

THE WAYS OF ORGANIZING ENGLISH LESSONS BY DEVELOPING STUDENTS' CREATIVE FEATURES USING SAMPLES OF FAMOUS MINIATURES

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Abstract. *The article highlights the methods of effective and creative organizing of English lessons using the miniatures of Kamoliddin Bekhzod, a mature painter of the Eastern Renaissance period, the great master of miniatures, reflecting different periods and processes. The author gives each miniature of the artist based on specific methods, specific analyzes and the results obtained from it. Problems encountered in this process and useful solutions are proposed.*

Keywords: *Bekhzod's miniatures, art students, motivation, lead the lesson, a group working, effective teaching, students ability, tasks, teaching process, learning experience.*

Introduction

The art of miniatures, which has traversed a long and difficult path in its development, holds a special place in the history of world art. The origin of miniatures painting in the cities of Central Asia, in Herat and Tabriz was not accidental and its development was based on ancient tradition (just recall the richly illustrated Manichees books which have survived to our time). The earliest known miniatures date back to the beginning of the eleventh century. Miniature art and book illustrations reached the peak of their development in the fifteenth century in Herat, at the beginning of the sixteenth century in Bukhara and Tabriz, and at the end of the sixteenth century in India. Despite the religious fanaticism which prohibited depicting living creatures, the artists created a big number of illustrations of the immortal works of the Eastern classics: Firdowsi, Nizami, Saadi, Khosrov Dehlevi, Hafiz, Djami, Alisher Navoi and others.

Life themes in Bekhzod's works and their skilful interpretation. The miniature art created in the Middle East, in the XIV-XVI centuries, is a worldly art that shows its spiritual value and importance. The inimitable beauty of the miniatures comes from the refined lines of the drawing, the brilliance and gentleness of the colours, their complex layout and the harmonious arrangement of details. The realism which forms the basis of Alisher Navoi's creative method is also typical of the miniatures in his works. The miniatures of the 19th century, although they cover a wide range of themes, are nevertheless inferior in artistic standard to miniatures of the 15th and 16th centuries. The miniatures to works by Alisher Navoi are a brilliant embodiment of the aesthetic ideals and creative genius of the Uzbek people.

Main part

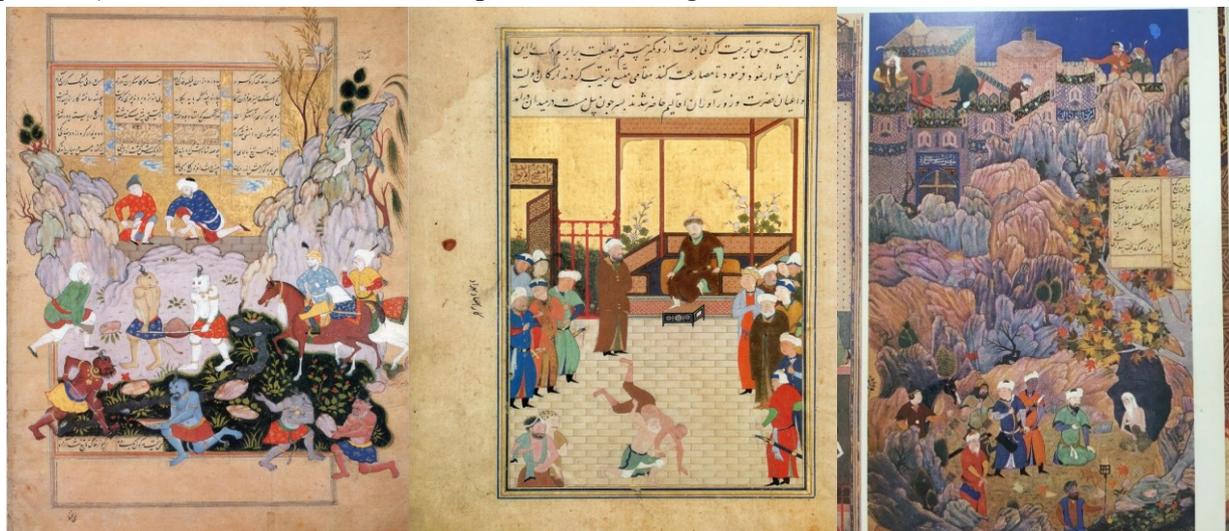
The first thing I should mention is that Bekhzod's work is very colourful, and organizing English lessons based on his miniatures for future artists requires a special approach from the teacher. Since the students are studying in the field of art, they have fine taste, and they embody the characteristics of creativity, unlike students studying in other fields, and it follows from itself that it is necessary to organize English lessons for art students with creativity. The teacher must give tasks to the art students taking into account all the abilities of the students. If necessary, the

teacher should become an artist in this process. Moreover, the lesson is effective, interesting and, most importantly, organized based on the interests of the students. A question arises here. So, how and based on what factors are effective English language classes for creative students?

- ✓ First of all, the teacher must have creativity ability as it is a vital feature for art students.
- ✓ Since the teacher teaches art students, he should be familiar with the creative style of famous artists.
- ✓ The teacher should take into account the interest of students, also.

Now, it is high time to focus on directly the issue of the effective organization of English language classes based on the work of Kamoliddin Bekhzod. Bekhzod's work is a beautiful and unique art for any future artist, and his works can arouse great interest among students. It will be very interesting and effective for creative students to organize a lesson using miniatures created by this artist in English classes. Now, a question arises here. How the lesson can be organised by using the works of Bekhzod? It comprises several methods with stages.

1. Teacher divided into 3 groups of the whole class. Approximately, it is about 5 or 6 students in each group. In the process, the teacher gives several miniatures of Bekhzod (about 5-6 pictures) which students can find the picture according to the definition.



After this process, the teacher reads the definition to the whole class and waits for a moment until the students could find a suitable miniature. The definition consists of the following texts:

«The miniature is described in the open air. There are several people in different places. In the foreground of the picture, two of them are struggling in front of the king who is in the background of the picture. The colour of the main clothes is red and brown, as you see. You can see flowers in white with green leaves. Two men are chatting. You can also see the words written in Arabic». The teacher can give a definition to students like this.

This definition method is effective for teaching English for Art students using Bekhzod's miniatures with its useful task which develops mainly listening and speaking skills, as well. (Pictures 1-3)

Result: Using this kind of teaching style gives students the following four vital chances:

- | | | | |
|----------------------------|----------------------------|------------------------------|-----------------------------------|
| 1 | 2 | 3 | 4 |
| Group working is developed | Vocabulary base is broaden | Listening ability is boosted | Experience of Listening is formed |

The culprit: From my perspective, students studying in the field of art face several problems in the process of learning and mastering the language, including:

- The diversity of student's level of knowledge of the English language
- Feeling of disinterest in the language they are learning
- Lack of practical, colourful organization of the lesson

Proposed solution:

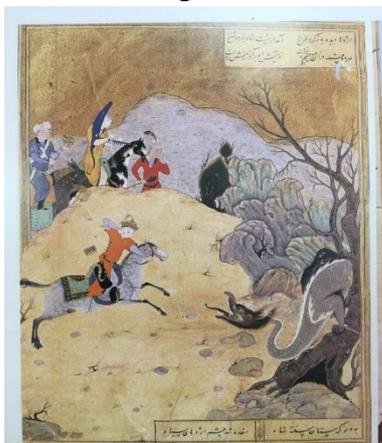
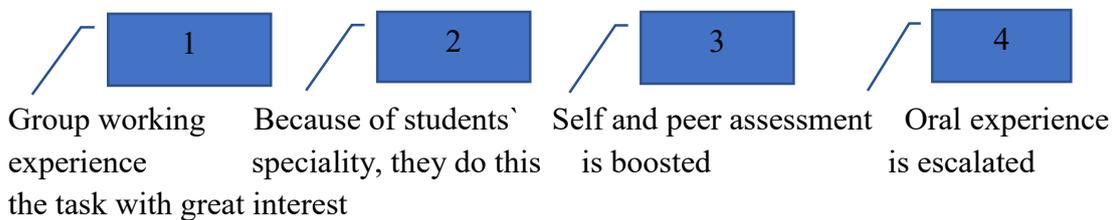
1. The teacher should distribute the tasks based on the student's level of knowledge. He should perform a diagnostic test before the start of the lesson, if it is necessary, of course.

2. The teacher should be motivated, as a role model in order to lead the whole time as well as to have an effective lesson. (Even the teacher should be a friend to her student.)

3. Learning any language is not without practice. When more practice more experience it gives. It includes the sea of practical introguing games and activities which boom the skills of students, as well.

The next task is also effective in the teaching process for future artists. The teacher shows one miniature of Bekhzod (Farkhod's fight with the dragon) on the screen. The students who are divided into 4 small groups (approximately 2-3 students) should draw this picture quickly. (Time limit is 5) Every student in a group should draw one part of this picture. And the pick point of this task is students exchange their works as well as, they are required to find flaws in each other's work and compare them with the given picture. Students also have the opportunity to evaluate each other's work. This self-evaluating method is very convenient for future artist students. From the third perspective, we can say, in this process students feel free, and face with their speciality as well as they can easily deal with this task, indeed. (Picture 4)

Result: Using this kind of teaching style gives students the following essential changes:



1. “More hands make for lighter work.” “Two heads are better than one.” “The more the merrier.” Group projects can help students develop skills specific to collaborative efforts, allowing students to.....:

- ✓ Tackle more complex problems than they could on their own.
- ✓ Delegate roles and responsibilities.

- ✓ Share diverse perspectives.
- ✓ Pool knowledge and skills.
- ✓ Receive social support and encouragement to take risks.
- ✓ Develop new approaches to resolving differences.
- ✓ Establish a shared identity with other group members.
- ✓ Find effective peers to emulate.
- ✓ Develop their voice and perspectives in relation to peers.
- ✓ Boom their ability to address the culprits

2. The main feature of this result is the interest of students in the studied language. Interest is vital point in teaching process. If the student is bored in class, it means the teacher's ability to lead lessons is at a lack level. This result fully belongs to the teacher, her ability, and how experienced the teacher is.

3. Self and peer assessment have also following advantages:

- ✓ Encourages students to critically reflect on their own learning progress and performance
- ✓ Reduces the time and workload of marking for teachers
- ✓ Discourages the problem of 'free rider' because students tend to put extra effort to perform better in front of their peers
- ✓ Maintains the fairness of assessment because everyone has the chance to assess each other
- ✓ Students learn how to criticize, evaluate and apply other generic skills during the process
- ✓ Students learn more from each other's work

The culprit: In this process, the problem that students may encounter is that they cannot begin to perform the task. In this case, the student may be shy to draw at first.

Proposed solution: To prevent this problem, the teacher should first tell the students:

- «Just imagine, dear student! Now I am your friend and we together do this task" The teacher should start the process of painting in this task first. The important point of this attitude is that, firstly, students see how motivated their teacher is, secondly, after feeling that their teacher is also ably to draw even if she or he is an English language teacher, without any hesitation we can say that they automatically start this task, as well.

Conclusion

As a conclusion, I hold the notion that, it is very interesting and effective to organize English language classes for young artist students based on their fields. Especially if it is organized based on miniatures, creations of famous artists:

- Firstly**, students will be in an artistic environment in English.
- Secondly**, by learning English, students will have the opportunity to have a deeper approach to the works of famous artists.
- Thirdly**, by working in a group, self-esteem is boomed in students.
- Fourth**, students' horizon is broadened by pouring their ideas in the working process, indeed. Under those circumstances, the importance of such lessons organized by specific methods, results and solutions for art students is high.

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by Fazila Suleimanova (Pictures 1-4)

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