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INTERDISCIPLINARY RELATIONS IN TEACHING FINE ARTS IN PRIMARY SCHOOLS

Abstract. The formation of a highly qualified, creative personality is one of the most important tasks for secondary schools in the Republic of Azerbaijan which is progressing through independence and sovereignty. The successful solution of this task depends mainly on the effective teaching of subjects in primary classes. It is difficult to achieve good results without teaching students how to read and write correctly from the first day, without arming them with the necessary mathematical knowledge, clear ideas about nature and society, without instilling creative abilities for the development of artistic and aesthetic thinking, and without creating certain skills on this basis. The subject of Fine Arts has an essential role in solving this important problem. The works of Fine Arts reflect not just an ordinary image but a person and a part of life as a whole. Such works cannot be understood as an ordinary fantasy of the artist or his dream world. It should be remembered that each work of Fine Arts stimulates a person's thought and plays a role of food for the enrichment of his inner world. It has a strong influence on his general development. Let's remember the Gobustan petroglyphs. The images there are not ordinary drawings. Observers try to study the signs, individual patterns, elements and internal relations between them, laws and regularities, interpret them and draw the necessary conclusions for themselves. They often transfer what they have observed and learned to other objects, enriching their knowledge about nature and society with various means. Art works that preserve the history of the people and keep them alive reflect the characteristics of the period in which they were created, and give the opportunity to say a certain word and reason to define the social environment, people's consciousness and thinking.

Key words: Fine Arts; interdisciplinary relations; students; teaching; teacher; works; outstanding artists.

INTRODUCTION / ВСТУП

Formulation of the problem. The subject of fine arts provides students with the opportunity to communicate through fine art works, helps to develop students' artistic creativity, a sense of color, and composition. At the lessons of fine arts in primary school, such issues as: experimental production of objects by drawing, creation of applications, simple analysis of works of fine art, assessment of their aesthetic merits, identification of their good and bad sides, means of expression, expression in the process of one's aesthetic communication [2, p. 53]. If possible, it is necessary to conduct excursions to the places where these works are located, it is also necessary to get acquainted with nature at different times of the year, visit architectural monuments, art museums.

The materials taught at the lessons of fine arts introduce students to the phenomena occurring in nature and society, the history of the people, the gallery of works of art, form their ability to think independently and describe what they think.

Gradually, students have the opportunity to move from concrete thinking to abstract thinking. Experience shows that each of the materials studied in the visual arts program can be related to other subjects. In this process, the student collates and compares facts and events, information, searches for the necessary connections and threads in the corresponding ones, combines coinciding ones, separates different aspects. As a result, their wealth of knowledge in various subjects is enriched. This means activating thinking, approaching objects and events from your own point of view, choosing and taking what you need. In such cases, the student does not mechanically perceive knowledge for the sake of information, but, on the contrary, he has a conscious attitude towards them, which allows him to more deeply assimilate the content of the studied materials, apply what he has learned, and learn to work in any conditions.

Fine arts also play an important role in the humanization of education, giving a powerful impetus to the enrichment of the spiritual world of students. Forms a careful attitude to things created in nature, instills the ability to see, perceive, hear, understand and appreciate beauty. Real nature comes to life before the eyes of students at the lessons of fine arts. Existing links and relationships between objects are searched for and found. Each find in its own way affects a person, his feelings, his spiritual world. The meaning of these feelings, the power of influencing people is connected with the fine arts. From this point of view, one should correctly assess the rich possibilities of the fine arts and apply the appropriate materials from other disciplines. All this once again emphasizes the need to strengthen the links of fine arts with other disciplines.

Recently, special attention has been paid to the integration of knowledge into the learning process in primary school. Experience shows that the most optimal way of integrative learning is the correct use of the principle of interdisciplinary communication. The integration of knowledge forms the ability of the younger generation to make judgments and intellectual conclusions. Judgment is a cognitive process. And this arises only on the basis of analysis-compilation, comparison and reconciliation, generalization and conclusion. Where there is judgment, there is knowledge, experience, and application, and there is self-mastery over what is mastered.

Analysis of major research and publications. Interdisciplinarity is not a new problem. Both in our republic and in the former Soviet Union, this problem has become the object of research by many scientists. Scientific works of M. Mehdizade [5], Z. Garalov [4], Ya. Karimov [3], A. Ragimov [9] and others. Mentioned scientists have investigated the general issues of the problem of interdisciplinary communication.

The studies of O. Racabov [8], Z. Osmanov [7], Sh. Mikayilov [6] refer to elementary school. Studies show that, although their work serves as a source for our article, so far no special research has been conducted in the republic on the teaching of fine arts related to natural science and mathematics. The problem we studied can be considered the first step in this direction.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of this article is to determine the possibilities of teaching fine arts related to reading (materials related to getting to know the outside world), natural science and mathematics, to develop optimal means and ways of creating connections, to study its impact on the quality of education. If the opportunities for learning, visual arts related to reading (materials for getting to know the environment), natural science and mathematics in grades I–IV are correctly identified, then enough space should be given to independent activities of students in the process of communication, then similarities, compatibility, various aspects between materials; effective ways have been identified that will serve to a deep study of the essence of interdisciplinary connections, the improvement of the quality of education and the overall development of students will be ensured.

Based on the purpose of the study and the working hypothesis, we are faced with the following *tasks*:

- analysis of programs, textbooks and teaching aids in terms of the problem;
- research of pedagogical and methodical literature;

- study of school experience;
- development of effective ways to combine fine arts with reading (materials for understanding the world), natural science and mathematics;
- determination of the impact of effective ways of teaching fine arts related to reading (materials related to familiarity with the environment), natural science and mathematics subjects, on the quality of education and the level of knowledge of students. The methodological basis of the study is a set of theoretical provisions, methods and means used to comprehend and change pedagogical facts, phenomena and processes.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Speaking about the teaching of fine arts in relation to other subjects, we must also pay attention to the specifics of fine arts in determining the requirements for it. We also have to study some of the characteristics derived from its essence. We also know that various areas of visual art reflect life events as an artistic image visible to the eye. Therefore, these areas are closely related to each other. It should also be noted that graphics, painting, sculpture, arts and crafts and monumental art are types of fine arts that differ from each other in their unique features, and there are various means of expression that distinguish them from each other. For example, drawing, color, shadow, plastic form, etc. is one such tool.

Historical experience shows that different types of fine art can be used to reflect social ideas and historical events. Simply put, the ways in which these ideas and events are reflected in the visual arts are different. For example, if in any work of painting – distance, light, air from colors awaken the imagination; in graphics – if lines, in most cases black and white connections are used, in sculpture – volume, silhouette, movement, etc. For clarity, it is appropriate to consider some types of fine art in the article.

Graphics is the main type of fine art. Graphics include drawings made in various techniques. Thematic works, portraits, landscapes, still lifes, etc. Such works are sometimes called "table graphics" in the visual arts. Easel graphics include engravings on metal, wood and linoleum, lithographic drawings on stone, etchings, as well as pencil and marker drawings. Drawings created in any easel graphic technique can be either one-color or multi-color. For example, book and newspaper illustration, magazine graphics.

One of the fine arts is painting. In some cases, this type is interpreted as the oldest type of art. Painting developed from works in monumental,

monumental-decorative, theatrical-scenery, easel and miniature styles.

Sculpture occupies a special place among the fine arts. In sculpture, it reflects the image of a person and any object, volume. The type of decorative and fine arts is associated with examples of folk art. These include carpet weaving, silk weaving, embroidery, weaving, pottery, copper, jewelry, etc.

Monumental art is also a type of fine art. Usually examples of monumental art are examples of large-scale creations (giant buildings, frescoes, sculptures and reliefs with decorative ensembles).

It is known that depending on the content of each material, there are specific features of its teaching. This specificity creates diversity in the learning process. As in all subjects, the study, consolidation, testing and presentation of new material at different stages of teaching fine arts can be associated with reading (acquaintance with the outside world), natural science and mathematics. Experience shows that when teaching fine arts related to the subjects we have listed, you should pay attention to certain requirements:

1. Materials taught in one subject should contribute to the deepening of knowledge gained in other subjects about natural and social phenomena. In short, the equivalent of what is taught in art classes in other subjects should improve the quality of students' knowledge and put simple knowledge into practice.

Suppose, in the third grade, in the lesson of natural science, materials related to the teaching of the forest belt of our republic were taught. Schoolchildren received certain information about the importance of forests, planting and caring for them. Taking this as a basis, work on the description of the forest is carried out with students in the lessons of fine arts. With the help of various pictures and slides, the teacher first described the forest, the sights of the republic, the beauty of these places, the ecological significance of the forest, etc. Pupils receive new information, consolidating previously acquired knowledge. Between the materials studied in both subjects, connections are established, internal connections are built, similar things are generalized and conclusions are drawn. By addressing multiple factors and details, the teacher enriches and exhausts the students' imagination. Thus, the development factor in the direction of integrative information arises from individual factors, considerations.

In the 2nd grade on the subject of Fine Arts, the topic "Autumn" should be studied. A few days before, in the reading lesson (materials for getting to know the outside world), students observed nature and examined objects and phenomena under the guidance of a teacher. In autumn, the weather cools down, trees, grasses, bushes change their appearance, etc. The teacher reminds the students of the information they received from nature. He talks about the

signs of autumn. Summarizes your knowledge. Students are active in the classroom. After that, second-graders are invited to describe their autumn natural landscape. Schoolchildren enthusiastically draw in their imagination what they see and observe in nature, and with the help of suitable colors they try to give the appearance of trees, bushes, grass, leaves in the autumn season.

Or in the III class on the subject of fine arts, work on the reproduction of the works of Sattar Bahlulzade should be completed. In addition, earlier lectures on nature, the world of beauty, and the ecology of our republic were given at the lessons of natural science. The teacher draws students' attention to the pictures associated with the appearance of the teaching in different chapters, and conducts a conversation on works that resemble the image of nature. Nature is described in words. After that, he introduces them to the reproduction of Bahlulzade's works and gives the students a task.

Let's take another example. In the third grade, in the fine arts lesson, work on the reproduction of P. Picasso should be completed. Before that, students received some information about the construction of various geometric shapes (rectangle and square) in the mathematics lesson, and also completed practical work on the construction of geometric shapes reflected on the blackboard and in notebooks. Classes performed in the lessons of mathematics (or natural sciences) give students certain knowledge and practical skills.

2. The creation of interdisciplinary connections presents the student with the problem of thinking and research. He remembers what he has learned from one or more items related to a new topic, approaches objects and events from one point of view, groups their similarities and differences, and comes to a certain conclusion. Thus, in a short period of time during the educational process, the student receives any information from several sources. In this case, training is optimized and its quality is improved. Let's say that in the second grade, students were instructed to draw a picture on the theme "March 8 International Women's Day" in the art class. Before that, at the reading lesson (acquaintance with the world), the work "Preparing for the holiday" was carried out, the students read certain poems and stories, examined pictures, listened to musical works. In art classes, these works come to life before our eyes with the help of various means. In the classroom, special emotional conditions are created.

Later, the teacher draws the students' attention to what they have learned in mathematics – "greater than", "less than", "less than", "greater than", "equal to". Objects are added, their shape, size, color are determined, and with the help of games, the interest of schoolchildren is awakened. Then the students are invited to draw a picture on the theme "My mother". Thus, links

are established between the knowledge that students receive in different subjects. These relationships contribute to the formation of students' independent thinking, enrichment of their knowledge, inner world, development of artistic and aesthetic abilities and tastes.

3. It is advisable to pay attention to the alternation of subjects in other subjects in the programs, as well as to reflect the subject "Fine Arts" in other subjects, including reading, science and mathematics programs. For example, in the 1st grade, students should be taught the topic "Constructing simple patterns between two lines" from the fine arts, so that they remember the work done in matching colors and various rhythmic patterns when familiarizing themselves with the world around them, and try to distinguish between different shades and different color patterns. Thus, schoolchildren learn colors, shades of colors, rules for working with colors, etc. Such coordination not only strengthens the knowledge gained in individual subjects, but also contributes to their deepening.

4. In interdisciplinary communication, one should not allow randomness and randomness. The teacher must study the program materials in depth, determine in advance the possibilities of different subjects, the topics that need to be connected.

5. Passion for interdisciplinary connections is unacceptable. Experience shows that the correlation of local and non-local sometimes does more harm than good in the learning process. If there is no possibility of communication, then it is not advisable to create artificial communication.

6. Interdisciplinary communication contributes to the development of the intellectual level, creativity and activity of students by combining knowledge, skills and abilities in several subjects. Experience shows that one of the important tasks of each subject is to develop in students the ability to think, explore, understand. The content of educational materials should not be provided to students in finished form. On the contrary, often the content must be knotted, tangled, jumbled like a thread. The knot is untied with the help of thought and logic. Because thinking is driven by problems. Problem-free thinking cannot be simple, open thinking. Both methods of thinking should be used here – induction and deduction. For example, in the second grade in the visual arts class, when working on "Introduction to Works of Art", students should remember what they learned from the environment, a description of the nature that surrounds them.

However, it is necessary to raise problematic questions that provoke students to creative activity. Because where there is a problem situation, thinking begins. Attention should be paid not only to the relationship of fine arts with other subjects, but also reading, science and mathematics with materials on this subject.

Experience shows that one-way communication does not always increase the value of education. To do this, you need to coordinate the items with each other.

7. Interdisciplinarity requires students to have a certain level of preparation. A student who has not undergone such training cannot demonstrate deep knowledge and skills. It will be difficult for students who do not have a sufficient understanding of nature, who do not know mathematics, who incorrectly determine sizes, to draw any object from the fine arts. Undoubtedly, this is due to the low quality of education.

8. In order for interdisciplinary communication to be carried out effectively, the teacher must be highly trained. A teacher who does not clearly present the content of the educational material, who does not know the communicative capabilities of other subjects, who is not able to choose the means and methods suitable for mastering the subject, cannot establish interdisciplinary communication at the proper level.

9. Use the most optimal and creative methods in connection with the study of fine arts (experience with the world), natural science and literature.

10. It is necessary to adhere to such principles of didactics as: scientific character, consistency, awareness, activity.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used during the study:

1. Observation.
2. Interview.
3. Studying school experience. In connection with the problem, the daily plans of class teachers, notebooks about students, albums for drawing students were viewed.
4. Pedagogical experiment. In order to study the situation related to the teaching of fine art materials and to test the effectiveness of the applied system, a pedagogical experiment was conducted.
5. Theoretical research methods. Analysis-content. Induction and deduction. Mathematical-statistical method.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Observations, experimental studies, analysis of methodological literature and textbooks in the primary grades of general education schools allow the article to come to the following conclusions:

Intersubjectivity is a very important didactic principle, a difficult problem in primary school. Therefore, it requires a special approach in the educational

process. Interdisciplinary communication includes the general goals and objectives of education. Reliance on special forms, means and methods in the formation of relations in the educational process gives positive results in terms of the problem.

Interdisciplinarity ensures deep assimilation and systematization of knowledge gained in several subjects in the lesson. This opens up wide opportunities for transforming knowledge into skills, and skills into skills. This intensifies the acquisition of information from several subjects. Most importantly, it enhances the scientific nature of the lesson.

The study showed that there are ample opportunities to link art classes with reading (materials related to familiarity with the environment), mathematics and science, given these opportunities, the teaching of art materials and materials in mathematics and science should be taught at the same time, to the extent possible. Maybe. In this case, students easily understand the scientific essence of natural phenomena, they can carry out independent and creative activities.

The maximum use of local materials in the combination of fine arts with natural history gives effective results. It should also be taken into account that the results of interdisciplinary relations largely depend on their organization in the city and the countryside. Since the problem of teaching, the connection of fine arts with reading (materials related to familiarization with the environment), natural science and mathematics has not been solved at the proper level, serious defects are allowed in school practice. The level of knowledge, skills and abilities of students is below the requirements of the program. They cannot be creative.

The combination of any subject from the fine arts with several subjects, observations and personal experiences of schoolchildren provides a deeper assimilation of educational material. If the possibilities of interdisciplinary communication of fine arts in reading (materials related to acquaintance with the environment), mathematics and natural science are correctly determined, then in the process of communication, independent activity of students is ensured, when regularity and systematic attention is paid to interdisciplinary communication, when similarities, compatibility are revealed, differences between materials, specific ways follow from the essence of communication, which improves the quality of education and the overall development of students.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Based on the above, we can come to the following results:

a) in the visual arts programs of grades I–IV, it is advisable to pay special

attention to the possibilities of communication with reading (materials related to getting to know the world), mathematics and natural science;

b) it would be useful to consider the issues provided for in the programs in the upcoming textbooks;

c) it is expedient to comprehend the methods of connection of fine arts with other subjects in the pedagogical and methodological literature.

To improve the teaching of fine arts and, consequently, improve the quality of education, it is advisable to purposefully, consistently and systematically apply the principle of interdisciplinary communication.

It is useful to conduct research in terms of making diagnoses, predicting the future school, and integrating courses in order to address shortcomings in the school experience. It is expedient to hold regional and republican scientific-practical conferences on the problem of teaching fine arts in connection with other subjects.

Prospects for further research in this direction. The relationship of fine arts with other subjects not only provides a deep mastery of the subject, but also creates a great cognitive opportunity for the conscious assimilation of knowledge from other subjects, the transformation of knowledge into skills.

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МІЖПРЕДМЕТНІ ЗВ'ЯЗКИ ПІД ЧАС НАВЧАННЯ ОБРАЗОТВОРЧОГО МИСТЕЦТВА В ПОЧАТКОВИХ КЛАСАХ

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Анотація. Формування висококваліфікованої, творчої особистості є одним з найважливіших завдань закладу загальної освіти Азербайджанської Республіки, яка йде шляхом незалежності та суверенітету. Успішне вирішення цього завдання залежить головним чином від ефективного викладання предметів у початкових класах. Важко досягти результатів, не навчивши учнів правильно читати й писати з першого дня, не озброївши їх необхідними математичними знаннями, чіткими уявленнями про природу і суспільство, не розвивши творчих здібностей для розвитку художньо-естетичного мислення, і без створення на цій основі певних навичок. Суттєва роль у вирішенні цієї важливої проблеми належить предмету «Образотворче мистецтво». Твори образотворчого мистецтва відображають не просто звичайний образ, а людину і частину життя в цілому. Такі роботи не можна розуміти як звичайну фантазію митця чи світ його мрій. Слід пам'ятати, що кожен твір образотворчого мистецтва стимулює думку людини і відіграє головну роль для збагачення її внутрішнього світу. Це сильно впливає на його загальний розвиток. Згадаймо Гобустанські петрогліфи. Зображення там не є звичайними малюнками. Спостерігачі намагаються вивчити ознаки, окремі закономірності, елементи й внутрішні зв'язки між ними, інтерпретувати їх і зробити для себе необхідні висновки. Вони часто переносять те, що спостерігали і вивчили, на інші об'єкти, збагачуючи різними засобами свої знання про природу і суспільство. Мистецькі твори, що зберігають історію народу і

зберігають його життя, відображають характерні риси доби, коли вони були створені, дають можливість певним словом і аргументом визначити соціальне середовище, свідомість і мислення людей.

Ключові слова: образотворче мистецтво; міжпредметні зв'язки; студенти; навчання; викладач; твори; видатні митці.

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