



Art Education Uzbekistan Period Of Independence

Sukhrob Kurbanov

Art Critic, Head Of The Department "Joint Educational Programs" National Institute Of Arts And Design After K. Behzad (Uzbekistan)

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ABSTRACT

This study is one of the first studies of the art education system in Uzbekistan in the field of fine arts during the period of independence. The author of the article studied the available documentary and factual materials on the topic and provided some methodological guidelines of the leading teachers-mentors. These main components of aesthetics are considered in an indissoluble unity and interaction with the visual arts, which shows the full significance of this study.

KEYWORDS

Education, art education, method, workshop, technique, style, approach, school, artist, academicism, master.

INTRODUCTION

In the context of globalization of the world economy and the resulting process of intensification of cultural integration, special attention is paid to the study of art education. The demand for research on this topic is largely determined by the lack of a holistic research, which is an attempt at a systematized paradigm for the formation of art education in Uzbekistan during the period of independence.

Over the years of independence, the government of Uzbekistan has adopted various programs in the field of education, for the development of spiritual, moral and moral and universal values.

In scientific research carried out on a worldwide scale, the study of the factors of progress, the evolutionary development of art

education in Uzbekistan during the period of independence, its importance as an important sign of the development of society is becoming one of the priority areas. In addition, in the process of developing a policy in the field of art education, it is important to take into account not only the immanent, internal patterns of its development as a system of teaching art or craft skills, but also as an important component of the process of social progress, the comprehension of which is an urgent task of the independent Republic of Uzbekistan. This is important for our republic, which has embarked on the path of modernization of all industries and segments of economic and social life.

During the years of independence, Uzbekistan has implemented large-scale measures aimed at deepening reforms in the field of arts education. Since 2017, new universities and their branches in the centers of the regions have been opened in Uzbekistan, the system of secondary specialized and higher education has been actively reorganized. In higher educational institutions, a transition to a credit-modular system¹ is being carried out, progressive methods of assessing the level of knowledge of applicants and students are

being introduced on the basis of testing and rating control.

In fact, it is difficult to overestimate the role of art education as one of the most important and effective factors in improving the creative potential of a person, humanizing social relations, forming cultural identity and social tolerance. The relevance and relevance of this topic lies in the need for a special study of the achievements of the practice of art education during the years of Independence of the Republic, and the possibility, in order to improve, to propose an adjustment of the revealed omissions and shortcomings.

In many foreign scientific studies, art education is studied in the framework of such branches of science as art history, pedagogy and cultural studies. The scientific research of information related to art education is carried out by art historians, teachers, culturologists, historians, artists and craftsmen. In conducting scientific research in the field of art education at the end of the 20th century - the beginning of the 21st centuries, the studies of the following foreign scientists are of great importance: W. Smith², P. Smith³, W. Lowenfeld⁴, W. Jams, C. Zhaochun and others, as well as Russian scientists L. Vygotsky⁵, S. Gippius⁶, L. Ermolaeva-Tomina⁷, M. Meerovich⁸, L. Shragina, A. Melik-Pashaev, A. Morozov⁹, D. Chernilevsky, V. Petrushina, Y.

¹ Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the system of organizing the educational process in higher educational institutions." dated 31.12.2020, No. 824.

² Smyth W. Art Education Scholastic and Industrial. — Boston: James Osgood & Co, 1872.;

³ Smith P. The History of American Art Education: Learning about Art in American Schools. — Westport, CT: Greenwood Press, 1996;

⁴ Lowenfeld V., Brittain L. Creative and Mental Growth. — Prentice Hall, 1957;

⁵ Выготский Л.С. Психология искусства. - Ростов н/д: Феникс, 1998. – 268 с.;

⁶ Гиппиус С.В. Тренинг развития креативности. Гимнастика чувств. - СПб: Речь, 2001. – 177 с.;

⁷ Ермолаева-Томина Л.Б. Психология художественного творчества. – М.: Академический проект: Культура, 2005. - 304 с.;

⁸ Меерович М.И., Шрагина Л.И. Технология творческого мышления: Практическое пособие. - Мн.: Харвест, М.: АСТ, 2000. – 144 с.;

⁹ Морозов А.В., Чернилевский Д.В. Креативная педагогика и психология: Учебн. пособие. М.: Академический проект, 2004. – 560 с.; Петрушин В.И. Психология и педагогика художественного творчества. - М.: Академический проект; Гаудамус, 2008. – 490 с.; Пономарев Я.А. Психология творчества и педагогика. - М.: Педагогика, 1976. – 172 с.; Синкевич И.А. Психология художественного творчества: Учебное пособие. - Мурманск: МГПУ, 2008. – 237

Ponomarev, I. Sinkevich, N. Sokolnikova, whose scientific works are devoted to the study of art education in the context of the development of the creative potential of youth.

At the end of the twentieth century. - early. XXI centuries art education in Uzbekistan has been studied in the fields of sciences such as cultural studies and pedagogy. The historiographic analysis convinces us that there was a lot of research on general education, but there was practically no research on art education. Recently, a number of publications have been published - R. Taktash¹⁰, A. Khakimov¹¹, N. Akhmedova¹², K. Akilova, G. Babadzhanova, R. Yeremyan, T. Kuziev¹³, S. Bulatov¹⁴, R. Khasanov¹⁵, B. Baymetov¹⁶ devoted to various problems art education. In which an assessment of these phenomena is given, already the positions of new historical realities, in the context of the spiritual priorities of our time, in which more objective and free views on art are formed, but, nevertheless, there is still a vast layer of topical issues that have not been previously considered, or in need of an objective reassessment from modern positions.

Today, one of the most important social problems is the formation of the culture of the individual. The development of a person's

creative potential is associated, first of all, with the formation of a sense of beauty in the younger generation by means of art. A person's upbringing begins with beauty. Beauty is the first step in the education of feelings, emotional responsiveness. It is only on an emotional basis that strong ties between a person and art are established. And this is the big role of art education. Today art education appears as one of the most important and effective factors in improving the creative potential of a person.

Art education is the process of assimilating knowledge and skills in the field of art in a particular system. The result is the preparation of the student for the occupation of professional artistic creativity. Also, this system of training qualified specialists of all types of plastic arts and art critics. It provides training for artists of higher and secondary qualifications. The system of art education includes: higher educational institutions (academies, universities, institutes), secondary specialized (art colleges, art lyceums), as well as children's art schools and art schools. Art education as a form of training artists originated in antiquity - in Ancient Greece and Ancient Rome, Egypt, China, India and other countries.

с.; Сокольникова Н.М. Изобразительное искусство и методика его преподавания в начальной школе: Учебное пособие для студ. пед. вузов. - М.: Академия, 1999. – 124 с.

¹⁰ Такташ Р.Х. Изобразительное искусство Узбекистана. - Т.: Фан, 1972. – 278 с

¹¹ Хакимов А.А. Аналитический доклад «Художественное образование в Узбекистане: развитие творческого потенциала в XXI веке». Ташкент. 2010;

¹² Ахмедова Н.А. Живопись Центральной Азии XX века: Традиции, самобытность, диалог: Особенности формирования и развития / Науч. Ред. А.Хакимов. - Т.: 2004. - 206 с.

¹³ Қўзиев Т. Нафосат мактаби. - Т.: Қомус нашриёти, 1995.

¹⁴ Булатов С.С. "Народное декоративно-прикладное искусство Узбекистана в эстетическом воспитании школьников" (М., 1993);

¹⁵ Хасанов Р. "Содержание, формы и методы художественного образования и воспитания учащихся общеобразовательных школ Узбекистана (на основе материалов национальных художественных традиций узбекского искусства)" (Ташкент, 1995);

¹⁶ Байметов Б.Б. "Основы изучения национального орнамента и методика его обучения на художественно-графических факультетах педагогических институтов (на материале Республики Узбекистан)". (М., 1992);

Since the first days of independence, fundamental changes have been made in the entire educational system in Uzbekistan, including art education. Of particular importance for improving the system of art education in the field of fine and applied arts is the creation of the Academy of Arts of Uzbekistan, which has become a significant event in the socio-political and cultural life of the country. The main task of the new organization was to create conditions for the release of national art into the international cultural space of an original artistic phenomenon. The rise of the artist's social status, his role in the formation of a new society and its spiritual culture was one of the important components when considering the creation of the Academy of Arts, which was largely due to economic factors. An independent state in the difficult period of transition to market relations for the country assumed responsibility for the fate of artistic culture. The most optimal way was to create a strong state structure capable of consolidating artistic forces and giving a new impetus to the development of three components of the creative process - art education, exhibition and creative activities, research, critical and propaganda work. The Academy of Arts of Uzbekistan became such a structure.

One of the important structural subdivisions of the Academy of Arts of Uzbekistan has become a whole network of art educational institutions from the primary to the highest level. Art lyceums and colleges were created in almost all regions, and in Tashkent and a higher educational institution - the National Institute of Arts and Design named after K. Behzad. Their goal is to form a new generation of creative talented youth.

According to the National Program of Continuing Education, the National Institute of Arts and Design named after K. Bekhzad (NIHD) is the only university in the republic for graduates of 3 art schools and 13 lyceums of fine arts wishing to get a higher art education. The backbone of teachers teaching in these

middle-level educational institutions is made up of graduates of the NIHD, and in regional centers, art lyceums act not only as educational institutions, but also as a kind of cultural centers, in which creative meetings with artists and folk craftsmen are held, exhibitions are held.

In general, the main task of the modern system of art education in Uzbekistan is a realistic reflection of the surrounding world. The study of this system as a scientific problem reveals its close relationship with the development of modern fine and decorative arts, the specific manifestation of traditions and innovations, the functioning of youth culture in the system of modern culture. The problems of art education at the level of lyceums are supervised by the Academy of Arts of Uzbekistan and the Ministry of Public Education, at the level of colleges and institutes - by the Academy of Arts of Uzbekistan and the Ministry of Higher and Secondary Specialized Education.

The modern art of Uzbekistan combines historical traditions and new searches, various styles and trends. Over the years of independence, unique opportunities have been created for its full development. The fine arts of the republic have become an important object of the cultural policy of the state. A specific feature of art education in Uzbekistan is the presence of the traditional form of education "ustoz-shogird" and the European classical method of education. The key principle of the educational and cultural policy of the state is the combination of universal and national values, which has become the ideological and methodological basis of the art education system in the Republic of Uzbekistan.

The system "ustoz-shogird", which has centuries-old traditions, is based on the principles of continuity in the forms of compact, individual teaching of a group of students. It predominates in the field of teaching traditional arts, mainly in the field of

traditional arts and crafts. Another segment of art education in Uzbekistan is the European classical system, which has spread in the region since the end of the 19th century. This process was associated with the penetration of European art forms - easel and monumental painting, sculpture and graphics into the cultural environment of the local population. Today, these two education systems harmoniously complement each other, and are used in the training system at the National Institute of Arts and Design named after K. Behzad.

During the years of independence, all the necessary conditions have been created in our country for the development of arts and crafts and for the development of the ustoz-shogird system. The most important thing is that folk craftsmen received creative freedom, but the violation of traditions is striking. First of all, craftsmen must preserve traditions. Tradition is not only techniques, patterns, colors, but more broadly - production technology, materials, natural dyes. Traditions are also violated in the training system "ustoz-shogird", for example, students from different regions of the Republic, in the process of studying in Tashkent, often acquire knowledge, traditions and technologies only of the Tashkent school of applied arts, and therefore the traditions of those local schools that they are designed to develop are lost. ... Meanwhile, one of the main tasks of the traditional education system is the formation of a master who will preserve and develop the traditions of the local craft school, those techniques, skills and aesthetics that have been formed over many centuries in the center or village that he represents. This allows you to preserve the originality and originality of all the palettes of national applied art.

The leading center for the training of specialists in the field of fine arts is the National Institute of Arts and Design. Kamoliddin Behzad. Its name reflected the desire to develop a lagging industry - national design. National Institute of Arts and Design named after K. Behzad. the only higher educational institution in

Uzbekistan in the field of art education of the republic prepares specialists in three levels of education - bachelor's, master's and doctoral studies. The institute has 3 faculties: "Fine Arts", "Applied Art and Design", "Art and Museum Studies", which trains specialists in 21 departments. Easel painting, sculpture, restoration of historical and cultural monuments, monumental painting, art ceramics, book graphics, art history, etc.

Faculty of Fine Arts, N.I. K. Behzad has a rich history. Painters and graphic artists who graduated from the Institute of Painting, Sculpture and Architecture named after V.I. I.E. Repin, Moscow State Academic Art Institute named after I.E. V.I. Surikov, National Institute of Arts and Design named after V.I. K. Behzad, etc. Among them are academicians of the Academy of Arts of Uzbekistan. The dominant system in training programs at all departments of the Faculty of Fine Arts is academic methodology, that is, teaching classical drawing and painting based on observation and study of nature with a brush and pencil in hand. After completing the Bachelor's degree program "Easel Painting", a graduate of the Faculty of Fine Arts should have such professional skills as mastery of the material and painting technologies. However, not all students are capable of free artistic thinking, of which we are convinced by creative practice, in which graduates of this faculty do not actively participate.

The education system in the visual arts in Uzbekistan turned out to be the successor of the academic education system, which functioned for many decades, where the main task is a realistic system of reflecting the surrounding world. The history of art education shows that realism is the root basis, the basis of our art. The fine arts of Uzbekistan is a rich potential of art, in which one can feel the development of not only the national heritage, but also the experience of world art.

It is in the learning process that the style of the artists is formed. Today, we see the steady

dominance of the realistic school in the programs for teaching students of art universities and colleges. Bachelors and masters gain knowledge of technology in various areas of fine art and design, study issues related to the style and technology of academic arts - painting, graphics, sculpture, etc. Unfortunately, there is no history of the latest contemporary art in the bachelor's program. The bachelor's program does not differ from the program of the next two years of master's degree. Perhaps the time has come to revise the master's program, giving it a free creative character. Students should have a wider choice of creative directions - from avant-garde art forms, including installations, video art, photography, etc. to strict, but deeper than in a bachelor's degree, principles of teaching classical types of visual arts.

Over the past decade, in our country, there has been an increase in interest in such types of art as video art, conceptual art, and installation, which appeared in Europe back in the 1970s. In the first decade of the XXI century, new phenomena appeared in the modern art of Uzbekistan, such as the works of A. Nikolaev, V. Useinov, Zh. Usmanov, B. Ismailov. The works of the creative group "5 + 1" (D. Razykov, S. Jabbarov, N. Sharafkhodzhaeva, Sh. Rajamov,) actively participate in exhibitions, but in the works of this group there is an insufficient study of contemporary forms of contemporary art. And therefore, given the new phenomena in world art, it would be advisable to organize media laboratories for teaching modern forms of contemporary art, such as video art, installations, etc.

Art education is a kind of field of activity that not only preserves the experience of the past, but also begins to build prospects for the development of art in the future. Today, art education still continues to be at the development stage, and this requires serious analytical work and certain adjustments. We must master the modern positive experience in the field of art education, while preserving our national traditions, our national identity in art.

In conclusion, it should be emphasized that the research materials show that the history of art education has centuries-old origins. On the territory of Uzbekistan, since ancient times, there have been original and peculiar regional art schools. In turn, the development of local art schools would have been impossible without the established apprenticeship system. The traditional "ustoz-shogird" model continues to persist, but along with it, another system is emerging based on European experience. The arrival of artists from Russia to Central Asia, whose work was based on the techniques of European fine art, made significant changes in the culture of the region. The first large organizations of art education appeared in Uzbekistan after 1917. Before that, there was not a single special art school in Uzbekistan, and training was carried out according to the "ustoz-shogird" system. Art schools appear not only in the largest cities like Tashkent and Samarkand, but also in less significant cities.

Since the first days of independence, Uzbekistan has declared its commitment to the values of democracy, a socially oriented market economy and the building of a civil society with a secular orientation.

From the set goals and objectives, and the research undertaken by us, the following conclusions were made:

1. The key principle of the educational and cultural policy of the state is the combination of universal and national values. This principle, reflected in the country's legislation (Laws "On Education" and "National Program for Personnel Training"), is the ideological and methodological basis of the art education system in the Republic of Uzbekistan.
2. A specific feature of art education in Uzbekistan is the presence of two educational systems - the Uzbek traditional education system "ustoz-shogird" and the European classical education system. These two systems harmoniously

complement each other, contribute to the formation of a full-fledged morphological picture of the modern national artistic culture of Uzbekistan. The system "ustoz-shogird", which has centuries-old traditions, is based on the principles of the continuity of the individual teaching of a group of students. It predominates in the field of teaching some traditional arts: professional traditional music, oral tradition, artistic crafts, traditional folk and entertainment culture.

Another system of arts education in Uzbekistan is the European classical system, which has spread in the region since the end of the 19th century. This process was associated with the penetration of European art forms - easel and monumental painting, sculpture, graphics - into the cultural environment of the local population.

Today, the two above-mentioned educational systems, in modern forms, are widely used in the system of state art education at all levels of education, in accordance with professional orientation. An example of a successful state policy for the development of art education in the field of fine and applied arts is the founding of the Academy of Arts of Uzbekistan, established in 1997 in accordance with the Decree of the first President of the Republic of Uzbekistan. The Academy includes art education institutions and exhibition centers.

3. The leading centers for the training of specialists in the field of fine and applied arts are art educational institutions of the Academy of Arts of Uzbekistan. These are 13 lyceums of fine and decorative arts of the republic, 3 art schools and the National Institute of Arts and Design named after K. Behzad (NIHD). Moreover, in regional centers, art lyceums act not only as educational institutions, but also as a kind of centers of culture, in which creative meetings with artists and folk craftsmen take place, exhibitions are held.

4. The principle of combining universal and national values is also a priority in the activities of a large number of organizations and institutions involved in the system of non-formal art education. This is a huge number of non-governmental public organizations and structures, as well as exhibition halls, museums, galleries, cinemas, film studios, etc. It should be especially noted that in recent years the status of exhibition activities has increased - this is a large-scale phenomenon in the cultural life of the country. Exhibition projects, along with educational activities, are one of the components of the socio-cultural space of the Academy of Arts and the Directorate of Art Exhibitions, which contributes to modeling the system of art education of visitors by introducing them to cultural, aesthetic values by means of museum pedagogy. The Directorate of Art Exhibitions is a unique museum institution in its specificity. The exhibition and educational space plays the role of a semantic center, playful and serious learning, free communication, aesthetic and emotional core of the educational environment. Such a space gives rise to cultural unique interpretations, artistic finds, activates cognitive motives and generates special emotional states of the participants in this process.

The expositions of art exhibitions are formed in such a way that the works form a single space. In addition, during the exhibitions, creative conversations with artists of the older generation and their master classes are held. So, more often exhibitions are some kind of educational project. This makes it possible for future artists from a young age to master new skills of visual activity, learns to understand and appreciate fine art. As a result of such communication with art, young artists acquire new theoretical and practical knowledge and skills.

5. The international achievements of Uzbekistan in the field of fine and applied

arts are also evidence of purposeful and successful work in the field of art education. In Uzbekistan, for the first time in the entire post-Soviet space in 2001, the First Tashkent International Biennale of Contemporary Art was held, in which artists from 19 countries took part. The dynamics of the Tashkent Biennale is evidence of its growing global authority - about 100 artists from 30 countries of Asia, Africa, Europe and America took part in the 2019 Tashkent Biennale. Graduates and students of art lyceums and colleges of Uzbekistan over the past 30 years have become winners of prestigious international competitions in the field of fine arts.

One of the most important means of modernizing art education is the development of its information space and the introduction of new electronic technologies. The government pays special attention to the creation of educational, material and technical base of secondary - specialized educational institutions, which are provided with modern computer equipment. In Uzbekistan, attempts are being made to use information technologies in the field of art teaching - along with electronic textbooks on the history of world art, multimedia programs are being created in various branches of national art - "Oriental Miniature", "Blue Ceramics of Samarkand", "Folklore of Boysun", "Shashmakom", "Culture and Art of Uzbekistan" and others.

In recent years, Uzbekistan has begun to pay close attention to the more active use of modern information and communication technologies and new media. At the initiative of the ministries and departments responsible for the system of art education, conditions are being created for free access of teachers, artists and other interested persons to the necessary materials and educational tools, including via the Internet. In the republic, every year the work on improving the qualifications of pedagogical personnel is being improved.

The formation and development of art education had a beneficial effect on the fine and applied arts, cultural and educational work among the population and much more. At the same time, the very process of training creative personnel has the character of an integral, interconnected system.

This research is one of the first studies of the system of art education in Uzbekistan in the field of fine and applied arts during the period of independence. In which the available documentary and factual materials on the topic were studied and some methodological guidelines of the leading teachers-mentors were given. These main components of aesthetics are considered in an indissoluble unity and interaction with the visual and applied arts, which shows the full significance of this research.

Analysis of the system of art education in Uzbekistan during the period of independence, which is a unique material of historical and cultural significance, made it possible to draw the following conclusions and generalizations.

The following suggestions and recommendations will be made based on the research findings:

1. Revise the curricula and programs of schools, lyceums and universities, reducing the number of subjects studied that are not related to the field of special education. The specificity of a number of artistic disciplines and special subjects requires significant time and conditions for in-depth study of subjects in the chosen profession, therefore, their expansion is necessary.
2. Taking into account the specifics of art education, as well as maintaining a high educational level, maintain and support the system of individual education and training in small groups.
3. Correctly organize a system of postgraduate training in the form of a 2-year creative postgraduate study on the basis of art workshops of famous art

workers of the Academy of Arts of Uzbekistan (artists, sculptors, folk artists) without writing a dissertation.

4. It is necessary to increase attention to the development of new technologies in the field of art education, to conduct special trainings to train teachers of schools, lyceums and universities in new computer and Internet technologies.
5. It is necessary to integrate students into professional practice, organize students' practice in projects of the Ministry of Innovative Development carried out with state grants, as well as financial and information support for students' participation in international educational programs: festivals, symposia, etc.
6. It is necessary to develop joint activities with foreign universities, to prepare interuniversity scientific and practical trainings, master classes with the involvement of international experts, artists and theorists in the field of contemporary art, dedicated to contemporary problems of art.

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