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**TEACHING STUDENTS TO LOGICAL AND ABSTRACT THINKING IN  
THE FORMATION OF COMPETENCES ABOUT PICTURE LITERACY**

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**ABSTRACT**

In the article, views on the methods of teaching students to think logically and abstractly in the formation of educational competencies related to visual literacy, pedagogical possibilities of its implementation, educational components that are its components, pedagogical skills and pedagogical technique types and tools valuable information about. Also, recommendations are given on the methods of teaching students to think logically and abstractly in the formation of educational competencies related to visual literacy.

**Key words**

Metasubject, aesthetic-aesthetic, general cultural competences, drawing and visual models in design and media art, easel, graphics, mahogany, miniature, sculpture, fine and practical art, design, artistic-practical crafts, visual arts Laws of 'at such as norm and harmony.

In the world, a number of scientific researches are being carried out on the development of a didactic system for the formation of basic, metasubject, artistic-aesthetic, general cultural competences of students in visual art classes, and on improving the methodical foundations of teaching visual art using interactive software tools. In particular, in the process of teaching art-related subjects, it is important to cultivate visual literacy, use graphic models in design and media art, use information and communication technologies, develop critical and creative thinking, ethical skills, personal and social, intercultural competence in students. becomes important.

In our republic, great importance is attached to the improvement of visual arts education based on innovative approaches, the wide introduction of interactive and digital technologies of teaching. Developing advanced methods of teaching while preserving the traditions of "master-student" and art education, and implementing the activities of creative workshops in the educational process, in the areas of visual arts (table, graphic, majestic, miniature , sculpture) to select the



active talented artists, to improve their aesthetic level and skill"[1] is gaining special priority.

The educational, educational goals and tasks set in the process of teaching fine arts provide students with a complex aesthetic effect by means of educational materials related to fine and applied arts, design, artistic and practical crafts, and architecture. is to form and develop their artistic and visual intellectual potentials and to develop their creative competences. In the process of completing educational tasks related to learning the basics of fine art, students are directed to creativity. Through new solutions to problems, they improve their creativity and imagination, the skills of using the rules of fine art, such as norms and harmony, in their visual creative activities [3].

At the same time, it is worth noting that a comprehensive approach to the development of students' educational competencies related to visual literacy in visual art classes is also important.

On the basis of studying the historical foundations of fine art, observing the illustrations drawn on works of art, students can learn about the lifestyle, culture, clothing, tools, animals, structure, shape, color, and texture of our ancestors who lived thousands of years ago. they will have a broad idea about the dimensions and their mutual relations [4]. The application of these ideas to practical pictorial-creative activities is important as an important component of students' educational competencies related to pictorial literacy.

The subject "Fine Art" taught in general secondary schools is distinguished by the fact that it is of special importance in teaching students to think logically and abstractly, develop imagination and memory, visual creativity and fantasy. Students solve the problem in front of them in several ways during the lessons of fine arts [5]. This factor, in turn, directs students to deep thinking, artistic and creative thinking. Let's say that students try to remember events related to the topic and its characteristic aspects while working on compositions on life, myth or fantasy topics. In the process of creating compositions on such a subject, the reader must decide in which place and in which time the event took place, whether it is on earth or on alien planets, under water or in the sky, in nature, inside or around a house, whether a group of people is depicted in the composite picture or animals, creatures. What will be its anatomical structure, shape, colors, dimensions? - are looking for answers to a number of questions [6]. Similar processes effectively serve to form educational competencies of students for wide observation.

The image is processed on the basis of multivariability, combination, etc. [2]. Students consciously imagine the theoretical foundations of visual art - light and shade, color theory, perspective, composition, and apply them in their visual activities. They make a serious effort to make their pictures creative, new, original

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and unique. At this point, it is permissible to say that one of the important tasks of visual art classes is to develop students' observation, to be able to see and feel existence, as well as to develop their memory. Therefore, in the study, these qualities formed in students were considered as one of the important components of image literacy competencies.

Most students will have to engage in some form of visual activity in their future lives [3]. That is, a number of competences related to knowing how to draw are important and necessary not only for artists and designers, sculptors and architects, but also for educators, engineers, doctors, agronomists, builders, soldiers, specialists and scientists of various fields. Let's say that each of them has to create and work with pictures, schemes, diagrams of various contents during their professional activities. They also try to depict and project important ideas and thoughts that are difficult to explain in words through their sketches.

In conclusion, in the process of training students to think logically and abstractly in the formation of educational competencies related to visual literacy, while ensuring the development of their aesthetic needs and high emotional creative-artistic tastes, visual arts It is necessary to be widely introduced to effective methods, methods and means of satisfying their interests (working with various sources, working with various information, including computer literacy, etc.). Especially in order to satisfy the artistic and aesthetic interest of students in relation to the works of art created by artists, it is important to have a positive attitude and appreciation towards them, and to direct students to emotional, emotional and artistic analytical perception in their artistic activities.

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