



 Research Article

PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS AND FACTORS OF THE PROBLEM OF IMPROVING AESTHETIC EDUCATION BASED ON NATIONAL EMBROIDERY

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ABSTRACT

The traditions of the Uzbek national embroidery art from ancient times to the present day differ from other types of art in their charm and elegance. Interest in this kind of art has not lost its significance today. For this reason, the aesthetic education of the younger generation on the basis of national embroidery is one of the important tasks in modern difficult times. In this article, on the basis of scientific ideas, the terms of decorative types used in Uzbek national embroidery, and the symbolic meanings of flowers, their role in the education of students are explained in detail.

KEYWORDS

Skullcap, suzane, palak, zardevor, pomegranate flower, almond flower, leaf flower, djidagul.

INTRODUCTION

Embroidery is an art form with its ancient traditions among the decorative and applied arts of Uzbekistan, widely spread in large trade and craft centers and villages of Central Asia. This kind of art, while preserving its poetic diversity, was appreciated by the people and did not lose its essence. For this reason, today girls and women are regularly engaged in embroidery in different regions of our republic.

There are two types of hand embroidery: the first is embroidery by counting rope and main threads of fabric. The second is to draw the history of the flower image on the fabric and embroider it freely. The threads of the rope are crossed and sewn into woven canvases in the form of canvas or gray. The reason for this is the convenience of counting the threads of fabric when embroidery. The type of date embroidery is widespread in Uzbekistan. Free embroidery does not



choose the fabric, it is sewn along the lines of the drawn image. Such stitches as yorma, ilma, irak, basma, hamdozi, chamak, ticket, bahya are widely used in Uzbek embroidery. Artistic embroidery uses different stitches from different places.

For example, in Shakhrisabz it is sewn with a grommet, Kandahayel, Iraqi seam, in Tashkent - with a more stuffed seam, in Bukhara, Nurat, Samarkand - with a grommet seam. Teaching these traditions in the art of embroidery to the younger generation, educating them on the basis of national values remains one of the main issues in these difficult times.

METHODOLOGY

The article uses the historical method, comparative methods.

Discussion. It is worth noting that the essence of national embroidery, in addition to sewing types of embroidery, has such features as encouraging and entertaining students. In this case, in the process of mastering the aesthetic meaning on the basis of national embroidery, along with the physical development of students, it becomes possible to educate a spiritual and aesthetic worldview and taste.

For this reason, it is a very important task to develop a pedagogical mechanism for instilling in the minds of schoolchildren the complexity of national embroidery on the basis of teaching national embroidery to schoolchildren, especially 5th graders. It is determined that the model of aesthetic education of 5th grade girls with the help of the national art of embroidery has a special role in introducing schoolchildren to traditional folk art. Its capabilities help to carry out a purposeful and deep organization of art, to show independence and creative initiative in the artistic and aesthetic development of schoolgirls.

As a pedagogical problem, aesthetic education of 5th grade students based on national embroidery in technology lessons is the main task facing a modern pedagogical school. Aesthetic education plays an important role in the formation of a developed personality. Currently, the most urgent task is to significantly improve the aesthetic education of 5th grade girls. It is necessary to develop a sense of beauty, to form a high aesthetic taste, to develop the ability to understand and appreciate works of art, historical and architectural monuments, the beauty and richness of nature. To do this, it is important to pay attention to the development of each subject, especially literature, fine arts, music, and labor education.

Aesthetic education is the regulation of the ability to perceive and correctly understand beauty in art, the education of aesthetic taste, feelings, as well as the ability and need to participate in the creation of beauty in art and life. Aesthetic education is a part of ideological, moral, labor and physical education aimed at the comprehensive development of a new person combining intellectual and physical perfection with a culture of high emotions. Aesthetic attitude to the world is, of course, not only to think about beauty, but also, above all, to strive for creativity in accordance with the laws of beauty.

Since the 30s of the XX century, the issue of aesthetic education of children has been studied as an important component of personality development. As a result of the research conducted in this direction, the general issues of aesthetic education, its aesthetic perception, aesthetic sense, aesthetic evaluation, aesthetic need, aesthetic taste, aesthetic skill, aesthetic interest, aesthetic understanding and other components of the education of students are revealed. A number of studies have been conducted on the search for scientific solutions to pedagogical problems, such as application in the educational process, scientific



substantiation of the content of aesthetic education, aesthetic education. As a result of studying scientific sources and careful study of the educational process, it was found that the essence of aesthetic education of 5th grade students is manifested in a number of scientific and pedagogical concepts.

Improving the aesthetic education of fifth graders means teaching them to perceive and appreciate the beauty of nature, labor and social relations from the point of view of the aesthetic ideal. Also, this concept provides for the process of directing a person to aesthetic activity, considering the change of reality according to the laws of beauty as an internal need and regularly influencing him in this regard. The aesthetic development of 5th grade students based on national embroidery is a long process that includes the emergence and improvement of the aesthetic consciousness of the student, attitude to beauty, aesthetic activity. Accordingly, it is important to develop annual plans that include theoretical and practical tasks, questions, collective creative and social events.

The main forms of work with students are lessons and extracurricular activities. When organizing and conducting theoretical and practical classes, the teacher must:

- organization of the educational process for familiarization with authentic copies - samples of folk art and their study on the basis of reliable historical information about the types of decorative and applied arts and theoretical research;
- the use of colorful visual and didactic materials;
- support and development of creative initiative, independent work;

Summary. From the above, it can be concluded that the work and organization of students in this order

contribute to the improvement of artistic and creative abilities.

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