

## THE USE OF CREAM IN THE SCIENCE OF SCIENTIFIC TOPICS IN GRADES 1-4 OF SECONDARY SCHOOLS

**Rustamov Akhtam Mukhtarovich\***

\*Teacher,

Department of the "Fine Arts and Engineering Graphics",

UZBEKISTAN

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### ABSTRACT

*When we observe a being, we are amazed to see that the world around us is made up of different colors. Making various clay and plasticine figurines in visual arts activities is an important factor in the development of students' hand muscles, sensing the volume properties of objects by hand, and regulating finger movements. Making various clay and plasticine figurines in visual arts activities is an important factor in the development of students' hand muscles, the ability to feel the volumetric properties of objects, and the regulation of finger movements.*

**KEYWORDS:** *Sculpture, Clay Or Plasticine, Making Various Things In The Stack Yard, Clay Soil, Pottery, Large-Eyed Sieve, Mysterious Bucket, Mixture In The Bucket, Increasing The Hardness Of Clay, Making Clay Figurines, Lacquer Or Alif, Plastic Knife, Blower Whistles, Plywood Flooring, Etc.*

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### INTRODUCTION

Making various clay and plasticine figurines in visual arts activities is an important factor in the development of students' hand muscles, the ability to feel the volumetric properties of objects, and the regulation of finger movements.

Students will learn to make a variety of items from clay or plasticine by hand, using a stack. This type of activity should include: enough clay or plasticine for each student, a 25x25 cm plywood base, a rag, a water bottle, a stack of various shapes, and so on. [1]

One of the factors for students to master the content of the program is to get acquainted with the specifics of the materials used in sculpture.

The main disadvantage of plasticine is that it cannot be stored in hot places (even in the open). Because in such places they can melt. Plasticine does not work well when washed. Clay, on the other hand, is free of such defects and can be re-baked in a muffle furnace and treated with gouache. [2]

Natural clay is used in the preparation of clay. Clay is usually used to make pottery, and it is also used to decorate the walls of houses. This soil can be cleaned of various impurities and used as a clay for visual activities with a little tillage. To do this, the soil is finely ground and passed through a large sieve. The sifted soil is placed in a plastic or glazed bucket and covered with water to cover the soil. This process is continued until the container is full. The mixture in the bucket is left in this state for 1 day. The excess water is then drained and the mud is mixed well

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by hand. It is recommended to mix finely chopped newspaper pieces and a little oil to increase the hardness of the clay. The resulting mud will continue to be soaked until it becomes inaccessible. The finished clay is placed in a plastic bag to prevent it from solidifying. The softness of the clay allows students to easily create the shapes they want. A small amount of water is added each time to prevent the mud from solidifying over time. [3]

Clay figurines should always be made on a non-slip base. This, in turn, keeps the workplace clean and makes it easier to cover and set aside when work is not finished. 25x25 plywood is selected for the base, and the surface is well sanded and smoothed. Then wipe clean with a cloth. The surface of the furniture is painted with varnish or alif oil. In sculpture, small and delicate details are worked on wooden or plastic knives (stacks). They come in many shapes and sizes. They often make mud whistles and various toys. [4]

Plasticine is also widely used in sculpture. But there are some rules to follow when dealing with it. Plasticine hardens when it is cold. And before you start, you need to soften it a bit. To do this, the plasticine box is placed closer to the heat source before training or held in the palm of a slightly damp hand. As a result, the plasticine softens and is ready for use. Plasticine should not be held in the hand for long periods of time. This is because the plasticine becomes too soft and sticky.

The above-mentioned equipment is also needed to make plasticine figurines. Making clay or plasticine figurines requires students to become familiar with different ways of working. [5]

Rounding is one of the simplest ways to process a plastic mass that does not have a specific shape. The palms of the hands are held parallel to each other and a piece of clay or plasticine is placed between them. When the palms of the hands are rotated in a straight line without changing their parallelism, a spherical shape is formed. Round balls can be used to make bread, mushroom caps, plates, apples, teapots and bowls. To create the shape of an oval object, a pre-made round coplocra is placed between the palms of the hands and moved back and forth at an angle to one side. As a result, one side of the ball elongates to form an ovoid shape. This type of processing is usually used to create an image of an object from a single piece. The small details of the objects are given the desired appearance by squeezing them, cutting off the excess parts, and squeezing them. In this case, the flat side of a finger or knives soaked on the uneven surfaces of the object or objects. The joints of the objects should be well smoothed. Clay items are easy to sand with a damp cloth. [6]

Sculpture uses techniques to make things from whole and individual pieces of clay. Bread, plates, cucumbers, carrots, etc. are made from whole pieces. But it is better to work with more complex objects from separate parts. In this case, all the work is done in a "design" way, that is, each part is assembled in its place after finishing separately. The joints are smoothed and smoothed. [7]

Cognition is a form of visual arts that consists of two independent parts - the perception of being and art.

Perception of being can be done independently, as well as in combination with one or another type of fine arts. One of the tasks of the Cognition Act is to show the connection between the visual arts and life. The perception of being includes nature as well as animals and birds and the

study of buildings, architectural monuments, household items, as well as examples of folk applied art.

Perception of being is mainly related to students' drawing based on memory and imagination. short trips to the park, cities, architectural monuments. They reflect their impressions of the trip in their drawings. They also study the nature of other republics through illustrations in books, filmstrips, slides, and pictures. [8]

As a result, students develop a desire for beauty and enjoy it. At the heart of students' emotions is the ability to observe things and objects. Being able to observe nature allows children to understand the shape of things and see different color combinations. Observation makes it easier to understand nature. This is important for understanding the visual arts. And to love a work of art that depicts a landscape is to love nature. [9]

Understanding art is basically talking about works of fine art. Students will learn about the creative work of various artists. They will gain an understanding of the richness of colors used in the creation of works of fine art. Understanding art helps children develop artistic taste, love and understand beauty.

There are no special classes for first graders to talk about fine arts. Conversation classes are combined with seasonal themed drawing lessons. The time allotted for conversation in these classes should not exceed 15-20 minutes. Because long conversations make students tired. [10]

In elementary school, conversations about a work of art are conducted in the form of questions and answers and stories. In most cases, conversation is an active form of such lessons, which is used in every lesson. In the process of understanding art, students become familiar with the phrases used in art classes and learn to use them in conversation. The teacher asks the students questions to draw their attention to the main idea of the play. During the interview, it is recommended to give a brief overview of the compositional connections that are used to reveal the content of the work, as well as the materials used. [11]

Students will also be introduced to the art of color in the process of understanding existence and art. The purpose is to acquaint them with the theoretical and practical foundations of color science. Because students are introduced to the primary colors (red, yellow, and blue) and the secondary colors (orange, green, and purple) directly during the lesson. They practically create new colors by mixing these colors in watercolor or gouache with water or mixing them with each other. In the process of perception, they look for these colors in nature.

The instructor should provide specific instructions on specific techniques for using brushes and paints during the practical work. These include wetting paints with water at the beginning of the lesson, not rubbing the brush hard on the paint, not hitting the dirty brush with clean paints (e.g. yellow, orange, etc.), brushing the brush. little surface running from left to right, from top to bottom (where the brush should always be full of paint), and so on. [12]

The second part of the Art Building program, Art Work, integrates and helps students develop the knowledge, skills, and abilities they have acquired through fine arts activities. It involves the students' practical activities and the creation of a specific lesson based on a well-thought-out plan. It is important that in the process of making different things, children's

construction activities should be practical and creative. This, in turn, develops the ability to think logically, which is an important factor in shaping children's learning activities.

Art construction in the primary grades is a new type of activity that develops students' creative abilities, imagination, and gives children knowledge and skills in the field of art and technology. The peculiarity of this type of training is that the topics are subordinated to one content and have the character of a game.

The name of the construction activity is actually derived from the Latin word "construction", which means "construction". When it comes to artistic construction, primary school students make different toys from different materials (colored and cardboard, wood, discarded materials, natural materials, special construction kits, etc.). studies are understood.

The result of children's artistic construction is that they are naturally inclined to satisfy their desire to build. Because in the process of artistic construction, children usually make a variety of objects and toys, partly through the artistic processing of almost semi-finished forms, without making any significant changes. However, the support of adults in their artistic construction activities allows them to create notable examples.

In elementary school, students learn from the following natural materials: sand, soil, gravel, water, snow, leaves of trees and plants, twigs, roots, seeds of vegetables and fruits, egg shells, straw, and and so on. Real forms of natural materials can be used where needed. At the same time, children learn to emphasize the similarities of any image expressed in natural material, to bring it closer to reality through additional processing, and to use tools in this process. Working with natural materials not only develops students' imagination and creativity, but also develops their ability to create unique fun toys and the like by combining certain natural shapes. In the process of building from natural materials, students learn how to connect different pieces together, whether they are movable or immovable, and how to work with sandpaper, egov, knives, and so on. they also master fluffy bones. In some cases, natural materials are used, as well as discarded materials to enhance the expressiveness and effectiveness of toys. The teacher should pay attention to this aspect of the problem when giving students the necessary insights.

The natural materials needed for the training will be collected according to the season and divided into the required types. It's a good idea to do this while traveling with students on a nature trip. During the trip, the teacher gives the children the necessary insights into each natural material and the necessary instructions on how to collect and store them. The timely completion of these works is of great importance for the effectiveness of the construction of natural materials. This is a process that requires a great deal of responsibility from both the teacher and the students. The more natural materials you need for the lesson, the more varied the content of the assignments will be.

Discarded materials include matchboxes, perfume bottles, glue, paper boxes, foams, used matchsticks, ink-filled felt-tip pens, ink-filled ballpoint pens, colored wire pieces, foam plastic, various plastic containers, tea boxes, and so on. etc. In everyday life, many used dishes are discarded. Students can collect such junk and then make a variety of toys out of it. It also requires the development of students' imagination, creative abilities, and the ability to "see" a sample of the required toys in advance.

Stacks made of wood or plastic are used to make clay and plasticine figurines. Stacks are usually used to work on the finest, smallest details in sculptures. For example, stacking is done by drawing on a piece of clay, carving, scraping or cutting off excess parts. Plasticine is easy to store because it comes in a paper box. They come in 6, 8, 12 different colors. Some plasticine kits also come with plastic stacks. The teacher can make stacks from tree branches in sufficient quantities for all students. The teacher will also show you the plywood floor used in the sculpture class and how to use it.

Plywood flooring protects students' workplaces from contamination. Colored paper is widely used in decorative applications. The teacher shows the students a set of colored papers of different sizes and explains that the larger ones are needed as a background and for cutting large shapes. It is also useful to show some visual aids.

Each student should have a rectangular tablet for drawing. The tablet measures 30x42 cm and is made of smooth plywood. The teacher should be able to put the paper on the tablet and practice how to work on it. If you have to use the tablet at an angle, the papers are fastened with buttons or rubber bands.

From the very beginning of each fine arts class, the teacher should teach students to behave during the lesson, to use the teaching aids correctly, as well as to behave properly during the lesson. . It is important to keep children from drawing on sheets of paper, small notebooks and various notebooks. Explain to the children that the picture is drawn on one side of a notebook sheet. Students should also not be allowed to carry a notebook for sketches. This is because the notebook wears out quickly and does not absorb the paint well.

Often students hold the notebook correctly when they draw a horizontal line, and change the position of the notebook according to that line when they draw a vertical and a curved line. This is redundant and prevents students from knowing whether the lines they are drawing are straight or curved.

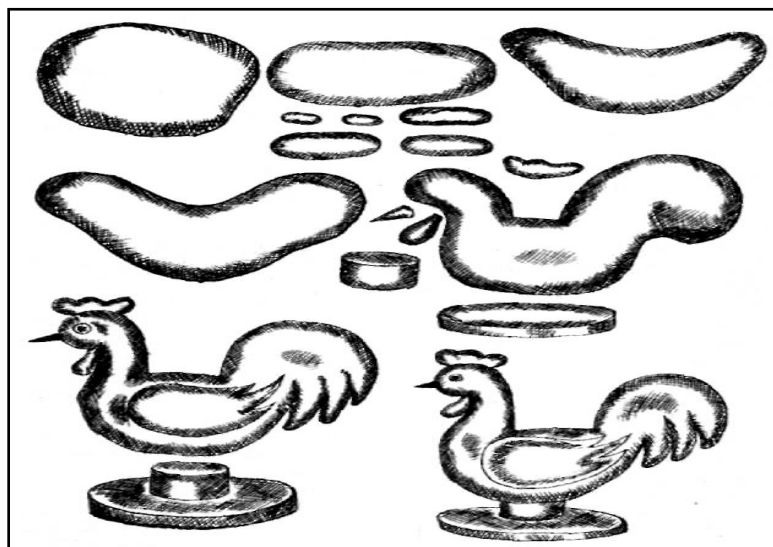
## SCHOOL COURSE EXAMPLE

**The subject of the lesson:** Make a toy rooster statue.

**The purpose of the lesson.** To develop students' skills in sculpting from a single piece of clay. Continue to learn how to process a piece of clay by rolling, rolling, squeezing, stretching, pressing, and grinding. Develop the ability to create a complete toy sculpture by assembling individual pieces.

**The course:** In the previous lesson, as students became familiar with the external structure and characteristics of a chicken in the process of drawing a picture from natural materials, the teacher focused on teaching her how to draw her body parts in clay. He first shows the students a sample of a rooster and a short question and answer session to remind them of the concepts and ideas they learned in the previous lesson. Students will look at Figure 1 to see what parts a rooster toy is made of.





In the next activity, the teacher demonstrates the practicality of separating the parts of the rooster's body, base, crown, and hooves into a ball by rounding them. After the students have completed the task, the teacher shows them how to turn it into a ball by rolling it. He then squeezes and stretches one end of the rooster for the general body to give it the shape typical of a rooster's neck and tail.

In the next stage, the whole body is processed and the beak, tail and body of the rooster are completed. The rooster's crown, hooves, and bottom are then installed and polished.

At the end of the work the shapes of the rooster's eyes, wings, tail feathers are drawn with the tip of the stack (after the clay dries, it is painted with white gouache, the colors of the rooster are given and covered with varnish) .

At the end of the lesson, all the toys will be analyzed together.

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