



THE VALUE OF DECORATIVE COMPOSITION IN APPLIED ARTS

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Annotation

Decorative composition as a special form of applied art can become for each of us one of the universal methods of communicating with life in its most concrete and even everyday manifestations. At the same time, never a drying out source of aesthetic joy, the source of the most interesting philosophical reflections, as an understanding of the structure of the image, the ability to trace the process of its formation.

Keywords: art, arts and crafts, scholars, education, training, thinking, imagination, artistic development.

The decorative arts are arts or crafts whose object is the design and manufacture of objects that are both beautiful and functional. It includes most of the arts making objects for the interiors of buildings, and interior design, but not usually architecture. Ceramic art, metalwork, furniture, jewelers, fashion, various forms of the textile arts and glassware are major groupings. Fine art is the professional sphere of human activity, in which the aesthetic consciousness turns into the main goal, which serves as a means of self-expression and, consequently, the object of art and the world, and the person himself in all his dimensions. It speaks to us in its own particular language, which must be learned before it becomes clear. In this child the school will help, and the teacher loves his work.

Attraction to art is especially revealed when we turn to folk art. It seemed that canons and forms of folk-lore aesthetic creativity worked out by the people for centuries. Increase the activity of a life position, the ability to create material and spiritual values. Developing creative thinking and imagination will be fine art.

This will help not only art classes, but also classes in circles, faculties in fine arts, and various extracurricular and extracurricular activities in the fine arts (reports, evenings, meetings with artists, visits to museums, exhibitions). The whole system of education is based on the formation of a world outlook, aesthetic and spiritual education of the future person.

The versatile nature of art classes promotes the development of the creative personality. Meeting in classes with various creative tasks, working in various





materials, then they will be able to apply the acquired skills in any area of material activity.

The creative side requires constant development in the study of imagery. And this means the teacher's attention to the development of artistic imagination, visual memory, aesthetic receptivity, spiritual development of children.

It is quite obvious that, developing these qualities it is necessary simultaneously with the development of skills and skills of literate use of means of fine arts. And for the teacher, the most difficult task is to develop skills and skills for using art means at the same time, while promoting the development of the individuality of each child.

Full-fledged perception of art requires artistic education. It is not about getting acquainted with all out-standing artists and their works, but in revealing to us the most important stages in the development of art, the main trends in it, the most vivid, and typical in the work of that artist who is the exponent of this trend. Such "key" knowledge is the basis on which all the artistic and spiritual development of the younger generation is held

Awakening interest in various types of art, one should take into account that the true, personal perception of art cannot be imposed by anyone, it should be as natural and unconstrained as possible.

The concept of the teacher to educate the inner need of a person to communicate with art. In independent creative activity, everyone has the opportunity to consolidate their knowledge and skills in their work. Participating in the circles of fine arts, visiting art schools, music, theater, dance, learning the laws of this or that art, the child enriches himself as a person.

The whole process of development of figurative thinking and imagination is connected, how to unite, generalize the individual perception of color, tone, form, rhythm, space and time into a single vision subordinated to the task of aesthetic education of school-children by means of decorative and applied composition.

Direct interaction between the teacher and the student, which was also ensured by a creative approach in the process of education through decorative and applied composition and teaching. The success of learning also depends on how creatively every single lesson is creatively organized. In our opinion, it is necessary to follow the principles laid down in the structure of the creative activity:

- 1) To stimulate creative activity in the process of conducting employment in arts and crafts, using the situation for research exploratory activities during their conduct;





- 2) The independent formulation of questions and problems by understanding and assimilating the material through questions;
- 3) Introduce the principles of the interdisciplinary approach through the detection of hidden and clearly not visible links between phenomena and objects of reality;
- 4) To form the skills and abilities of schoolchildren in the performance of works on arts and crafts;
- 5) Create a creative environment in the classroom;
- 6) Use the regional component.

Getting acquainted with various types of fine, decorative-applied and folk art, certain operations are acquired, skills related to folk crafts, oral and musical folk art are acquired. They developed the ability to approach creatively the performance of various labor actions, to introduce the artistic principle into the surrounding life.

Occupation of fine and decorative art in the process of knowledge of folk art help the child to understand the beauty of work, they themselves participate in the creation of aesthetically expressive products and are satisfied with the results of their activities. In this work, the solution of creative tasks with the need to master various techniques in performing, skills and mastering the secrets that our ancestors owned was combined is limited.

Fine, decorative and applied arts and folk art in the education of youth is of great importance. It reveals the particularities of the development of figurative thinking and imagination when working in drawing, painting, and decorative and applied art. If in the process of teaching the basics of graphic literacy use an integrated methodological system that includes a set of tasks aimed at forming components of imaginative thinking and imagination. Ability to express in their works the inner content, to show the main idea of the created image. This will make it possible to intensify the formation and development of imaginative thinking and imagination, and further their creative activity.

The prerequisite for the development of visual and decorative-applied documents is the study of the fundamentals of color science, composition. In the process of training, students need to use the experience of the national school of fine and decorative art. Without knowledge of the graphic arts, it is impossible to learn, to understand the artistic merits of art, not to create. If you do not give the necessary knowledge and skills, and provide students to themselves, this can adversely affect their further development, and in the future to destroy the interest in pursuing the arts. The study of all kinds of graphic literacy gives aesthetic, artistic development, the basis of the





artistic culture of the people. Requires students to firmly master both theoretical knowledge in the field of fine arts, both practical and graphic skills.

In the development of the artistic and creative abilities of the child, both the natural properties of the analyzers and the more general qualities are of great importance. Due to the natural qualities of the child, artistic and creative abilities develop as a result of the influence of the social environment, the results of up-bringing.

In the characterization of the personality, not only the abilities in themselves (their qualitative uniqueness, the degree of giftedness) acquire an essential value, but also the influence they have on the emergence of the inclinations and interests of the child, on his character and behavior. In psychological and pedagogical work, it is often noted that the availability of abilities for a certain type of artistic activity is always combined with a positive attitude toward it. But the interrelationships between abilities are very complex. Children are really interested in many things, but since their activities are limited and their abilities are not yet sufficiently formed, their creative manifestations are also weak. Interests outstrip development of abilities.

Artistic creativity, artistic development and the child are such kinds of artistic practice that are available to children. Their participation in various types of artistic activity begins at an early age. They sing, read poetry, dance. Weight types of artistic activity - the perception of works of art. The most complex and least developed type of activity is creativity.

Artistic and creative abilities, artistic development of the child and the problem of upbringing, including upbringing by means of art, for the first time appears as a broad social problem in the teachings of utopians, who demand the radical reconstruction of society. Lack of attention to the problem of creative abilities and education of the culture of human feelings is one of the main omissions in the process of all modern upbringing. Despite all the evidence of the science about the importance of culture, it is this link that falls out of the general chain of actions aimed at shaping the worldview of the future full-fledged citizens of the country.

Practice shows that the study of the foundations of the graphic arts in art is a kind of stimulus for turning to science. Since the emergence of interest in the artistic structure of the work, from the moment of the need to analyze the work, we can talk about the appearance of a qualitatively new criterion in relation to art. He stops looking, but begins to see; the visual feeling, connecting with the active work of the mind, acquires the necessary intellectuality, there is a culture of vision, awareness of emotion.





At the modern level, decorative and applied art and the aesthetic ideal embodied in it are the future, the vision of the future in the present. It is always an aspiration forward. Speaking about the multifaceted, advanced people of our time, simultaneously shows the younger generation this future in the present. Our ideas about a comprehensively harmoniously developed personality will be continuously improved, modified, filled with new content. This ensures not only the integrity of the development of society, but also the centuries-old continuity of culture.

Thus, the all-round development of the children's abilities in the process of education and upbringing with the help of art determines the harmonious development of the personality. By creating his work, the child sees how seriously his work is judged, so the child himself takes it seriously. In no form of art can it be so easily fixed and brought out for general discussion, as in the fine arts.

Thus, a person who exists as a unity of his social and spiritual life is the subject of fine, decorative, applied and folk art, he also acts as an integrity, the elements of which are organically interconnected. Decorative and applied art always discerns this dialectic specifically - historical and universal, and when this happens, art arises that we call decorative. Formation of moral and aesthetic feelings means the formation of personal qualities, special, unique for each child.

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