



## DIDACTIC OPPORTUNITIES FOR TEACHING APPLIED DECORATIVE ART IN SPECIALIZED SCHOOLS

Journal Website:  
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: November 02, 2024, Accepted Date: November 07, 2024,

Published Date: November 12, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-11-10>

**Khakimov Umedjon Bakhadirovich**

Director of the Republican Specialized Art School named after Pavel Benkov, Uzbekistan

### ABSTRACT

The article discusses key aspects of teaching applied decorative art in specialized schools. Specifically, it identifies the didactic opportunities and methods for fostering students' artistic and aesthetic development through applied decorative art. The article studies the didactic conditions for teaching folk decorative art in specialized schools. Additionally, the author examines scientific research by various scholars on this topic, analyzes these works, and assesses the real conditions of the local environment.

### KEYWORDS

Applied decorative art, didactic opportunities, specialized school, modern, artistic-creative, talent, culture, artistic-aesthetic, method, pedagogical conditions.

### INTRODUCTION

The modern era of societal development is characterized by a sharp increase in interest in the historical and aesthetic heritage of nations. This trend reflects the importance of universal and cultural heritage harmony, efficient utilization of national artistic experience, and the establishment of aesthetic

and didactic standards in school programs to enhance students' artistic-creative capabilities.

Introducing children to folk culture is a critical tool for instilling patriotism and elevating their spirituality. The longstanding observations of the best educators show that the most favorable results in developing students' creative abilities are achieved when teachers rely on



traditional folk pedagogical tools, styles, and methods. This approach is effective when used consistently in family, school, and folk education processes. The educator's role is to not only combine the theoretical knowledge of humanitarian education with the specific artistic-aesthetic reserves unique to each student but also to utilize this combination effectively to foster students' artistic-creative abilities, expand their knowledge, and introduce them to folk crafts in a meaningful way.

When introducing folk culture, one should utilize not only literary art, illustrations, jokes, and similar materials but also “live” visual objects, such as national clothing and household items. Creating various imaginary scenarios that “transport” children to traditional homes and folk festivals helps them form an initial understanding of their homeland's history.

In today's world, educating the younger generation in moral and ethical values plays a significant role. Implementing this goal through a solid foundation of artistic traditions within the general education system is appropriate, as it provides students with opportunities to develop creative abilities and form traditional value guidelines. Additionally, it is essential to introduce students in specialized schools to the rich artistic traditions of both local and global cultures and to consolidate all experiences within aesthetic-cyclical subjects. This approach fully reveals the didactic opportunities of applied decorative art.

Establishing certain pedagogical conditions in the educational process allows each student to create their own exemplary work on the path to improving their professional skills. In identifying the pedagogical conditions that are conducive to developing professional competencies, it is essential to understand what a student is capable of achieving. Pedagogical conditions refer to the consciously

created circumstances during educational activities that ensure the effective formation and flow of the necessary processes [1, p. 69].

A critical review of research related to the issue and the assessment of the real conditions of the local environment underscore the importance of using an optimal approach. Analysis of sources reveals that while various researchers have examined the pedagogical conditions for developing students' professional competencies through applied decorative art, they often provide one-sided or narrow perspectives. For example, scientific works on philosophy (M. Kagan, G.G. Shpet, and others), cultural studies (I.Ya. Boguslavskaya, Ya.Ya. Murzina, N.A. Nekrasova, and others), ethnography (P.G. Bogatirev, Yu.V. Bromley, A.M. Sagalaev, N. Tomilov, and others), and art history (I.M. Azimov, K.B. Akilova, I.A. Akhrorov, M.S. Bulatov, L.V. Minenko, A.S. Morozova, G.A. Pugachenkova, L.I. Rempel, A.A. Khakimov, S.O. Khan-Magomedov, and others) have explored applied decorative art as a research subject. Scientific works by S.F. Abdullaev, I.V. Alekseeva, A.A. Amanullaev, O.A. Arutunyan, B.B. Baymetov, S.S. Bulatov, K.M. Gulyamov, J.A. Darmenov, V.A. Mazur, I.M. Rajabov, N.B. Smirnova, M.V. Sokolov, V.P. Stokov, K.K. Kasimov, and others study the unique characteristics of regional applied decorative art [2, p. 40].

In recent years, research has been conducted in the fields of the art of pattern drawing (S.S. Bulatov, K.M. Gulyamov, K.K. Kasimov, X.O. Yo'ldoshev, and others), pottery (A.A. Amanullaev, N. Mansurov, and others), jewelry (D.A. Faxretdinova and others), miniatures (SH. Shoyoqubov and others), textiles (L.B. Karshakova and others), and artistic wood carving (N.A. Avedova, G'. Yo'ldoshev, A.S. Morozova, and others). These scientific studies have primarily focused on art studies and are characterized by their



practical descriptions. These studies focus on using types of applied decorative art. However, theoretical foundations and practical-methodical solutions for providing pedagogical conditions for training future specialists in this field remain unaddressed. It should be recognized that V.I.Baydenko, E.F.Zeer, I.A.Zimnaya, A.K.Markova, A.V.Scientists such as khutorskoy conduct research on the methods and forms of formation of professional competence of students. In Particular, K.J.Amirgazin, K.M.Gulyamov, N.V.Efremicheva, L.V.Shokorova, A.S.Trofimenko considered this process from the point of view of the formation of professional-pedagogical competencies of future teachers of applied arts [2, p. 41].

The process of humanizing education and the growing significance of the spiritual factor in personal development elevates artistic-aesthetic education in modern society. Students' artistic-aesthetic development is not limited to fostering aesthetic feelings, taste, ideals, needs, views, and beliefs. Through this process, they develop the ability to perceive and evaluate the world based on harmony, perfection, and beauty, which is an integral part of artistic-aesthetic culture. The process of educating a person involves developing their ability to creatively transform the world to align with their goals and aspirations.

In shaping character and moral qualities, as well as cultivating good taste and behavior, artistic-aesthetic education plays a significant role. The term “artistic-aesthetic education” refers to the development of an appreciation for beauty and the ability to perceive, feel, and understand beauty in social life, nature, and art.

The task of artistic-aesthetic education in specialized schools is to preserve, enrich, and develop each child's spiritual potential.

Creativity and creative activities define human dignity, which is why shaping a creative personality is of both theoretical and practical importance today.

Currently, the effectiveness of specialized school activities is determined by how well the educational process fosters students' creative abilities, forms creative personalities, and prepares them for full cognitive and social labor activities.

Utilizing the creative potential of applied decorative art in the education and upbringing of specialized school students helps create a complete, refined aesthetic environment around them. It also beneficially influences their emotional and imaginative component, stimulates interest in classical and contemporary cultural traditions, and shapes their artistic-cognitive activities.

The article's objective is to identify the didactic opportunities of applied decorative art in fostering the artistic-aesthetic education of specialized school students. The methods emphasized for artistic-aesthetic education include: studying the history of applied decorative art and scientific literature, identifying and generalizing the best practices for using applied decorative art's creative principles, and applying statistical methods to evaluate students' artistic-creative activity outcomes.

In elementary education, the most effective means of fostering artistic-aesthetic education is through regular exposure to the diversity and richness of global and national heritage within applied decorative art. Leveraging the creative potential of applied decorative art in organizing artistic-aesthetic education allows for activating students' creative abilities, developing interest in various genres and styles, and nurturing spiritual-moral and artistic-aesthetic qualities.

Applying this approach in education shapes a well-rounded personality, helping students develop an



aesthetic perception of both classical and modern culture. This leads to independent creative pursuits and enhanced artistic imagination. The didactic potential of applied decorative art serves as a vital tool for effectively fostering spiritual-moral and artistic-creative abilities in individuals [3, p. 87-89].

The emotional-imaginative perception of artistic subjects within applied decorative art serves as the basis for developing technological skills in crafts. Direct perception of applied decorative art products immerses schoolchildren in the world of high art, allowing them to create artistic fantasies characteristic of a child's imagination. Field trips to museums, exhibition halls, and creative workshops should be recognized as effective tools for fostering artistic-aesthetic education in students. Detailed analysis of various thematic works helps develop emotional environments and skills for perceiving and evaluating different types of art, as well as aids in understanding artistic objects [4].

Applied decorative art, with its reflection of historical events, cultivates students' interest in their homeland's history and traditions. Studying artistic works in applied decorative art is crucial for developing an artistic-aesthetic perception of the surrounding world in students. The artistic-aesthetic education of specialized school students is formed through depictions of observed natural landscapes in applied decorative art, which introduces a fresh perspective on previously unnoticed environmental phenomena. Additionally, studying the origins of object-based applied decorative art compositions plays an important role in broadening students' worldviews and reinforcing their understanding of the centuries-old material and spiritual culture of the multi-ethnic people of our country [5].

Nonetheless, despite the positive aspects of modern approaches to artistic education, it is worth noting some significant shortcomings in the system of fostering students' aesthetic education in schools, especially in teaching them folk decorative art. There are notable deficiencies in the artistic-aesthetic education system within general education, such as:

- insufficient provision of scientific, educational, and methodological resources to systematize artistic-aesthetic education based on the creative potential of applied decorative art;
- a lack of innovative methods that create an environment conducive to developing students' knowledge, skills, abilities, and creative activity in aesthetic subjects;
- inadequate information available to students about types of applied decorative art and a lack of conscious interest in the creative heritage of folk decorative artists.

The need to address these shortcomings in the artistic-aesthetic education system for specialized school students has led to the development of recommendations for systematically using reproductions of famous folk artists' works in applied decorative art lessons. This approach underscores the role and importance of applied decorative art in shaping students' artistic-aesthetic education.

Thus, realizing the didactic opportunities of applied decorative art in fostering the artistic-aesthetic education of specialized school students entails the following:



– deepening students' knowledge of types, artistic expression, and forms within applied decorative art;

– familiarizing students with the unique stylistic aspects of applied decorative art and studying the creative works and legacies of renowned folk artists;

– encouraging students to value the creative legacy of applied decorative art as a source for developing artistic taste and fostering moral-ethical and artistic-aesthetic aspects of their personality;

– nurturing a stable interest in their creative activities and developing an artistic-aesthetic perspective on the diversity of the surrounding environment through applied decorative art.

## CONCLUSION

In conclusion, the effectiveness of this approach largely depends on the teacher's level of aesthetic culture and their ability to integrate various forms of artistic education and aesthetic development within a unified system for fostering students' artistic-aesthetic personalities.

Therefore, realizing the didactic opportunities of applied decorative art in fostering the artistic-aesthetic education of specialized school students enables the activation of their creative abilities, increases interest in the diversity of styles within applied decorative art, and fosters spiritual-moral and patriotic sentiments.

## REFERENCES

1. Байденко В.И. Компетентностный подход к проектированию государственных образовательных стандартов высшего

профессионального образования (методологические и методические вопросы). Методическое пособие. Изд. 5-е. – М.: Исследовательский центр проблем качества подготовки специалистов, 2005. – 114 с.

2. Гулямов К.М. Компетенциявий ёндашув асосида бўлажак амалий санъат ўқитувчиларини касбий фаолиятга тайёрлаш тизимини такомиллаштириш. Монография. – Т.: ТО'УТЕРА PRINT, 2020. – 156 б.

3. Gulyamov K.M. Modern technologies for the development of professional competence of teachers of applied arts. Turkish Journal of Physiotherapy and Rehabilitation, 32(3), 2021. – P. 33734-33744.

4. Gulyamov K.M., Arziqulov H.N., Computer graphics as a means of forming students' professional competencies. The American Journal of Social Science and Education Innovations, 3(06), 2021. – P. 104-108.

5. Gulyamov K.M. Development of artistic and creative abilities of future pedagogues-artists in the process of professional training in higher education institutions. Neuroquantology, eISSN 1303-5150, Volume 20, Issue 12, October 2022, page 3400-3408.

6. Gulyamov K.M. Leading Competencies That Develop The Professional Competence of The Future Applied Decorative Arts Teacher. Journal of Advanced Zoology ISSN: 0253-7214 Volume 44, Issue 5-6, Year 2023. Page 1341:1344.

7. Иманмурзаева А.У. Декоративно-прикладное искусство как средство эстетического воспитания младших школьников // Педагогика сегодня: проблемы и решения: материалы III Международной научной конференции. Казань, 2018. С. 87-89.

8. Сыдыкова И. М. Народное декоративно-прикладное искусство как основа материальной



и духовной культуры // Молодой ученый. 2016. № 3. 1043-1046.

9. Шатунова О.В. Современные виды декоративно-прикладного творчества: учебное пособие /

О.В.Шатунова, А.Б.Сергеева. Елабуга: Изд-во ЕИ КФУ, 2015. – 148 с

