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Türkiye, Nigeria, Algeria, Spain, Portugal, Pakistan,
Iraq, Azerbaijan, Romania, Poland, Bangladesh,
India, Uzbekistan, Philippines, Uganda, Indonesia,
North Macedonia, Taiwan, Namibia

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THE ROLE OF LOGICAL THINKING IN THE TEACHING METHODOLOGY OF FINE ARTS

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Abstract

Thinking is a cognitive activity of a person, a thinking process. If we pay attention to the teaching methods of fine arts, the development of different thinking abilities about works of art is the main thing. Of course, the development of logical thinking should be brought to the fore, and it should be taught to students in the teaching methodology of fine arts with various methods.

Keywords: Fine art, teaching, methodology, logical thinking

TƏSVİRİ SƏNƏT FƏNNİNİN TƏDRİS METODİKASINDA MƏNTİQİ TƏFƏKKÜRÜN ROLU

Xülasə. Təfəkkür insanın idraki fəaliyyətidir, düşünmə prosesidir. Təsviri sənət fənninin tədris metodikasına diqqət yetirsək, incəsənət əsərləri barəsində müxtəlif təfəkkür qabiliyyətlərinin inkişafı əsasdır. Əlbəttə ki, məntiqi təfəkkürün inkişafı ön plana çıxarılıb, müxtəlif üsul və metodlarla təsviri sənət fənninin tədris metodikasında şagirdlərə çədirilməlidir.

Açar sözlər: Təsviri sənət, tədris, metodika, məntiqi təfəkkür

In general, thinking is important at all stages of a person's life and age, and is based on thinking. Thinking combines ideas, thoughts, ideas in a person. Of course, fine art has an important role in the development of thinking. Skills such as creative, coherent expression, comparison and criticism are built on thinking.

The role of logical thinking in the learning process of fine arts leads to the development of metacognitive skills in the student. Logical thinking of students is formed as an integral part of their daily life. Logical thinking mainly develops in children from the moment they begin to understand and think about the world around them, and becomes a powerful form of influence. Logical thinking in the teaching methodology of fine arts mainly raises interesting questions about works of art in students.

Logical thinking mainly forms the following in the teaching of visual arts in students:

- analysis of works of art
- criticism of works of art
- comparative analysis of artists' creations
- proper explanation of current, style, genre and other terms with personal thoughts

It should be noted that the development of logical thinking is important for the formation of critical and creative thinking. Forms of thinking about works of art are based on logical thinking.

Inductive thinking in students is to look at examples and connect them under a principle, and go towards generalization. It is an indicator of the ability to generalize and draw conclusions. For example: Fuad Abdurrahmanov and Omar Eldarov have an important role in the development of our sculpture. These artists worked on the images of prominent personalities. Therefore, there were prominent representatives of Azerbaijan sculpture at all stages.

If we pay attention to the role played by deductive thinking in the development of the teaching methodology of fine arts, it is a way of thinking aimed at extracting specific examples from general concepts, principles, and rules. For example, the Impressionists worked mostly in the landscape genre. Claude Monet's landscape works such as "Rouen", "Water Lilies", "Parliament of London" are the most famous art examples of this trend.

Analytical thinking in the teaching methodology of the fine art subject leads to the analysis of various information, works of art divided into certain parts, and the development of critical thinking in students.

Students have divergent and convergent thinking types, whose logical thinking skills are different. Students with convergent thinking express quick, simple ideas about works of art, while those with divergent thinking think late and have complex ideas.

The analogical thinking part of logical thinking serves to identify similarities in the works of artists in fine arts. At this time, the teacher should develop the following logical thinking skills in students:

- similarities of artists' creativity
- similar features of genres
- similar individual characteristics of currents

If we pay attention to the role of verbal thinking in the teaching methodology of fine arts, students turn their thoughts into art. In non-verbal thinking, it is the ability to process any information and base it on visual judgment. Students with non-verbal thinking create any picture, sculpture, model in the teaching methodology of fine arts.

Sequential thinking in the teaching methodology of fine arts includes step-by-step thinking. In sequential thinking, the student first says the author of the work, and then its individual characteristics such as genre, style, color.

In the teaching methodology of each subject, students also make logical errors. A logic error occurs in the following cases.

- When making a wrong connection between ideas when coming to a conclusion
- When a wrong conclusion is drawn based on weak arguments

Logical errors in the teaching methodology of fine arts mainly occur when students are exposed to modernist trends, and the fact that the plot line in the works is unrealistic leads to overgeneralization in students, and we hear thoughts like "we will draw such works".

In general, the role of logical thinking leads to more constructive ideas about students' fine art works.

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