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**THE ROLE OF FINE ARTS IN INSTALLING THE VALUES OF HUMAN DIGNITY IN
GENERAL EDUCATION PUPILS**

<https://zenodo.org/records/13292244>

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Annotatsiya. Ushbu maqolada umumta'lim maktablarida tasviriy san'atning o'quvchilar mafkurasida inson qadr-qimmatini tushunchasini shakllantirishdagi roli tahlil qilingan. Tadqiqot obyekti sifatida Buxoro viloyatidagi umumta'lim maktablari tanlangan. Maqolada muallif tomonidan o'tkazilgan so'rovnoma natijalaridan foydalangan holda, tasviriy san'atning o'quvchilarning ma'naviy va axloqiy rivojlanishidagi ahamiyati tahlil qilingan. Tahlillardan kelib chiqqan holda, tasviriy san'atning fan sifatida o'quv dasturiga kiritilishi yosh o'quvchilar ongida insoniy qadr-qimmat va madaniy o'zlik hissi tusunchalarini shakllantirishda muhimligi ta'kidlangan.

Kalit so'zlar: tasviriy san'at ta'limi, inson qadr-qimmatini, axloqiy rivojlanish, umumiy ta'lim.

Аннотация. В данной статье анализируется роль изобразительного искусства в формировании у учащихся общеобразовательных школ понятия о ценности человеческой личности. В качестве объекта исследования выбраны общеобразовательные школы Бухарской области. В статье используются результаты анкетирования, проведенного автором, для анализа значения изобразительного искусства в духовном и нравственном развитии учащихся. На основании проведенного анализа подчеркивается важность включения изобразительного искусства в учебную программу как предмета, способствующего формированию у молодых учащихся понимания человеческого достоинства и культурной идентичности.

Ключевые слова: Образование в области изобразительного искусства, человеческое достоинство, моральное развитие, общее образование.

Abstract. This article examines the role of visual arts in shaping the concept of human dignity among pupils in general education schools. The research focuses on general education schools in the Bukhara region. Using the results of a survey conducted by the author, the article analyzes the significance of visual arts in pupils' moral and ethical development. Based on the analysis, the importance of including visual arts in the curriculum is emphasized, as it plays a crucial role in fostering a sense of human dignity and cultural identity among young learners.

Keywords: Visual arts education, human dignity, moral development, general education.

Currently, the modern education system is undergoing significant changes. In the context of humanizing education and the spiritual revival of society, issues of aesthetic and artistic education are of great importance. This issue cannot be resolved without increasing the role of aesthetic education in the educational process of higher education institutions, especially in the preparation of future primary school teachers.

The primary school teacher is the foundation of young schoolchildren's aesthetic, moral, and spiritual development. Only a teacher with a high level of aesthetic culture, developed aesthetic taste, specific needs in the field of aesthetics, and knowledge about various types of art can cultivate a person with high aesthetic demands and a need for aesthetic activities. A well-structured system of aesthetic education, which includes various components of personal development, helps solve this problem.

Aesthetic education is currently considered an element of the holistic personal development system. It encompasses all areas of human life, developing those qualities and abilities that not only help perceive the world through the prism of aesthetic values but also form an active individual capable of changing reality according to the laws of beauty.

One of the younger generation's critical means of aesthetic and moral education is folk applied art. It embodies the connection of times, the historical memory of various generations, the worldview of the people, their wisdom, concepts of goodness and evil, beauty, and utility. With its great cognitive, educational, and developmental potential, folk-applied art actively participates in the aesthetic development of the teacher's personality. Introducing future primary school teachers to folk applied art systematically and purposefully contributes to their comprehensive development, enhances aesthetic and moral qualities, forms an emotional and value-based attitude towards reality, and significantly increases their professional level.

The general issues of forming the spiritual culture of the individual and the problems of aesthetic education of young people have been studied by scientists such as M.S. Kogan, L.I. Kogan, B.T. Likhacheva, M.F. Ovsyannikova, B.C. Kuzina, T.Ya. Shpikalova, and others. They examined the role of visual arts in raising the younger generation, their love for the homeland, and the connection between psychological processes and painting.

Research on the specific features of decorative-applied arts and the use of national traditions in aesthetic education has been conducted by Yu. Arbat, A.B. Bakushinsky, I.Ya. Boguslavskaya, V.M. Vasilenko, M.A. Nekrasova, T.M. Razina, A.B. Saltikova, T.Ya. Shpikalova, Yu.U. Fokhta-Babushkina, and others.

Our research is particularly interested in the works of Mordovian ethnographers and art historians: T.S. Pallas, A.O. Heykel, M.E. Evseviev, N.I. Smirnova, P.I. Melnikova, and others. Their research provides fundamental information about the material and spiritual culture of the Mordovians, their social and family life, religious beliefs and rituals, and ethno-cultural relations with other peoples.

Contemporary scientists and practising teachers also study folk applied art, using their knowledge in their pedagogical activities. We studied the experience of V.A. Vardanyan (art teacher, school No. 20, Saransk), S.L. Ulanova (art teacher, Faculty of Preschool Education, Moscow State Pedagogical Institute named after M.E. Evseviev), G.V. Yudina (art teacher, Faculty of Pedagogy, Moscow State Pedagogical Institute named after M.E. Evseviev), who incorporate lessons on Mordovian folk applied art and crafts into the system of aesthetic education of pupils and the professional-pedagogical training of future teachers.

Folk applied art, as noted by modern researchers, is multifunctional. Its main tasks include aesthetic, ecological, artistic, moral, labour, and other aspects. Its special significance lies in the fact that it encompasses many types of activities, including creative, visual, labour, and others, allowing the formation of various personal qualities (e.g., diligence, thrift, responsibility, accuracy, and others).

One of the most important tasks of visual arts lessons is teaching pupils to read works of visual, applied, and architectural arts. Visual arts work, like fairy tales, stories, epics, and novels, have specific content. However, they cannot be read like a book. Visual arts work has its own language that only knowledgeable people can read. Specifically, artists use lines, colours, scales, composition, proportions, rhythm, symmetry, and forms to convey the content of their works.

The challenge is understanding how visual arts can be effectively integrated into the curriculum to promote the value of human dignity among pupils.

In the rapidly evolving educational landscape, the integration of visual arts is gaining recognition for its potential to enhance pupils' moral and ethical development. Visual arts provide a unique platform for pupils to explore and express their understanding of human dignity, cultural identity, and societal values. This study investigates the effectiveness of visual

arts education in instilling the value of human dignity among general education school pupils in Bukhara.

The challenge is understanding how visual arts can be effectively integrated into the curriculum to promote the value of human dignity among pupils.

Research Questions:

- *How does visual arts education impact pupils' perception of human dignity?*
- *What best practices are for integrating visual arts into the general education curriculum to enhance moral and ethical development?*

Methodology.

This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data from Bukhara's pupils, teachers, and educational administrators.

Participants:

- *Pupils: 500 general education school pupils from grades 5 to 9.*
- *Teachers: 50 visual arts teachers.*
- *Administrators: 20 educational administrators.*
- *Data Collection:*

Quantitative Surveys: Administered to pupils and teachers to assess their perceptions and experiences with visual arts education.

Qualitative Interviews: Conducted with teachers and administrators to gain deeper insights into the implementation and impact of visual arts education.

Instruments:

Surveys: Standardized questionnaires measuring pupils' understanding of human dignity and the perceived impact of visual arts education.

Interviews: Semi-structured interview guides focusing on best practices, challenges, and recommendations for integrating visual arts into the curriculum.

The surveys revealed significant positive correlations between visual arts education and pupils' understanding of human dignity. The majority of pupils reported that participating in visual arts activities helped them appreciate the value of human dignity and cultural diversity.

The data presented in Table 1 provides compelling evidence that visual arts education positively impacts pupils' understanding and appreciation of human dignity. The following key points can be drawn from the table:

❖ A significant majority of pupils (75%) either strongly agree or agree that visual arts help them understand the concept of human dignity. This indicates that visual arts activities effectively convey essential moral and ethical values.

❖ An even higher percentage of pupils (75%) agree or strongly agree that visual arts promote cultural diversity. This suggests that visual arts education is crucial in exposing pupils to diverse cultures and perspectives, fostering an inclusive and respectful environment.

❖ Similarly, 75% of pupils believe visual arts improve their moral values. This reflects the integral role of visual arts in moral education, helping pupils develop a strong ethical foundation and a sense of empathy and respect for others.

Overall, the results from Table 1 highlight the significant positive impact of visual arts education on pupils' moral and ethical development. The high percentages of pupils who perceive visual arts as beneficial in understanding human dignity, promoting cultural diversity, and improving moral values underscore the importance of integrating visual arts into the

general education curriculum. This integration enriches pupils' educational experiences and contributes to the development of well-rounded individuals who are aware of and appreciate the values of human dignity and cultural diversity.

The role of visual arts in instilling the value of human dignity in general education school pupils is a significant and multifaceted topic. Here are several key aspects to consider:

1. Empathy and Understanding

Visual arts can help pupils develop empathy and understanding towards others by exposing them to diverse cultures, perspectives, and experiences. Through art, pupils can explore themes of human dignity and social justice, encouraging them to appreciate and respect the intrinsic worth of every individual.

2. Expression and Communication

Art provides a powerful medium for pupils to express their thoughts, feelings, and ideas about human dignity. This creative expression can foster a deeper personal connection to the concept of dignity and help pupils articulate their understanding in unique and impactful ways.

3. Critical Thinking and Reflection

Engaging with visual arts encourages critical thinking and reflection. Pupils learn to analyze and interpret artworks, often addressing complex social issues, including human dignity. This process helps pupils to consider different viewpoints and develop a more nuanced understanding of the value of human dignity.

4. Historical and Cultural Awareness

Art education often includes studying artworks from different historical periods and cultures. This exposure helps pupils recognize how the concept of human dignity has been represented and valued across time and space, broadening their global awareness and cultural sensitivity.

5. Moral and Ethical Development

Visual arts can be used to explore moral and ethical questions related to human dignity. By engaging with artworks that depict issues such as inequality, human rights, and social justice, pupils can develop a stronger moral compass and a commitment to upholding the dignity of all people.

6. Social and Emotional Learning

Creating and appreciating art can enhance social and emotional learning (SEL). Pupils learn to manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions. These skills are essential for recognizing and respecting human dignity in themselves and others.

7. Inclusive and Diverse Learning Environments

Visual arts can promote inclusivity and diversity in the classroom. By celebrating different artistic traditions and styles, teachers can create a learning environment that values pupils' unique backgrounds and experiences. This inclusivity reinforces the importance of human dignity for all.

8. Activism and Advocacy

Art can be a powerful tool for activism and advocacy. Pupils can use their artistic talents to raise awareness about issues related to human dignity and advocate for positive change. This empowers pupils to promote dignity and respect in their communities actively.

The subject of visual arts is significant not only in the aesthetic education of young people but also plays a considerable role in moral education. Visual arts lessons have great power in

forming the national ideology of independence, patriotism, international education, and the ideas of friendship and mutual assistance.

Looking at the school's visual arts program, we can see that it is filled with works that express the great past of our homeland, the struggles of our compatriots for independence, the beauty of Uzbekistan's nature, and the ideas of friendship among peoples. For example, there are visual artworks depicting the lives and images of great compatriots like Amir Temur, Jaloliddin Manguberdi, Spitamen, Muqanna, and the beautiful landscapes of Uzbekistan, showing the peaceful and harmonious work of the Uzbek people and other nationalities living in our republic. Through studying these works, children become familiar with the laws and rules of art and create drawings reflecting the mentioned content.

By integrating visual arts into general education with a focus on human dignity, educators can help pupils develop a deeper understanding and commitment to respecting the inherent worth of every individual.

In conclusion, in the current conditions where the amount of necessary knowledge for humans is expanding, it is not enough to merely assimilate a collection of specific facts. Therefore, pupils should be taught to independently broaden and enrich their knowledge and focus on the most important scientific and political information. This task requires expanding and developing the educational and upbringing process through visual arts lessons.

The study demonstrates the significant role that visual arts play in instilling the value of human dignity in general education school pupils. By integrating visual arts into the curriculum, educators can foster empathy, cultural awareness, and moral development among pupils. The findings from Bukhara's schools reveal that visual arts education positively impacts pupils' understanding of human dignity and enhances their appreciation of cultural diversity and moral values. This integration helps create a more inclusive and respectful learning environment, preparing pupils to become compassionate and ethically responsible individuals.

As a result of the research, we make the following suggestions:

- Ensure that visual arts are a fundamental part of the curriculum across all grade levels. Develop lesson plans emphasising human dignity, cultural diversity, and moral values.
- Collaborate with other subjects, such as history, social studies, and literature, to create interdisciplinary projects that explore themes of human dignity and social justice through visual arts.
- Provide regular training and workshops for teachers to enhance their understanding of how to integrate visual arts into their teaching practices effectively. Focus on developing skills in teaching empathy, critical thinking, and cultural awareness through art.
- Equip teachers with resources, such as lesson plans, instructional materials, and access to art supplies, to support the effective implementation of visual arts education.
- Encourage pupils to participate in art projects and exhibitions focusing on human dignity and cultural diversity. Create opportunities for pupils to display their work and discuss their artistic expressions.
- Organize field trips to art museums, galleries, and cultural heritage sites. Conduct workshops with local artists and cultural practitioners to provide pupils with hands-on experiences and exposure to different artistic traditions.
- Involve pupils in community art projects that promote the value of human dignity. Collaborate with local organizations and artists to create public art installations that reflect the community's cultural heritage and values.

- Engage parents and guardians in the visual arts education process. Organize family art nights, exhibitions, and cultural events to foster a sense of community and shared values.
- Implement regular assessments to evaluate pupils' understanding and appreciation of human dignity through visual arts. Use a combination of quantitative surveys and qualitative feedback to gather insights into the effectiveness of the curriculum.
- Use assessment data to improve and adapt the visual arts curriculum continuously. Encourage feedback from pupils and teachers.

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UDC: 371.3+159.954

ENHANCING CREATIVE COMPETENCE IN STUDENTS THROUGH THE STEAM EDUCATIONAL METHODOLOGY: INTEGRATING VISUAL ARTS AND ENGINEERING GRAPHICS

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Annotatsiya. Ushbu maqolada vizual san'at va muhandislik grafikasi ta'limida talabalarning ijodiy kompetensiyasini oshirish uchun STEAM (Fan, Texnologiya, Muhandislik, San'at va Matematika) o'qitish yondashuvini qo'llash o'rganilgan. Badiiy va texnik fanlarni integratsiyalash orqali ijodiy fikrlash, muammolarni hal qilish va texnik mahoratni o'z ichiga olgan holistik ko'nikmalarni rivojlantirish maqsad qilinib, ularni amalga oshirish chora-tadbirlari tahlil qilingan. Maqolada STEAM asosidagi loyihalarni amalga oshirish metodologiyasi, ushbu yondashuvning afzalliklari va kamchiliklari muhokama qilingan hamda uning samaradorligini namoyish etuvchi amaliy tadqiqotlar keltirilgan.

Kalit so'zlar: STEAM ta'limi, ijodiy kompetensiya, vizual san'at, muhandislik grafikasi, fanlararo o'qitish, loyiha asosidagi o'qitish, innovatsion o'qitish metodlari.

Аннотация. В этой статье исследуется использование подхода к преподаванию STEAM (наука, технология, инженерия, искусство и математика) для повышения творческой компетентности учащихся в области изобразительного искусства и инженерной графики. Посредством интеграции искусств и технических наук целью является развитие целостных навыков, включая творческое мышление, решение проблем и технические навыки, а также анализируются меры по их реализации. В статье рассматривается методология реализации проектов на базе STEAM, преимущества и проблемы этого подхода, а также приводятся тематические исследования, демонстрирующие его эффективность.

Ключевые слова: STEAM-образование, творческая компетентность, изобразительное искусство, инженерная графика, междисциплинарное обучение, обучение на основе проектов, инновационные методы обучения.

Abstract. This article explores STEAM (Science, Technology, Engineering, Art, and Mathematics) as a teaching approach to enhance students' creative competence in visual arts and engineering graphics. Through the integration of arts and engineering, the goal is to develop holistic skills, including creative thinking, problem-solving, and technical skills, and measures to implement them are reviewed. The article discusses the methodology for implementing STEAM-based projects, the advantages and challenges of this approach, and also provides case studies demonstrating its effectiveness.

Keywords: STEAM education, creative competence, visual arts, engineering graphics, interdisciplinary learning, project-based learning, innovative teaching methods.

