



THEORETICAL FOUNDATIONS OF TEACHING FINE AND APPLIED ARTS BASED ON NATIONAL VALUES

Bozorova Rukhshona Azamat kizi

**Tashkent State Pedagogical University Named after Nizami Master's
student, 1st year, Department of Fine Arts**

bozorova.ruxshona0321@gmail.com

<https://doi.org/10.5281/zenodo.17935664>

ARTICLE INFO

Received: 12th December 2025

Accepted: 13th December 2025

Online: 14th December 2025

KEYWORDS

National values, fine arts, applied arts, thinking, education, folk art, traditional art, school, art, pedagogy, national heritage.

ABSTRACT

This article explores the theoretical foundations of teaching fine and applied arts based on national values. It analyzes the integration of national heritage, customs, traditional art schools, and folk art into the educational process, as well as their significance in developing students' aesthetic taste, artistic thinking, and creative competencies.

Introduction

Nowadays, preserving national culture and values and instilling them in the minds of the younger generation is one of the most pressing tasks of the education system. In particular, providing aesthetic education based on national heritage in the process of teaching fine and applied arts not only develops students' artistic taste but also has a strong influence on their understanding of national identity. National values enrich the content of art education, deepen the learning process, and expand students' creative thinking. Fine and applied arts reflect the centuries old culture, aesthetic perspectives, lifestyle, and spiritual world of the people. Therefore, it is crucial to develop methodological approaches based on national values when teaching these subjects. When national patterns, examples of folk applied arts, ancient decorative arts, and traditional craftsmanship are integrated into the content of fine arts lessons, students' interest in art increases, their creative skills are developed, and their sense of national identity is strengthened. Therefore, in teaching fine and applied arts, a thorough study of the theoretical foundations based on national values, as well as the application of methods that integrate innovative approaches with national characteristics into the pedagogical process, is one of the most urgent directions in modern education. This article analyzes these theoretical foundations and highlights the pedagogical significance of national values in art education.

Methodology

Teaching fine and applied arts based on national values has become one of the key directions in the development of society and the education system today. In the context of globalization, cultural diversity, and rapid information flow, the need for young people to understand their national identity, maintain moral stability, and respect cultural heritage is increasingly important. In particular, equipping students with aesthetic perception, artistic thinking, cultural awareness, and creative skills based on national values in art education is a crucial factor for societal development. Fine and applied arts embody the historical memory,

aesthetic perspectives, lifestyle, and spiritual essence of a people, and conveying this to students in a national context guides them toward moral and cultural maturity. Today, teaching art based on national values is recognized as an effective means of educating the younger generation with respect for national heritage, fostering patriotism, national pride, and a sense of cultural responsibility. At the same time, in an era of rapidly developing information technologies, one of the urgent challenges of education is to enrich children's aesthetic outlook, protect them from the negative influence of mass culture, and introduce them closely to the traditions of national art. When national patterns, types of applied arts, craftsmanship traditions, and folk artistic heritage are incorporated into the educational process, not only is the content of art lessons enriched, but students' creative abilities and sense of national identity are also strengthened. Therefore, developing methods, technologies, and teaching approaches based on national values in the instruction of fine and applied arts has become a contemporary requirement of the education system and plays a crucial role in the intellectual, aesthetic, and moral development of young people.

The methodology of this study is aimed at a thorough exploration of the theoretical foundations of teaching fine and applied arts based on national values. In this regard, modern pedagogical approaches, art studies theories, and scholarly sources on cultural heritage were used as the methodological basis. During the research, existing scientific literature, traditions of national art, the development stages of fine arts education, and the practical experience of using national heritage in the educational process were analyzed theoretically. In addition, the role of national patterns, craftsmanship schools, and elements of folk applied arts in art education was examined in comparison with the experiences of other countries. Throughout the study, teachers' and students' attitudes toward art education based on national values, their engagement during lessons, and changes in their creative skills were analyzed through pedagogical observation. In practical sessions, methods aimed at developing students' artistic thinking, aesthetic taste, and creative activity by incorporating elements of national heritage were tested, and their effectiveness was evaluated. Furthermore, interviews and questionnaires with art teachers and specialists provided insights into the role and significance of national values in enriching the content of art education. A systematic approach was applied to synthesize the analysis and observational data. This approach allowed for a comprehensive presentation of the theoretical foundations, pedagogical opportunities, and the impact of applying national values in the teaching of fine and applied arts. Teaching national values in the field of fine arts holds significant importance, as it influences several key areas. Through fine arts, students learn about national patterns, colors, ornaments, and elements of folk artistic heritage, which helps them gain a deeper understanding of their national culture and history. This strengthens their sense of national identity and patriotism. By incorporating national values into creative activities, students develop their aesthetic perception, artistic thinking, and interest in the arts. Studying national applied arts, patterns, and decorative elements fosters creativity, imagination, and innovative approaches in students. Fine arts lessons provide opportunities to learn, preserve, and respect examples of national art. Teaching national values enriches both the theoretical and practical content of lessons, making the educational process more engaging and meaningful. In the era of globalization, teaching national values through fine arts helps cultivate a

culturally grounded younger generation that respects national traditions and maintains cultural stability.

Literature Review

The relevance of teaching fine and applied arts based on national values today is determined by a range of social, cultural, and pedagogical factors. Firstly, in the era of globalization, when foreign ideas and various influences of mass culture rapidly enter young people's minds, the necessity to deeply integrate national heritage, traditions, and artistic values into the educational process is increasingly important. Since fine and applied arts serve as an effective means of understanding national identity, fostering patriotism, developing aesthetic taste, and deepening creative thinking, enriching this field with national values remains a pressing issue. Currently, the integration of national culture into every lesson within Uzbekistan's education system is established as a priority direction. In particular, using folk applied arts, national patterns, craftsmanship traditions, national painting schools, and distinctive examples of decorative art in fine arts lessons plays a crucial role in shaping students' moral and ethical worldview. Therefore, it is necessary to enhance teachers' professional skills in using methods based on national values, enrich curricula, and develop new pedagogical technologies. Moreover, in an era of increasing influence of digital technologies, the educational and aesthetic functions of art have become even more significant. There is a growing need to create favorable conditions for developing students' creative abilities, introducing them to national cultural heritage, and actively engaging them in creative participation. Art lessons taught based on national values not only provide knowledge but also contribute to strengthening cultural identity and educating young people as individuals who are loyal to their national identity and possess a high level of aesthetic awareness. This makes the integration of national values into art education one of the most relevant directions in contemporary pedagogy. Nowadays, in the education system, preserving national culture and values and instilling them in the minds of the younger generation is considered an important task. Integrating national heritage into the educational process through fine and applied arts not only develops aesthetic education but also serves as an effective means of fostering students' understanding of national identity, patriotism, and moral maturity.

Theoretically, art education based on national values has several key directions: studying national patterns and decorative arts, applying examples of folk applied arts in practical lessons, and exploring the experience of traditional art schools and workshops. These directions create opportunities for developing students' creative thinking, enhancing their aesthetic taste, and deepening their understanding of national culture. Moreover, art education based on national values enriches the pedagogical process, fostering creativity and artistic activity in students through the use of innovative methods and technologies. At the same time, it is of great importance for teachers and educators to develop and implement methodological approaches grounded in national values. Art education based on national values not only enriches the content of the educational process but also plays a significant role in the moral, aesthetic, and creative development of students. By integrating national heritage, folk applied arts, and the experience of traditional art schools into the pedagogical process, opportunities are expanded for the younger generation to understand their national identity,

develop a sense of patriotism, and strengthen their cultural identity. Art education grounded in national values also enables teachers to apply innovative methods and technologies to foster students' creative activity, enhance their aesthetic taste, and adapt to the demands of modern education. Therefore, studying and applying the theoretical foundations of teaching fine and applied arts based on national values is a relevant and strategic direction in the education system.

Results and Discussion

In our country, wide-ranging reforms are being carried out to develop the teaching of fine and applied arts based on national values and to deeply integrate them into the educational process. Firstly, state programs such as "Advancing Spiritual and Educational Work to a New Level" and "Enhancing the Spirituality of Youth" have established enriching art education with national heritage as a priority task. Curricula for art subjects have been revised to include folk applied arts, national patterns, ancient decorative arts, craftsmanship schools, and historical artistic traditions on a broad scale. At the same time, efforts have been made to improve the qualifications of fine arts teachers, create specialized methodological guides related to national heritage, and teach modern approaches to integrating national values into education through trainings and seminars. Organizations in the field of culture and art, including the "Hunarmand" Association, the Agency of Culture and Art Schools, and art colleges, implement various programs to promote national applied arts and actively involve young people in craftsmanship. Initiatives such as meetings with master artisans, practical lessons, seminar-trainings, and the revival of the "Master-Apprentice" tradition are being integrated into the educational process. In addition, elective courses in schools such as "National Craftsmanship," "National Patterns," and "Painting and Folk Applied Arts" are being introduced, which increases students' interest in national culture. Ongoing cultural and educational events in the country, such as "National Values Week," the "Craftsmen Festival," activities of "Creative Schools," exhibitions of young artists, and projects like "National Patterns of Uzbekistan," are also important initiatives that strengthen the integration of national values in art education. Through these projects, the younger generation has the opportunity to see rich examples of national art firsthand and participate directly in practical processes. Moreover, reforms aimed at integrating digital technologies into art education such as electronic databases of national patterns, 3D catalogs of applied arts, online lessons, and virtual exhibitions expand the possibilities of teaching national art in contemporary forms. These initiatives help instill national values in young people's minds using modern approaches. Overall, these reforms aimed at developing art education based on national values play a crucial role today in educating students as morally mature, aesthetically literate, and culturally aware individuals who value historical and cultural heritage.

Conclusion

Teaching fine and applied arts based on national values is a highly relevant direction in today's education system, carrying not only methodological but also moral significance. Through the effective integration of national heritage into art lessons, students' aesthetic worldview expands, their creative thinking develops, and their understanding of national identity and sense of patriotism is strengthened. The incorporation of national patterns, elements of folk applied arts, and ancient decorative arts into the educational process not only

teaches students art but also provides them with a deep understanding of the historical and cultural memory of the people. Ongoing reforms in our country, including the updating of art education programs, the improvement of teachers' qualifications, the revival of the "Master-Apprentice" tradition, the introduction of additional courses on national art in schools, and projects aimed at enhancing youth creativity, further enhance the effectiveness of this direction. All these initiatives demonstrate the theoretical and practical advancement of teaching art based on national values. Therefore, further development of approaches grounded in national values, their enrichment with modern methods, and deep integration into the educational process remain an important pedagogical task today. This approach contributes to educating the younger generation as morally mature, aesthetically literate, and culturally aware individuals who value and preserve their national heritage.

References:

1. Jo'rayev M. Tasviriy san'at nazariyasi va metodikasi. Toshkent. "O'qituvchi". 2019-yil.
2. Qodirova N. Xalq amaliy san'ati va uning ta'limdagi o'rni. Toshkent. "Fan va texnologiya". 2020-yil.
3. Abdullayev B. Milliy meros asosida san'at ta'limini rivojlantirish. Toshkent. "Talqin". 2021-yil.
4. Yo'ldoshev A. O'zbek milliy naqshlari va ularning badiiy talqini. Toshkent. "G'afur G'ulom nomidagi nashriyot". 2018-yil.
5. Nurmatova D. Tasviriy san'at pedagogikasi: nazariya va amaliyot. Toshkent. "Innovatsiya ziyo". 2022-yil.
6. Karimova Z. Ma'naviyat va san'at tarbiyasi. Toshkent. "Yangi asr avlodi". 2017-yil.