to feel the world. After infancy, a person, as a rule, is attracted to drawing, musical instruments.

In the aesthetic perception of the world, several mechanisms are combined: artistic and semantic, figurative language opening, empathic access to the work, a sense of pleasure. The interaction of these components is provided in the human imagination.

Artistic images have both subjective and objective aspects. The second is that the author puts enough things into his work to understand. This is the basis for further interpretations. If the viewer's perception turns out to be the same as the original purpose of the work, then we are talking about a cliché image, a reproduction.

But if the picture is formed outside the traditional frame, the viewer's imagination draws very eccentric pictures when he gets acquainted with the work. Its essence is set aside, and artistry comes directly to the fore.

There are also two plans of aesthetic perception. The mechanisms of separating the viewer's reaction to life events from the reaction to the role of the image in the artistic context are connected here in a unique way.

If the work adequately reflects some reality, the complicity in perception increases. The second mechanism is related to the extent to which the viewer's aesthetic perception is developed. Much depends on experience, knowledge of art, world view.

In cases where the first mechanism is completely excluded, the work turns out to be devoid of aesthetic feelings. If there is no second component, the image will become something empirical and infantile, but it will not have the characteristics of art. Thus, a characteristic feature of aesthetic perception is the connection of these two faces. This creates an artistic effect.

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