DEVELOPING STUDENTS' DESIGN COMPETENCES THROUGH TEACHING TAPESTRY ART IN ART LESSONS

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Annotation: *This article examines the specific features of teaching tapestry art in visual arts and applied arts classes in higher education institutions and the issues of developing design competencies of future specialists through this process. The article analyzes the stages of forming design, compositional thinking, color science and spatial imagination in students during the teaching of tapestry weaving technology. It also highlights the pedagogical conditions for developing a creative approach and professional skills in students through the synthesis of traditional textile art with the requirements of modern interior design.*

Keywords: *visual arts, tapestry art, design competence, creativity, artistic textiles, composition, design, pedagogical technologies, interior design.*

Abstract: *This article examines the specific features of teaching tapestry art in visual activity and applied art classes in higher education institutions, as well as the development of design competencies of future specialists through this process. The article analyzes the stages of forming students' project planning, compositional thinking, color science, and spatial imagination during teaching tapestry weaving technology. Also, the pedagogical conditions for developing a creative approach and professional skills in students by synthesizing traditional textile art with the requirements of modern interior design are highlighted.*

Keywords: *visual activity, tapestry art, design competence, creativity, artistic textiles, composition, project design, pedagogical technologies, interior design.*

INTRODUCTION : Today, in the higher education system, it is not enough to provide only traditional academic skills in the training of future specialists in fine arts and engineering graphics, design and folk applied arts. The modern labor market requires graduates to have a creative approach to emerging problems, the ability to design (project) and independent design competencies. In the framework of reforms aimed at developing the creative economy and cultural industry in the Republic of Uzbekistan, increasing the creative potential of students is one of the important tasks of pedagogical science.

Teaching the art of tapestry (wall-mounted artistic textile fabric) in visual activity classes has a huge didactic potential in forming design competencies in students. Because the process of creating a tapestry is not just mechanical weaving, but a complex design project from the idea to the final product. The future specialist will go through the following stages while working on a tapestry:

Choosing a topic and creating a concept: Coming up with an idea for a specific interior or exhibition space.

Preparing a sketch and cardboard (template): Drawing a realistic-sized sketch of the future work, based on the laws of painting and graphics.

Materials science and technological solution: Calculating the texture, thickness, and color balance of the threads.

All of these processes are directly related to the patterns of the designer's professional activity. Therefore, improving the professional competence of students by improving the methodology of teaching tapestry weaving technology in visual arts classes determines the relevance of the research.

LITERATURE ANALYSIS AND METHODOLOGY : The problems of developing professional and design competencies of students in higher educational institutions have been studied from various aspects by foreign and domestic pedagogical scientists (including N.Muslimov, R.Hasanov, B.Boymetov, S.Bulatov). N.Muslimov developed the pedagogical foundations of the formation of professional competence, while S.Bulatov showed methods for developing students' artistic and creative abilities through pattern theory and composition in applied art classes.

However, the methodology for developing design competencies (spatial thinking, working with architecture and interiors, synthesis of materials) through teaching tapestry art has been little studied as a separate object of research. The aesthetic properties of artistic textiles and tapestry art have been analyzed more from the point of view of art criticism (in the works of N. Ahmedova, D. Rajabova). This study aims to reveal the pedagogical-didactic system of teaching tapestry art and its impact on students' visual-design thinking.

The study in the process placed to the goal achieve for following methods from the complex used:

Pedagogical observation and experiment: An experimental curriculum was tested in tapestry classes with the participation of students of the "Fine Arts and Engineering Graphics" and "Folk Applied Arts" directions of higher educational institutions.

Modeling and design method: Students were given the task of imagining (case study) when drawing a tapestry sketch, placing it in a ready-made modern interior project (for example, "loft", "minimalism", "ethno-still").

Artistic and textural analysis: Practical works (tapestry) performed by students were evaluated according to the criteria of compositional solution, color harmony, correct selection of materials and execution skills. DISCUSSION

AND RESULT : A special pedagogical experiment was conducted in visual arts and applied arts classes of higher educational institutions to identify and develop students' design competencies. During the experimental work, students were directed to see tapestry as a design object as a modern interior subject, in addition to the traditional weaving method. The formation of professional skills and independent thinking in future specialists, as well as the correct design of their educational activities, is the main requirement of today's education system [1].

Experiment as a result in students design competence of formation three main stage and their pedagogical efficiency determined:

This in stages students free topic instead of , certain of the room (for example , modern hotel lobby , office place or to live room) architectural drawing and colors palette based on tapestry They created a sketch (croki) . Tapestry of art Uzbek at school national tradition place and formation stages to students idea in visualization important foundation to be service .

Result [2]: Students' ability to visualize an object in relation to its environment increased. This helped them understand the laws of color and composition in the context of the interior.

Technological and materials science stage: The thickness of the threads, the density of the weave and the relief play an important role in tapestry weaving. Students were tasked with creating combined textures by mixing, in addition to traditional woolen threads, synthetic and natural raw materials (flax fiber, cotton, metal threads). Conducting innovative experiments on materials in practical art lessons and using modern technologies increases students' professional flexibility [3].

Result: Future designers have developed the ability to feel the tactile (touching) properties of the material and use them for their intended purpose (an element of textile design).

Experimental analysis indicators: When comparing the results between the experimental group (a program combining traditional and design approaches) and the control group (only

[1] Muslimov, NA (2007). *Technology of formation of professional competence of vocational education teachers* . Tashkent: Science and technology.

[2] Rajabova, DA (2018). *Stages of development of the art of textile art of Uzbekistan (tapestry and flower embroidery)* . Abstract of the dissertation of the candidate of arts. Tashkent

[3]Mirzayev, SO, & Abduraimova, M. (2026). Modern technologies in figurative art classes: use advantages. *American Journal of Interdisciplinary Research and Development* , 50, pp. 45-52.

traditional tapestry lessons) based on the 100-point evaluation criteria of students, the following dynamics were observed:

Assessment criteria (Competencies)	Control group (Mean score)	Experimental group (Average score)	Growth rate
Creativity and originality of ideas	72 points	88 points	+16%
Design (Interior customization)	65 points	89 points	+24%
Working with materials and invoices	70 points	85 points	+15%
Technical execution excellence	78 points	82 points	+4%

As can be seen from the table, the indicator of design (visual adaptation to interior design) recorded the highest growth (+24%). Thus, the introduction of design requirements into tapestry lessons directly affects the formation of students as not just "performers", but "constructors-designers". The development of students' artistic perception and perfect teaching of compositional laws in visual activity lessons are the main factors of this practical effectiveness [4].

CONCLUSION: In the process of studying the problem of developing students' design competencies through teaching tapestry art in visual activity lessons, the following scientific and pedagogical conclusions were formed:

Tapestry is a multidisciplinary design tool: Since tapestry art, by its nature, combines the laws of painting, graphics, materials science and architecture, it serves as one of the most effective didactic tools for expanding students' design thinking.

Professional competence growth: Transitioning from traditional tapestry lessons to interior design (attachment) conditions develops in students the skills to provide creative proposals that meet market requirements, to feel the space, and to independently manage the project from idea to final model.

The need for didactic innovation: Along with improving students' technical skills, creating conditions for their independent experiments on the combination of innovative technologies and modern materials should be a key element of the pedagogical system.

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