



## DEVELOPMENT OF CHILDREN'S ARTISTIC AND CREATIVE ABILITIES IN THE PROCESS OF TEACHING UZBEK FOLK APPLIED DECORATIVE ARTS

Gulyamov Komiljon Makhmudovich

Associate Professor of the National Institute of Fine Arts and Design named after  
Kamoliddin Bekhzod, Candidate of Pedagogical Sciences  
Tel.: +99899 8509170 E-mail: k.gulyamov68@yandex.com

Ikromov Muhammad Anaxxon Hakimjon o'g'li

Kokand State Pedagogical Institute, Teacher of the Department  
"Fine Arts and Engineering Graphics"

### Abstract

This article discusses the development of artistic and creative abilities of preschool and primary school children in the process of teaching Uzbek folk arts and crafts. Also, the pedagogical conditions for the development of children's artistic and creative abilities were identified, taking into account the national traditions and values of the Uzbek folk arts and crafts.

**Keywords:** folk applied decorative arts, preschool and primary school age children, fine, traditional, artistic, creative.

### Introduction

The main goal of the modern education system is to demonstrate and develop the creative potential of the growing individual through the knowledge of society in various activities at all levels. In this regard, the adoption of the Resolution of the President of the Republic of Uzbekistan No. PP-4312 of May 8, 2019 "On approval of the Concept of development of preschool education in the Republic of Uzbekistan until 2030" indicates that this issue is considered a priority of state policy.

The essence of this decision is the development and implementation of new mechanisms for comprehensive assessment of the activities of preschool education institutions, as well as the development of the child and his readiness for general primary education, new teaching materials for alternative forms of preschool education, innovative technologies in preschool education. Development of modules, optimization of curricula and study programs to determine the optimal duration and sequence of classes, raising the level of artistic, aesthetic and musical education and





training of preschool children, the introduction of the basics of STEAM training from an early age [ 1].

### **Main Part**

From the first stage of upbringing a child in the process of purposeful spiritual-enlightenment, educational-pedagogical, creative-creative activity the interaction with the world of fine-applied arts is established. It should be noted that folk arts and crafts are one of the most effective means of educating children. B.B.Baymetov, S.S.Bulatov, Z.A.Bogateeva, A.A.Gribovskaya, I.L.Gusarova, K.K.Kasimov, T.S.Komarova, V.B.Kosminskaya, V. Peculiarities and diversity of applied decorative art by well-known scientists such as S.Kuzin, Yu.V.Maksimov, N.P.Sakulina, A.P.Usova, N.B.Khalezova, R.Khasanov and T.Ya.Shpikalova , is close to children in terms of simplification, brightness, and elegance of images, and encourages them to be emotionally inquisitive, cognitively active, and aesthetically pleasing [5, p. 116].

In this regard, it is important to acquaint children with the decorative arts of preschool age and the creative development of its artistic principles, means and methods of expression. Applied decorative art affects a child's personal qualities such as aesthetic, moral, intellectual and professional. As we explore the works of applied decorative art, children experience a sense of enjoyment of the bright cheerful colors, richness and variety of patterns. They also develop a sense of respect for the master of the people and a desire to learn how to create beauty.

The inclusion of all types of folk applied decorative arts in the educational process has a beneficial effect on children. In particular, it allows them to explore reality from different angles, evokes a positive emotional response, and enhances a positive attitude toward artistic activity. In kindergarten and school classroom, the child learns different types of visual activities (drawing, making, application) and has the freedom to work with his or her expressive means. This means that in decorative work he is able to deviate from the norms already adopted for the construction of decorative compositions, to combine their elements using the means of artistic expression of this type of art during construction.

N.A.Vetlugina, L.S.Vygotskiy, T.N.Doronova, E.I.Ignatev, T.G.Kazakova, V.B.Kosminskaya, T.S.Komarova, N.N.Poddyakov, E. The results of psychological and pedagogical research of scientists such as A. Flerina prove that the child's ability to understand beauty is successfully formed when he is not a passive object of aesthetic influences, imaginatively re-creating artistic images in perception of works of art or participation in existing forms of artistic activity. It should be noted that applied decorative art promotes the development of mental processes such as cognition,





imaginative thinking, imagination, emotional and emotional sphere, which are important in the acquisition of the content of knowledge not only in kindergarten but also in school. As a result, we can see the development of children's artistic and cognitive activity on a school basis [5, p. 116].

In introducing children to the art of decorative arts, the teacher contributes to their initiative in independent activity, observation, attention development, aesthetic taste, stable cognitive interest, desire to communicate with fine arts, artistic understanding of cultural values and broadening their worldview. At the same time, applied decorative art, with its bright imagery, expressiveness, diversity, creates a favorable environment for children to form an emotionally positive attitude to the teacher, nature, art.

It is expedient to organize the artistic and creative development of preschool and primary school age children on the basis of applied decorative arts at the following stages:

- Reproductive (acquaintance with pattern elements and their meaning, revealing the place of elements in pattern compositions; creation of simple pattern compositions on the basis of patterns, etc.);
- Cognitive (thematic lessons, reading fiction, study of works of folk applied decorative art, acquaintance with objects and tools used in applied decorative art, conversations, etc.);
- Practical (practical lessons: drawing, product making, application, artistic work, independent artistic activity, collaborative activity).

Also, if the lessons are enriched with new developmental content, taking into account the specific features of a particular type of applied decorative art, the lesson will be more effective if all types of visual-practical activity lessons - drawing, crafting and application are interconnected.

An interesting creative activity for preschool and elementary school age children is the creation of ornaments for decorative painting. It develops the ability to imagine, regulates actions and emotions. As a result, children experience interactions and understanding. The combination of the subjective value of decoration for the child and its objective value makes decorative painting the most advanced form of organizing visual activities for children. At this stage, decorative drawing lessons are a way to enable the child to learn with interest, find sources of information, and cultivate independence and responsibility in acquiring new knowledge. In the development of the child's creative imagination, the emblems of folk applied art (flora, birds, animals, etc.) are simple, recognizable in shape and easily recognizable by children.





It is known that in applied decorative art the surrounding world is conditionally represented by symbols. The master avoids unnecessary details, while maintaining the integrity and completeness of the image. Having a conscious attitude to the chosen decorative image develops the child's creative imagination: it becomes more goal-oriented and active. In the process of creating decorative images, children can carry out a variety of creative explorations, mobilizing their knowledge and impressions from a variety of sources.

In fine arts classes, children are shown how to draw patterns, decorate shapes (scarves, dishes, carpets, towels, toys, etc.) and how to use shapes in nature: leaves and flowers of different plants, shapes of animals and birds and how to use them in their pattern compositions. By learning from the teacher the ability to create a pattern based on a pattern, children then learn to make changes to the composition of the pattern according to the conditions given to them (painting a certain color, changing the location of elements, sequence, etc.). Gradually they begin to create new pattern compositions on their own, their imaginations become more detailed and individualized.

In the process of working with patterns, children become interested in making different combinations. This activates the imagination and shapes the willingness to implement different combinations that lead to a new result. Due to the variety and harmony of shapes, artistic decoration works have a positive effect on the development of children's sense of rhythm and the ability to create pattern compositions from Islamic geometric elements, in particular, art education.

Art plays an important role in decorative painting. That is, how much children can capture the beauty of nature and apply it in their composition. In this regard, examples of applied decorative arts (painting, plaster and wood carving, pottery, carving, jewelry, knitting, embroidery, gold embroidery, carpet weaving, etc.), popular works of folk art (Tashkent, Rishtan, Samarkand, Bukhara, Kokand, etc.) ) show has educational value.

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Each pattern composition, presented to children in an interesting way, the information specific to the stylization of decorative elements will help to arouse interest in folk applied decorative art, to form an understanding of the traditions and





values of the master-student. As a result of artistic-cognitive activity there is not only the deepening of knowledge about objects and events, but also the development of a personal attitude to the acquired knowledge and visual activity itself, that is, emotional-evaluative attitude to the process and results of activity.

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It should be noted that historically formed national artistic traditions are an effective means of developing the creative qualities of the individual. In the context of Uzbekistan, it is recommended to acquaint children with the traditions of Uzbek folk arts and crafts.

The artistic and figurative expression of folk decorative arts educates children in moral and aesthetic values. It also allows us to see the world in a different light, to understand national identity, and to encourage people's worldview and creative activism.

In the framework of our research, knowledge of the national cultural heritage, its traditions and values is reflected in the national features of children's worldview, diversity, compositional solutions, motifs and images and technical methods of their implementation in folk ornaments reflecting the nature of the region. Artistic analysis





helps children identify common symbolic symbols in folk applied decorative art: for example, the carnation is a symbol of life; grapes - abundance; leaf - spring awakening; gulsafsar - peace and longevity; pomegranate - goodness, weaving; oygul - happiness, luck, beauty; apple - love; rose - beauty; tulip - spring, lion - courage, bravery, strength, dominance; ant - wisdom, humility; nightingale - devotion; humo - the bird of happiness; fish - vigilance, honest bite, arrow pigeon - a symbol of peace, etc. [3, p. 166].

In Uzbek ornaments, children can observe the stability of Islamic and geometric patterns, in particular, the presence of reflections of the objective world. Here you can see stylized images of plants and animals, the walls depicting a feast jamshid, a hunting view, landscapes and religious ceremonies. Living creatures are depicted painted in red and blue.

As a result of the development of culture, painting became distinct and developed. Archaeological excavations show that the art of painting has existed since ancient times in all nations of the world. For example, in China, Ancient Iran, India, we can see different types of patterns. Painting develops according to the specific environment of each state: geographical location, flora of the region. In particular, in the Armenians and Georgians grapes and grape leaves, in the northern peoples spruce and various animals, in the Kyrgyz and Kazakhs cattle horns, in the patterns of the Tajik and Uzbek peoples pomegranate, almonds, flowers, peppers and others were used as symbolic patterns. In Europe, the styles of Baroque, Gothic, and Roman classicism prevailed at different times. This had a significant impact on the development of the art of painting [3, pp. 7-8].

In the organization of work on the development of visual and practical activities of children of preschool and primary school age, acquaintance with the applied decorative arts should combine different areas and types of activities of the educational process. In particular, it is important to involve children in different types of artistic activities (musical, animated and theatrical), taking into account individual preferences, inclinations and interests, as well as the level of development of visual activity.

## **Conclusion**

In conclusion, the more diverse the conditions of work with children in the visual-practical activity and the content, form and methods of its implementation, the more effective and successful the creative activity will be. The result is the development of children's artistic and creative abilities.





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