



The Influence Of Interior Psychology On Uzbek Architecture

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ABSTRACT

This article reflects the importance of the human age in modern interiors, the recommendations of Uzbek researchers on architecture and interior psychology. The projects and recommendations applied in the formation of their talents and skills are presented.

KEYWORDS

Editor, attribute, comparator, ethics, process, feature, mood, symbols, colour, positive attitude, attentiveness, style, quality.

INTRODUCTION

Numerous studies on architecture and interior psychology have been conducted by foreign researchers. Researchers write about non-boring design: “The combination of style and decorative motifs, novelty and antiquity, craftsmanship and high-tech, real antiques and avant-garde pieces of furniture is extremely popular among designers in Paris, London and New York. Any self-respecting professional will try to create their own

personal mix i.e. a recipe for blending. Will be in constant search. He is

looking for rare things that are rich in structure and have a good name”.

The mystery of the world of colours, the various symbols are hidden in them, and the signs of attachment to the universe have always fascinated people. Experts in colour-related experiments and scientific research, meanwhile, have captured everyone’s

attention and interest with their knowledge of the magical world of colours [1,2].

THE MAIN PART

It is impossible to understand the world without colour. Colour always affects a person. It affects his physical and mental condition. Having an understanding of

colours, it is possible to form specific feelings and images that evoke certain emotions. If we look closely at the environment, we can see a variety of colours inside the house. Colours not only enhance the artistic quality of the interior of the house but also help to create favourable conditions for human life and activity, health and mood [3,4].

Table 1. Stages of dynamics by age.

| Stage | Period |
|--------|-----------------|
| Step 1 | 3 - 7 years old |
| Step 2 | 7-12 years old |
| Step 3 | 12-17 years old |
| Step 4 | 17-23 years old |
| Step 5 | 23-45 years old |
| Step 6 | 45-65 years old |

Stage 1 (3-7 years old) - At this stage of development, the game emerges as a facilitator. The child still does not carry out independent social activities, he just plays with them. In the game, he acquires an exciting relationship by behaving in one way or another. Such an attitude may be the basis for the formation of a private installation in the future, but as a rule, it may remain a certain situation and will change in the future.

The child asks him to buy a toy that he likes very much (a positive attitude to buy it), but after two or three days he stops playing with it and does not even notice it (the presumed use remains). This option is usually written as a superficial curiosity, which will fade away in the future. However, there may be the opposite option: later, when shopping, the child absolutely refuses, but later he becomes a favourite for the child. In the first stage with the central attributes, bright colour and

differentiated form for the resulting reconstruction as an object (for example, the texture of the garment, the beauty of the applique and even the labels, the brightness of the books and the colour of the paintings and covers). The child "feels too late" for other attributes.

This means that the main priority of this step is to look at the child as a person. His fun games, his favourite colours, his favourite books, his toys in the form of fairy tales or cartoon characters, his bed, his furniture, his wardrobe - all this can be reflected.

Stage 2 (7-12 years old) - In the second stage, the child begins to participate in real social processes, assimilates morality.

If previously "what is good" and "what is bad" were determined for him entirely by the feelings of his parents, now at a new stage he will have stable values, with a number of

social standards and new stable values with objective results comparing his morality. appears. After the age of seven, the child begins to make choices independently. In fact, the choice always coincides with that of the parents.

In half of the preferred subjects, the choice coincided with parenthood, while in the other half, the choice was the opposite of parental compatibility. This, in turn, is determined by the ability of parents to pursue their personal preferences. In the first subjects, the parents may find it convenient, while in the second they do not.

Summarizing the results obtained for school-age children, it can be said that their preferences are largely determined by their parents. They are far from able to choose what they use (other than games designed for games), but for many, this is not a problem [5,6,7]. This step in equipping the room is done at the request of the child himself. The reason is that in accordance with the period of more clear thinking, the child's feelings, inner experiences begin to manifest themselves in a unique, individual way.

Stage 3 (12-17 years old) - This stage is consistent with adolescent socialization. The adolescent actively joins a group of peers, a group that opposes the parents (like any other group that exists for a teenager other than the parents). In the adolescent group, social operations are mastered, but they become "model" in nature. These operations, as a rule, are not involved in real social movements and serve for the performance of a group of adolescents (adolescence "jokes", "jokes", etc.).

At the same time, for adolescents - social actions play the role of social operations as a whole in the way they perform. Accordingly, adolescents form an advantage. By the age of fifteen, social creativity is formed. The formation of ideal preferences loses its former significance. Child psychology will also undergo significant changes in his physical body. When parents are very careful, it is wise to act on what the child likes and does not want.

The reason is that a small mistake in the design of the interior of the room of young owners at this stage (colours, fixtures, design) can have a negative impact on the child's psychology. can find out.

Stage 4 (17-23 years old) - The end of adolescence is marked by a sharp expansion of the field of social contacts. The person joins different groups (no longer adolescents) and begins to participate in the solution of various social tasks. In solving the same problems in each new social group, he generally uses different ways (performing different social operations). The formation of consumer preference is clearly influenced by more individuals (friend, model in magazine) and world fashion, and less visible by small reference groups. The man now chooses which fashion to follow and what distinguishes his individuality.

At this stage, the owners will not only be able to order or renovate their living spaces and rooms to order but will also be able to participate in the process themselves. Man can determine the colour, light, location of objects according to his nature.

Stage 5 (23-45 years) - Expansion of the area of preference (change in number) is almost non-existent, but there will be a change in the quality of preference [8,9]. It is determined by the social roles performed, the situations, the age, the individual anatomical-physiological peculiarities, the current fashions. Young owners at this stage will now be able to independently participate in the interior design of the room, and even give advice by analyzing it from a psychological point of view, presenting their projects in furnishing a room for their children.

Stage 6 (45-65 years) - This stage is characterized by the appearance of a decrease in consumer preference, in most cases, qualitative rather than quantitative. At this age, a new dissociation (separation) of purchasing and user preference arises. Many goods are sold to suit the taste - mainly these are interior items, shopping for children and grandchildren. However, a person buys fewer goods than he needs for himself (excluding food). There is less of a new consumer advantage in goods "for itself". As before, goods of the same type and style are used (sometimes a person buys similar goods, and sometimes he is satisfied with what he has). The style of clothing that a person has in middle age will continue to love the style of the interior. Even if you buy new goods, you will get the same style as before. At this age, the leading attribute is the price and structure of the brand. Much scientific research has been conducted and is being carried out in foreign countries. It is in the field of interiors that psychological research covers almost general issues and focuses on colours, furnishings, furniture, their location, the naturalness of fabrics and objects.

CONCLUSION

However, there are almost no researchers who have studied the impact of the interior on the human psyche in relation to the dynamics of human age. Analyzing the attractiveness of modern interiors, it should be noted that there are many problems in this regard. The importance of human age in the attractiveness of modern interiors is incomparable. People of all ages like interiors of different looks, colours, and different furnishings. As we observe the formation of man, the manifestation of a separate psyche, inner experiences, feelings at his step into each age, we know that at each age a person has different spirits, which are different from each other. Psychology is widely used in both architecture and interior. Interior psycho-design is especially important when furnishing a room.

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