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# Teaching Mother Tongue Lessons by Integrating Visual Arts and Fiction

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*Uteuliyeva Mexriban Ibragimovna*

*Assistant teacher at Tashkent university of humanitarian sciences*

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**Abstract:** This paper explores the benefits of integrating visual arts and fiction into teaching mother tongue lessons. It discusses the challenges of teaching language and the importance of creating an immersive environment that encourages language learning. The study highlights how art and literature can be used to enhance vocabulary, comprehension, and communication skills. It also examines how visual arts can be used to support students' cognitive development, creativity, and critical thinking skills. The findings suggest that by integrating visual arts and fiction into mother tongue lessons, teachers can create a more engaging and effective language learning experience for students.

**Keywords:** mother tongue, fiction, visual art, comprehension.

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Language requires speaking, telling. A painting shows and expresses meaning through colors. Language is described through words. Studying and teaching works of art is one of the main tasks of visual arts. Just as the science of literature teaches to read and understand literary and artistic works, the subject of fine arts teaches a student, a school student, to see, understand, and analyze a work of art. Both of them consist of a theme, plot, idea, artistic style, images, and characters, and the era and event of the event in the work are expressed in them.

When the principle of visuality is used in the teaching of mother tongue and literature, examples of visual art are mainly used. After all, the saying "it is better to hear once than to hear a hundred times" is not in vain. That's why K.D. Ushinsky said, "even a dumb person speaks when he sees a picture."<sup>1</sup> Demonstration is so important in the teaching of fine arts that no lesson in the teaching of science is complete without an exhibition. In this subject, a lesson without an exhibition is not considered a lesson.

"Restoring our national heritage in the fields of fine and applied arts, conveying the rich creative heritage of Kamoliddin Behzod to our people, perpetuating the memory of famous artists and folk masters who made a great contribution to the development of the field, post-university education in creative direction The signing of the important decision on the organization of the lim, retraining and upgrading of personnel and further increasing the efficiency of the field of fine and applied art and design in our country"<sup>2</sup> means that the field of fine art is relevant, it is necessary for the human spirit, spirituality, and thinking. Mother tongue, like visual arts, encourages thinking.

One of the important features of fine art is that it not only expresses existence, events and things in nature and society, but also provides people with new knowledge, imagination and understanding, and serves as a powerful factor that enriches people spiritually and initiates creative growth. Or, to put it in one word, "Art, - according to V. G. Belinsky, - is figurative

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<sup>1</sup> К.Д.Ушинский. Танланган пед.асарлар. Т. 1959. 56-6.

<sup>2</sup> Ўзбекистон Республикаси Президентининг 2020 йил 4 апрелдаги "Тасвирий ва амалий санъат соҳаси самарадорлигини янада оширишга доир чора-тадбирлар тўғрисида"ги ПҚ-4688-сон Қарори

thinking."<sup>3</sup>

It is appropriate to quote the following comments of Abdulhamid Cholpan about literature:

"Literature is a flower in the darkest rooms of the history of every nation's emotional heart, where life grows in all shades and colors, and the graceful language is a flower that cannot be rewarded together. Within the framework of this environment we live in, its wave changes depending on the different lifestyles of a person...

...Literature is literally dead, withered, tarnished, extinguished, to give spirit to the injured, wounded heart, not only to our body, but to our blood, which cleans the black mud, and cleans the sharp dirt of the heart. We need the pure water of enlightenment that washes us, the spring water that makes our cloudy windows bright and clear..."<sup>4</sup>

It is possible to compare, analyze and respond to aphorisms about literature and visual arts in mother tongue classes. Or he can learn to express his conclusions by comparing Cholpo's opinion about literature with Abdulla Qahhor's:

Literature is the work of the soul, the result of inspiration. A work written without emotion and inspiration is like an unpollinated flower - it does not bear fruit. Only a work that pleases the heart will please the reader, and the reader's heart is full of fruit...

... Just as the sun, air, earth, and water feed all animals and plants, the life of the people inspires the writer. The more talented the writer, the more experienced his hand holding the pen, the more deeply grateful the people are to him, the more deeply they respect his work and Literature in general.

When B. Oripov made observations on the understanding of examples of fine art, the following situation was observed. These images, with their clarity, believability, objectivity, and reality, serve as tools that quickly and clearly influence the mental activity of people. But not everyone understands the works of fine art. He cannot correctly assess its artistic aspects. Such people get bored quickly when they enter exhibition halls and museums, because such a viewer cannot understand and see the work with interest, cannot analyze it with emotion and strong passion<sup>5</sup>.

All academic subjects use visual arts. However, no science teacher can provide complete information about the creation of a work of art, its theme, plot, idea, and artistry. Therefore, no matter how many lessons these paintings are taught, the art teacher himself will reanalyze these works. During the analysis of art genres in fine art classes in higher education institutions, the teacher pays the main attention to the idea of the work, and the artist to his artistic style. But in the analysis of works of art, there must be a certain system and order. It is also necessary to have certain concepts about the symbolic meanings of colors. Accordingly, in the analysis of works of art:

1. Information about the author of the work is provided.
2. Discussion on the theme of the work, can the work respond to the theme, its plot and idea?
3. The idea of the work - what issue or problem the artist raised in the work based on the plot he described;
4. The plot of the work - in this work, correct, scientific information is given about the object, event, things, landscape, people and animal world or others;
5. An understanding of the artistry of the creation of the work, the artistic style, the artist's

<sup>3</sup> Н.Г.Белинский. Танланган асарлар. 3-том. М. 1948 й. 67-бет

<sup>4</sup> <https://www.ziyouz.com/>

<sup>5</sup> Оripов Б. Тасвирий санъат ва уни ўқитиш методикаси. – Тошкент. 2004. 176 б.

knowledge, talent, and skills;

6. Information is provided about the artist's research, material collection, summarization, draft, etude sketches during the creation of the work;
7. The fate of the work - i.e., the current condition of the work, its current location, and the exhibitions in which it has been exhibited.

For such an analysis of a work of art, a future teacher of fine arts needs to know how to work with a picture, to understand the work well and to be able to explain it to others. Art works are not analyzed due to the lack of qualified artist-pedagogues in our educational institutions. Even if it is analyzed, it will be analyzed incorrectly and incompletely. Therefore, the lack of good teaching of art creates difficulties in bringing our art to our people. Until now, there are very few works of art in the Uzbek household. They don't even get the artwork. The main reason for this is that art works are not taught well in our schools. Accordingly, reproductions of works of art are placed in the visual arts cabinet at the educational institution, and exhibitions are organized from them<sup>6</sup>.

The purposeful selection of works of art for study by students is determined by the following principles:

- ✓ the artistic and aesthetic value of works of visual art;
- ✓ variety of visual art types and genres,
- ✓ traditional types of folk art, technologies of artistic processing of materials in folk art;
- ✓ unity of aesthetic perception and artistic practice;
- ✓ in accordance with the educational goals for each class,<sup>7</sup>

In fine arts classes, students can be assigned educational tasks using examples of fiction. It connects two important disciplines. For example,

**Task 1. In Abdulla Qadiri's novel "O'tkan kunlar" the author draws the characters of Kumush and Otabek with words. How in your imagination? Does the image in the movie and the book match?**

Kumushbibi is described as follows: "... when her eyes under dark curled eyelashes fixed on one point, as if she saw something... a dark bow, passing gracefully, when her eyebrows furrowed, as if he was afraid of something... when his white face without dust like a full moon turned a little red, as if he was ashamed of someone... On the right side of his nose, he scratched the black mole, which was placed by the extremely masterful hand of nature, and took his head off the pillow<sup>8</sup>.

Today, artificial intelligence is also drawing a portrait of a person based on a verbal description, but a picture drawn by hand with color is more expensive than that. In order to understand the reason for this, it is necessary to develop the ability to understand the examples of impressionistic art.

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<sup>6</sup> Орипов Б. Тасвирий санъат ва уни ўқитиш методикаси. – Тошкент. 2004. 176 б.

<sup>7</sup> Сокольникова Н.М. С597 Методика преподавания изобразительного искусства: учебник для студ. учреждений высш. проф. образования / Н. М. Сокольникова. — 5-е изд., перераб. и доп. — М.: Издательский центр «Академия», 2012. — 256 с.,

<sup>8</sup> Абдулла Қодирий. Ўткан кунлар. Роман. –Тошкент. 2020.

**Task 2. How well does the artistic portrait of Otabek from the work correspond to the one in the film. Express your opinion**

In the work, Otabek is described as follows: "He is a man with a heavy nature, a great body, a handsome and white face, handsome, dark eyes, a well-proportioned black forehead, and a young man whose face has just turned green."

In fiction, authors also use landscape art. For example, it appears a lot in the memoirs of Zahiruddin Muhammad Babur.

**Task 3. Draw a picture of Fergana region using the definition given in the work.**

"Boburnoma" describes Fergana as follows: "Fergana is a small region, its grain and fruits are prosperous. Tevarak is surrounded by mountains, there are no mountains on the western side, that is, on the side of Samarkand and Khojand. In winter, the enemy cannot come from any direction other than this side<sup>9</sup>."

**Task 4. Use the description of Sayhun river in "Boburnoma" and try to draw its picture with a brush.**

Sayhun river is known as Khojand water, it comes from the east-north side, passes through the region and flows westward; Passing the north of Khojand and the south of Fanokat (now known as Shahrukhiya), it turns north again and goes to Turkestan. Much lower than Turkestan, this river completely sinks into the sand, and does not join any dykes."

**Task 5. Use the description given about Andijan stream in "Boburnoma" and try to draw its picture with a brush.**

The description of the Andijan river is as follows: "The Andijan river passes through the neighborhoods of Osh and enters Andijan. Both sides of this stream are rich with gardens. The gardens are connected to the stream. Purple will be very elegant. There are running waters, the spring is very good. Many tulips and smallpox will open."

**Task 3. Draw a picture of Margilon using the definition given in the work.**

The definition of Margilan is as follows: "Another one is Margilan. In the west of Andijan. It is seven miles from Andijan. It is a good town, full of blessings: pomegranates and apricots are very abundant and good."

In conclusion, it can be said that visual art and verbal art (literature) are inseparable, inspire and complement each other, educational subjects. In their training, the integration approach was the most correct approach. There are many cases in history when writers, poets, and vice versa, poetry and other works of art inspired artists to create a work. Artists draw special pictures in the poetry books of the poets, so that visual art complements the poem and helps to understand it.

Using examples of fiction in art classes can inspire future artists. It causes the creation of new works. In the classes, drawing assignments are developed based on the descriptions given by writers and poets to historical persons, places, things, plants in artistic works, and if they are also used in test classes, the skills of future specialists will be improved. and it is possible to evaluate skills, talent, imagination, way of thinking.

<sup>9</sup> Захириддин Мухаммад Бобур Бобурнома. Мемуар. –Тошкент, 2021. 193-6.

**Table 2.3. The following technologies, methods and ways were mainly used in the teaching of visual arts with integration of literature:**

Topics	Methods and ways	Technology
In teaching theoretical information. For example, "portrait and landscape"	Wien diagram "T-chart" "Cluster Method" "Comparison Method"	<b>Technology of collaboration</b>
Portrait and landscape in literature	"Find your place" method	
Portrait and landscape in visual arts	"Chain" method, "Find a pair"	
Description of images in words	"Domino" method, "Who can find the most words?" Based on the picture. A creative approach was taken	
Image of characters	"Do you know a partner?"	
Artistic representation of places	"Speaking artist" method ( new)	
Color image of places	"T-chart" method "Comparison" method	
Work on the photo error.	"Art of calligraphy" method	
On the topic of artistic communication	"Cluster" method	
Literature and visual arts	"Comparison" method	

In conclusion, integrating visual arts and fiction into mother tongue lessons can create a more dynamic and engaging learning experience for students. By using various mediums, such as pictures, films, music, and literature, teachers can stimulate learners' imagination and curiosity about language. In addition, this approach promotes cultural awareness by exposing students to different perspectives on their native language. Overall, integrating visual arts and fiction into mother tongue lessons is an innovative way to enhance language learning while promoting creativity and critical thinking skills.

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