

MILLIY BEZAK SAN'ATINI O'RGATISHDA KOMPETENSIYAVIY YONDASHUV

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Annotatsiya: *Ushbu maqolada milliy bezak san'atini, xususan kashtachilik va naqqoshlikni o'rgatishda kompetensiyaviy yondashuvning nazariy asoslari va amaliy ahamiyati yoritilgan. Kompetensiyaviy yondashuv orqali o'quvchilarda nafaqat nazariy bilimlar, balki amaliy ko'nikmalar, ijodiy fikrlash, estetik did va kasbiy kompetensiyalarni shakllantirish masalalari tahlil qilingan. Shuningdek, milliy bezak san'atini o'qitishda zamonaviy pedagogik metodlar, interfaol yondashuvlar va amaliy mashg'ulotlarning roli ochib berilgan.*

Kalit so'zlar: *milliy bezak san'ati, kashtachilik, naqqoshlik, kompetensiyaviy yondashuv, pedagogik texnologiya, estetik tarbiya, amaliy ko'nikma, ijodkorlik.*

КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ОБУЧЕНИИ НАЦИОНАЛЬНОМУ ДЕКОРАТИВНО-ПРИКЛАДНОМУ ИСКУССТВУ

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Аннотация: *В статье рассматриваются теоретические основы и практическое значение компетентностного подхода в обучении национальному декоративно-прикладному искусству, в частности вышивке и орнаментальной росписи. Анализируются вопросы формирования у обучающихся не только теоретических знаний, но и практических навыков, творческого мышления, эстетического вкуса и профессиональных компетенций посредством компетентностного подхода. Также раскрывается роль современных педагогических методов, интерактивных подходов и практических занятий в обучении национальному декоративному искусству.*

Ключевые слова: *национальное декоративно-прикладное искусство, вышивка, орнаментальная роспись, компетентностный подход, педагогические технологии, эстетическое воспитание, практические навыки, творчество.*

A COMPETENCY-BASED APPROACH TO TEACHING NATIONAL DECORATIVE ART

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Annotation: *This article examines the theoretical foundations and practical significance of the competency-based approach in teaching national decorative art, particularly embroidery and ornamental painting. The study analyzes how the competency-based approach contributes to the development of not only theoretical knowledge but also practical skills, creative thinking, aesthetic taste, and professional competencies among students. In addition, the role of modern pedagogical methods, interactive approaches, and practical exercises in teaching national decorative art is highlighted.*

Keywords: *national decorative art, embroidery, ornamental painting, competency-based approach, pedagogical technologies, aesthetic education, practical skills, creativity.*

Nowadays, teaching based on a competency-based approach holds significant importance in the education system. This approach is aimed at developing not only theoretical knowledge in students but also the ability to apply their skills in practical activities. In particular, the application of the competency-based approach in teaching national decorative art plays a crucial role in developing students' creative abilities, cultivating aesthetic taste, and fostering respect for national values.

National decorative art represents the rich cultural heritage of our people. Through the arts of embroidery and ornamental painting, students become familiar with national traditions, decorative elements, color harmonies, and the principles of composition. Therefore, teaching these art forms using a competency-based approach is one of the pressing tasks of modern education.

The competency-based approach is an educational method aimed at developing students' ability to apply knowledge, skills, and competencies in practical activities. This approach contributes to the personal development of the student, promotes independent thinking, and prepares them for practical engagement.

In the process of teaching national decorative art, particularly embroidery and ornamental painting, students develop a variety of important competencies. A competency is the ability of a student to effectively apply the knowledge, skills, and abilities they have acquired in practical activities. Education organized on the basis of

a competency-based approach serves not only to develop students' theoretical knowledge but also their personal, creative, and practical abilities.

Through the study of national decorative art, students develop the following key competencies:

Aesthetic competency develops students' ability to perceive beauty, understand and evaluate works of art, and independently create aesthetically refined decorations. In national decorative art, color harmony, proportion of forms, symmetry, and composition play a central role. During embroidery and ornamental painting lessons, students learn how colors complement each other, how pattern elements are arranged, and how to achieve an aesthetically pleasing overall design. This process fosters students' artistic taste, their understanding of beauty, and their ability to create it. As a result, students are capable not only of appreciating completed decorative works but also of producing their own compositions with high aesthetic quality.

Practical competency is aimed at developing students' hands-on skills related to national decorative art. During embroidery and ornamental painting lessons, students learn to work with various tools and materials. They acquire practical knowledge of embroidery techniques, pattern-drawing methods, rules for composing designs, and harmonizing decorative elements. At the same time, students study the properties of fabrics, threads, paints, and other materials and learn how to use them correctly. Practical competency develops students' manual skills, prepares them for independent activity, and supports their future career choices.

Creative competency develops students' ability to generate new ideas, think independently, and approach tasks creatively. In the process of studying national decorative art, students do not merely replicate traditional patterns but also learn to modify, enrich, and create new compositions. For example, they can combine traditional pattern elements with modern design to produce new decorative works. This process broadens students' imagination, strengthens independent thinking, and fosters creativity.

Cultural competency develops students' understanding and appreciation of national culture, values, and traditions. National decorative art represents the historical heritage of our people, reflecting their lifestyle, worldview, and aesthetic perspectives. Through embroidery and ornamental painting lessons, students learn about the origins, symbolic meanings, and historical significance of national patterns. This fosters respect for national values, national pride, and a sense of loyalty to their culture. At the same time, students also learn to appreciate the art and culture of other peoples.

Communicative competency develops students' ability to express their thoughts freely, communicate effectively with others, and work collaboratively in a team. During handicraft lessons, students actively participate in group work, explain their ideas to others, and present and evaluate their own work. This process enhances their language

and communication skills, teaching them to express their ideas clearly and fluently. In addition, working in a team helps students acquire skills in cooperation, listening to others, and collaborating based on mutual respect.

Education organized on the basis of a competency-based approach is aimed not only at helping students acquire theoretical knowledge but also at enabling them to apply it in practice. This approach is particularly effective in practical and creative fields such as national decorative art, as the learning process simultaneously develops knowledge, skills, and personal qualities in an interconnected way.

Development of creative thinking. The competency-based approach fosters students' creative thinking. In national decorative art lessons, students make independent decisions while selecting pattern elements, harmonizing them, matching colors, and creating compositions. This expands their imagination, encourages the use of unconventional approaches, and develops the ability to generate new ideas. As students' creative thinking develops, they do not merely replicate given examples but strive to create their own individual style.

Development of practical skills. One of the key outcomes of the competency-based approach is the development of practical skills. Students actively participate in processes such as embroidery, pattern drawing, composing decorative designs, and working with materials. This practice enhances their manual dexterity and their ability to perform tasks requiring precision and careful workmanship. Through practical exercises, students consolidate their theoretical knowledge and learn to apply it in real-life activities.

Development of independent working skills. The competency-based approach turns students into active participants in the learning process. They independently carry out tasks such as preparing sketches, developing decorative projects, analyzing their work, and evaluating results. This strengthens their sense of responsibility and develops skills in proper time management and step-by-step execution of tasks. The ability to work independently becomes an important factor for students' future educational and professional activities.

Formation of respect for national values. National decorative art represents the rich cultural heritage of our people. In a competency-based learning process, students become familiar with the origins of patterns, their symbolic meanings, and historical significance. This knowledge fosters respect for national traditions, loyalty to the legacy of ancestors, and a sense of national pride. At the same time, students learn not only to appreciate their own culture but also to respect the art and culture of other peoples.

Development of aesthetic taste. The competency-based approach also enhances aesthetic education. By studying color harmony, proportion of forms, composition, and the balance of decorative elements, students develop artistic taste. A student with a well-developed aesthetic sense can perceive and appreciate beauty in the surrounding

environment and reflect it in their own creative work. This, in turn, raises their personal cultural level.

Comprehensive personal development. All of the above outcomes are interconnected and contribute to the overall development of the student. National decorative art taught through a competency-based approach shapes students into creative, independent thinkers with refined aesthetic taste and a respect for national values.

The competency-based approach also plays an important role in developing students' aesthetic taste and their ability to perceive and create beauty. During the process of creating decorative works, students learn about color harmony, proportion of forms, and the principles of composition. This fosters their artistic thinking and increases their interest in art. Through the practical skills and creative experiences they acquire, students develop the essential competencies required for working in fields such as handicrafts, design, and the arts. This, in turn, is crucial for guiding their future professional directions.

In conclusion, teaching national decorative art through a competency-based approach enhances the effectiveness of the educational process, develops students' creative and practical competencies, and contributes to shaping them as well-rounded individuals. Therefore, the widespread implementation and improvement of the competency-based approach in teaching national decorative art is one of the key tasks of the modern education system.

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