



PECULIARITIES OF TEACHING APPLIED DECORATIVE ARTS IN THE CONTEXT OF ART EDUCATION

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Abstract

This article analyzes the pedagogical and methodological aspects of teaching applied decorative arts in the system of art education. The educational, developmental, and creative importance of this direction, as well as its role in shaping students' artistic worldview, is revealed.

Keywords: Applied decorative arts, art education, creative ability, teaching methods, visual culture.

Introduction

Art education plays a crucial role in shaping the artistic thinking, aesthetic culture, and creative abilities of the younger generation. In particular, teaching applied decorative arts based on national traditions not only imparts artistic knowledge, but also instills aesthetic values. It fosters important qualities in students, such as an appreciation for beauty, a unique creative approach, and a respectful attitude towards both material and spiritual heritage. Today, the educational process requires the integration of traditional craftsmanship elements with modern technologies. This article analyzes the specific features of teaching applied decorative arts, methodological approaches, and advanced techniques in this field. The Place and Importance of Applied Decorative Arts in Education. Applied decorative arts encompass various disciplines such as ornamental painting, wood carving, stucco work, artistic ceramics, carpet weaving, artistic jewelry making, and embroidery. Through these fields, learners acquire not only technical skills, but also develop a deeper understanding and appreciation for national heritage. In the educational process, such activities enhance students' concentration, manual dexterity, imagination, and composition-building abilities.



Specific Features of the Teaching Process. A step-by-step approach is considered effective in teaching applied decorative arts. Initially, students are introduced to the materials; then, skills such as constructing ornamental patterns, understanding color harmony, and creating compositions are developed. For example, in jewelry making, the processes of metalworking and ornamentation are first taught theoretically, followed by practical application. This approach helps students develop strong knowledge and skills. In addition, to encourage creative independence, interactive methods such as brainstorming, case studies, and master classes can be widely employed.

Methods of Activating Student Engagement. Creative tasks, mini-projects, and hands-on activities play a significant role in increasing student engagement. At the end of each session, analyzing completed work and discussing its strengths and weaknesses contribute to the development of critical and creative thinking. For instance, in a task involving ornamental design, students first sketch their composition, then justify their choices of color and form. Through such activities, learners acquire not only practical skills but also the ability to conduct visual analysis. Furthermore, by using modern technologies—particularly graphic software like CorelDRAW and Adobe Illustrator—students develop digital competencies in decorative art design.

In the educational process, applied decorative arts contribute significantly to students' personal development, their aesthetic worldview, and the enhancement of their creative potential. To ensure effective teaching of this subject, the following recommendations are considered essential:

- Developing textbooks and teaching aids that integrate both national and contemporary styles;
- Organizing practical workshops and training sessions for educators;
- Incorporating creative projects and exhibitions into the learning process;
- Establishing specialized laboratories for applied decorative arts in higher and secondary education institutions.

The successful implementation of these tasks within art-pedagogical education requires the development of specific teaching technologies. However, this also presents a challenge, as the unique features of teaching art education often complicate the process of technologization. This is primarily due to the inseparability of the technology for developing students' artistic and creative



abilities from the technology for teaching the fundamentals of artistic literacy. Creating a pedagogical framework in this field must, therefore, take into account this integral relationship.

In present-day independent Uzbekistan, growing interest in artistic traditions is increasingly evident, particularly in the context of the ongoing Third Renaissance. This resurgence calls for a re-examination of various aspects, angles, and interconnections of national art traditions from the standpoint of new modes of thinking. There is a pressing need to comprehend Uzbekistan's traditional applied decorative arts and craftsmanship as an integrated and indivisible whole, built upon centuries-old experience.

This situation demands a generalization of the ideological and professional-artistic transformations characteristic of the 20th century's artistic practices. Uzbek national applied decorative art can be viewed as a multi-component and holistic phenomenon. Any educational process presupposes a reciprocal teaching-learning dynamic. In this regard, the organization of training in specialized subjects related to applied arts requires educators to perform a dual role: to convey theoretical knowledge and to facilitate the acquisition of practical skills necessary for their application.

The current conditions of applied decorative art classes, along with the content and structure of professional development for teachers, necessitate a revision of implementation mechanisms and a reconsideration of the entire system. It is becoming increasingly urgent to improve the methods and content of professional development programs specifically designed for applied art educators, in order to implement effective measures aimed at enhancing the quality of instruction in this field.

It should be especially noted that since gaining independence, the government of Uzbekistan has paid significant attention to the development of art education. Today, the ongoing educational reforms in the country are being implemented with consideration of the transition to market-based relations. These reforms are leading to a fundamental improvement in the system of teacher training within the pedagogical education sector. Moreover, they contribute to the creation of a



continuous pedagogical education system that aligns with the international educational environment and supports the steady development of society.¹

As in all educational fields in our country, significant research has also been conducted in the development of applied decorative arts and its role within the broader scope of art education. In higher education institutions, considerable efforts have been made to implement active teaching methods that promote students' creative engagement and lead to tangible positive outcomes in the development of their artistic abilities.

The interconnection within various components of art education enhances students' acquisition of knowledge and skills, as well as increases their interest in applied decorative arts. The content of materials developed for students and the adoption of modern teaching methods help foster innovative thinking, encourage independent research in their fields of study, and enhance the ability to discover, justify, and apply new ideas in practice. Moreover, students develop the skills to use information technologies as tools and methods for gaining knowledge, thereby enriching their creative experience independently.

In higher education, and particularly in the field of art education, increasing the effectiveness of instruction, strengthening students' theoretical knowledge, developing their skills and competencies, as well as enhancing their artistic and creative abilities and professional mastery, are among the key priorities. To achieve these goals, the use of modern pedagogical and innovative technologies in the learning process has become a pressing issue of today — not only as a methodological approach but also as a practical necessity in contemporary education.

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