



 Research Article

THE ROLE OF APPLIED ART IN THE DEVELOPMENT OF AESTHETIC SKILLS OF STUDENTS

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ABSTRACT

In this article, Aesthetic skills represent a system of attitudes and values that are inextricably linked with the spiritual and emotional activity of a person. the social-pedagogical necessity of developing aesthetic skills of teachers, development of creative abilities in the drawing education system, formation of aesthetic skills of future drawing teachers is a topical issue.

KEYWORDS

Ability, methodology, independent education, subject, aesthetic skills, instructional tools, concept, instruction, perception, student, teacher, Morphological approach.

INTRODUCTION

Aesthetic skills represent a system of attitudes and values that are inextricably linked with the spiritual and emotional activity of a person. The field of aesthetic skills is connected with the free self-expression of a person in relation to reality. The essence of this freedom is that a person can

find and embody a norm suitable for his gender and type when processing natural things.

Aesthetic skill is a specialized part of society's culture, and its condition can be explained in connection with the development of art and aesthetic relations.



The concept of "esthetic skill" is given various descriptions, and the study of the aesthetic culture of a person requires different approaches in philosophy, sociology, aesthetics, and pedagogy. The study of the aesthetic skill of a person requires the study of the concept of "person" and the identification of definitions from different perspectives that are close to our research.

The concept of "aesthetic skills" is interpreted in different ways: "social", "operational" tool (O. Larmin); a unique view of artistic culture (L. Kagan, I. Matsa); "human acquisition of existing objective values and norms of his activity aimed at creating such values" (U. Suna); this is the creative-creative, spiritual-observation and scientific-theoretical aspects of a person that are interrelated in individual-aesthetic skills (M. Piradov); it is a complex integrative product of an individual whose consciousness, feelings, abilities interact with each other. It is a set of unique qualities that allow a person to fully perceive, evaluate and create sophistication (M. Verb).

Aesthetic attitude and the system of aesthetic values corresponding to it are stable aspects of aesthetic skills. The characteristics of aesthetic skills are determined by the specificity of the activity that forms its basis.

Activity means a person's relationship with objects in relation to existence. Due to activity, a person reproduces and changes nature, therefore, activity is the basis of human creativity². Activity is a social way of human existence and includes spiritual, material and intellectual processes. The

activity expresses both the direction of thoughts similar to the movement of the hand and the cognitive process similar to the rules of human behavior. The following three aspects are necessary for the activity to work:

- subject of activity,
- object of activity,
- activity process.

The subject of activity is a set of active aspects directed at an object or other subjects. In this sense, a specific person, one or another social group, and finally, the society itself can be the subject of activity.

The subject of aesthetic activity is a person who has aesthetic ability, creative free observation and figurative thinking, and can act freely in problematic situations. The subject is not limited to the "understanding" of aesthetic values that are available to him, but on the contrary, he processes the object every time according to his disposition and ideal.

In the process of aesthetic activity, the subject's aesthetic needs are improved and enriched. The sum of the aspects to which the activity of the subjects is directed constitutes the object of activity. Objects of nature, social phenomena, man himself can be such an object. The main task of the activity is to ensure the existence of human society and serve its gradual development.

In practical art, this issue takes on a different meaning, that is, here the aesthetic goal is independent, creating sophistication and perfection is the main, only goal in art. Therefore,

the activity through practical art can educate a person, challenge him to fight, awaken his thoughts, affect his feelings, make him laugh or cry. Therefore, aesthetic activity means to perceive, know and create proportion (harmony), elegance and perfection in accordance with the purpose. Accordingly, the activity aimed at creating values and making a person beautiful can be called aesthetic activity.

Depending on the direction and subject, aesthetic activity can be divided into the following types:

1. Aesthetic equipment of the subject environment, that is, aesthetic activity in the field of material production:

- design;
- artistic and practical activity in creating living conditions;
- artistic furnishing of natural and social existence by man;
- bouquet - the art of making a bouquet;
- folk art, etc.

2. Esthetically educating a person. This includes:

- aesthetics of behavior;
- ethics of life;
- the culture of recreation and health restoration;
- naturalizing a healthy aesthetic attitude to nature; - the role of national culture in personal aesthetic nature; - aesthetic activity in the field of physical education and sports.

3. Creating works of art. This artist's:

- creative ability;
- the ability to turn life events into artistic events;
- the extreme observation and memory power of the artist;
- to be able to understand the inner world of a person, to deeply understand that psychological processes can be manifested in a person's external appearance; - itetadad means something like talent.

Aesthetic activity can be divided into two major types in terms of form. Of these: the first is the intellectual or theoretical form of aesthetic activity. This includes simple and theoretical manifestations of aesthetic consciousness - aesthetic experience, observation, taste, ideal, views, etc.; the second - forms of aesthetic activity in the subject-practical form. It consists of the practical embodiment of the main aesthetic ideas, standards, and imaginations in concrete objects, works of art, and cultural values.

The following are the aesthetic skills of society:

- the processes and results of aesthetic assimilation of nature, life, social relations; level of art development;
- the state of aesthetic views, tastes and interests of social class, groups;
- the education and practice of sophistication and the level of socio-aesthetic activity of people.

Mastering the values of aesthetic skills is carried out on the basis of the interrelationship of personal and social experience, in which the individual's aesthetic worldview, skills of selective attitude to values, perceptions of sophistication and perfection, the object world, the values of art Knowledge of forms of perception, aesthetics, art history is an important factor. Thus, the aesthetic skills of a person consist of methods of creating, mastering and consuming aesthetic values.

On the other hand, aesthetic skills embody not only aesthetic, but also the characteristics of religious, moral, knowledge, and organizational cultures. It can be said that applied art (as a culture of creative activity) and consumer culture (as a culture of using artistic values) can be expressed in the field of aesthetic skills. In applied art, not only aesthetic, but also religious, epistemological, organizational, moral needs and abilities apply.

Moral ideas such as virtue, justice, and courage find their artistic expression in folk art and interact with moral culture. True humanistic art does not shy away from highlighting the moral problems of society, but at the same time conveys them to the reader in a unique way. It also fulfills the function of organizational culture by inviting people to show higher moral behavior.

In the conditions of national independence, the importance of aesthetic skills, like all elements of spiritual culture, is increasing.

First, in the process of transition to market relations, real opportunities are being created for

the free manifestation of social and personal qualities of people, their consciousness, and creative activity in all aspects of social life.

Secondly, on the basis of the special place of personal interests, the efficiency of people's creative activities is increasing, personal initiative, entrepreneurship, and business qualities are widely manifested in the organization of production.

Thirdly, the further development of production relations, the priority of democratic values in the management of society, the qualitative improvement of people's activities lead to the development of aesthetic skills.

Fourthly, the establishment of joint ventures with foreign firms in the field of production, the introduction of world scientific and technical development achievements into Uzbekistan, the equipping of production with new equipment require the development of socio-psychological, moral-aesthetic qualities and qualities in producers. is enough. Exporting products to the world market is considered one of the criteria for taking a suitable and unique place, as well as achieving quality capabilities and aesthetic stability in the field of production. The role of aesthetic skills is great in solving such a social task.

RESEARCH METHODOLOGY

The structure of aesthetic skills is multi-layered and primarily includes:

1. People's aesthetic consciousness. It is expressed in needs, goals, tastes, views, concepts, ideals, theories.

2. Aesthetic moments in different forms of activity (at work, in marriage, in communication, in social life, in sports).

3. Aesthetic education is an aesthetic experience that is consciously and purposefully passed on from generation to generation, from society to individuals. It applies in all spheres of education (school, people's practical life) through tools that are understandable to people (aesthetic equipment of life, work, communication between people, art tools).

We distinguish the following aspects related to the concept of "aesthetic skills": the main indicators of aesthetic importance of a person are his social activity aimed at re-changing existence "on the basis of the laws of sophistication", that is, sophistication is a social experience and interaction to establish communication; the main result of forming and improving the aesthetic skills of a modern person on the basis of national and universal aesthetic values is to achieve an "aesthetically rich outlook".

Therefore, aesthetic skills are inextricably linked with history, ideology, social life and society; it is an important component of general culture; integrative product of the person; we can see the essence of aesthetic skills, first of all, in the following: its content in the individual, social spheres, specific aesthetic direction and activities, realization of one's creative abilities in the process of communicative management.

Folk art, which is one of our national values, serves not only to develop artistic taste in students, but also to form a culture of perception of existence and an aesthetic attitude towards them. It aims to direct the students' artistic inclinations in a practical way, to have a correct attitude towards home furnishings and clothes, and to understand the aesthetic essence of works of applied and decorative art of ancient and modern times. they say. Acquainting students with imagery in the works of folk masters helps to develop an aesthetic attitude in existence. Studying the elements of folk art is not only important for forming students' aesthetic attitude to existence and expanding the range of artistic thought, but also for children's visual and creative activities. Pupils make paintings on a theme related to the life of the ancient people, they are simple household items (pot, carpet, tray, plate, plate, teapot, bowl, box, lamp, tulip, sand , khum, chest, chaidish, khontakha, grill, etc.), they have to describe wood and Ganch carvings. In this, the knowledge and concepts they have gained from folk art will come in handy. The works of folk art serve to satisfy people's daily life needs, to add beauty to the surroundings, gardens, and the exterior and interior of houses. This art differs from easel art in that it is directly adapted to the needs of the people and is connected with the content of the objects used in human life. Practical and decorative art reflects existing things in life (for example, flowers, life pictures, etc.). However, they do not have independent characteristics, but are connected with the content and form of a certain item and serve to decorate it. Practical works of art are created as a

product of somewhat free-creative thinking, and it is aimed at bringing joy to the environment. For example, a silent column, door, gates, colored patterns and embossed images used on the outside and inside of walls can be given as an example. Applied folk art appeared in very ancient times, developed in the form of folk crafts and became the oldest developed and living form of art.

Spirituality is the key to the spiritual and mental world of a person. It is a concept embodying the inner life, mental experiences, intellectual ability, and perception of a society, nation or individual.

ANALYSIS AND RESULTS

Spirituality in a broad sense includes the concepts of meaning and culture. Moral education is a set of a person's attitude towards his Motherland, character, representatives of other nations, work, people and himself.

The world of spirituality will be enriched with new meaning and content only if all-round reasonable scientific answers are found to the age-old and eternal problems of this complex world, and at the same time to the current issues of each era. In other words, every scientific innovation, created discovery gives impetus to a new thought and worldview, and through training, the work that is being done in our Republic today to educate young people in an ethical and aesthetic spirit, that is why, through club training, young people are freed. effective use of time and education of students is an urgent problem of this research work.

In the development of applied art in the Republic of Uzbekistan, prof. R. Hasanov, S. Bulatov, Q. Kasimov, B.Q. Kholmatov, Ye.V. Lebedeva, K.M. Ghulomov, M.B. We can take as an example the researches of Ahmedov, M.K Mirzakhmedov, H. Egamov, M. Nabiyev and many other scientists. For example, if we take Q. Kasimov's book "Naqqoshlik", it unintentionally dwells on the effective use and preservation of the people's heritage. Of course, in this book we also find aspects that serve to improve the quality and efficiency of education and to educate students' aesthetic taste. In addition, S. Bulatov's book "Uzbek folk practical decorative art" [2] describes the rich heritage and practical art of the Uzbek people: jewelry, goldsmithing, painting, carving, stone carving, Learn about wood carving, knife making, pottery, jewelry, embroidery, carpet weaving, basket weaving, etc. we will strengthen. Another book of S. Bulatov, "Rangnoslik" [3], describes the colors that are the basis of practical art, the brilliance of colors, the history of their origin, and the technology of their use. However, since these brochures and books did not cover the topic "Development of applied art in the Republic of Uzbekistan (as an example of Samarkand painting)" and the work done on this issue was a minority, I decided to take my dissertation topic on this topic.

CONCLUSIONS

In this article, the following conclusions were reached during the study of the pedagogical and psychological foundations of the development of aesthetic skills of future drawing teachers.

1. It has been determined that the aesthetic skills of the future drawing teachers are personal, universal, knowledge related to the field of graphics, skills, abilities, creative approach, social orientation of the person, and in general, integrative activities that ensure the performance of tasks in the field of graphics .

2. To create a creative environment in the educational process for the improvement of aesthetic skills of future drawing teachers, to design the process of developing aesthetic skills, to create a single information environment that provides students with information about the subject in an interactive mode, "Drawing » Pedagogical and psychological opportunities for creating a single system of organizing a holistic educational process using special educational and methodological support during the study of an educational subject have been determined.

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