

## DECORATIVE ART AND ITS INFLUENCE ON THE ARTISTIC AND AESTHETIC TASTE OF STUDENTS

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### Abstract

This article examines the concept of artistic and aesthetic taste and the factors contributing to its development. Particular attention is given to the role of decorative art as an effective means of artistic and aesthetic education. The study highlights the significance of decorative art in shaping students' aesthetic perception, creative thinking, spiritual values, and artistic taste. It also emphasizes the educational potential of decorative and applied arts in fostering a harmonious and culturally developed personality.

**Keywords:** decorative art, decorative and applied art, artistic and aesthetic taste, aesthetic education, students, artistic creativity, cultural heritage, art education.

### Introduction

Modern society places increasing emphasis on the comprehensive development of the individual, where spiritual values, cultural awareness, and aesthetic education are considered essential components of personal growth. The cultural level of society largely depends on the education, worldview, and moral values of its members. Therefore, cultivating artistic and aesthetic taste among the younger generation has become one of the key objectives of contemporary education.

A person with a well-developed aesthetic taste possesses a high level of cultural awareness, appreciates works of art, actively participates in social and cultural life, and contributes to the spiritual development of society. Consequently, the formation of artistic and aesthetic taste not only enriches the individual but also promotes the cultural advancement of society as a whole.

Artistic and aesthetic taste can be defined as a person's ability to perceive, distinguish, understand, evaluate, and appreciate aesthetic phenomena in life and art. It enables individuals to experience emotional satisfaction from beauty, inspires creative activity, and encourages the development of noble moral qualities such as courage, sensitivity, and social responsibility.

Artistic and aesthetic taste develops throughout a long historical and social process. It is shaped by cultural traditions, practical experience, education, and personal artistic

activity. Since every individual acquires aesthetic experience differently, the level of aesthetic taste may vary considerably, ranging from highly developed and refined to limited or superficial.

Possessing artistic and aesthetic taste reflects not only a person's cultural level but also his or her spiritual and emotional maturity. Individuals with refined aesthetic taste demonstrate deeper emotional sensitivity, stronger moral values, and a greater ability to understand and appreciate literature, fine arts, music, and other forms of artistic expression.

Aesthetic taste represents one of the fundamental components of aesthetic consciousness. For this reason, aesthetic education occupies a central place in the comprehensive development of the individual. The concept of artistic and aesthetic taste is of great significance for individuals, society, and the nation. The higher the level of aesthetic culture within society, the greater its overall cultural development and social well-being.

The primary purpose of artistic and aesthetic education is to cultivate students' ability to perceive beauty, develop refined aesthetic taste, foster appreciation for works of art, encourage respect for historical and architectural heritage, promote responsible attitudes toward nature, and nurture moral values through the appreciation of cultural and natural wealth.

From this perspective, artistic and aesthetic education contributes to preparing socially active individuals who are capable of appreciating the finest achievements of both national and world artistic culture. It also encourages creativity, independent thinking, and active participation in cultural life.

The development of students' artistic and aesthetic taste is closely connected with the rich national spiritual and cultural heritage of the Uzbek people. Traditional decorative and applied arts, architecture, folk crafts, and other forms of artistic expression constitute an important pedagogical foundation for aesthetic education. They contribute to the development of students' creative abilities, emotional responsiveness, artistic imagination, and spatial thinking while fostering respect for national cultural values.

The formation of artistic and aesthetic taste takes place not only within educational institutions but also through continuous interaction with various forms of art. Among these, decorative art occupies a special position due to its close connection with everyday life. Alongside fine arts, literature, music, and folk decorative and applied arts, decorative art serves as one of the most effective means of aesthetic education.

Decorative art is a branch of applied art concerned with the creation of artistic objects that combine practical utility with aesthetic value. Unlike purely visual artworks, decorative objects are intended for everyday use while simultaneously enriching the surrounding environment through their artistic qualities.

Works of decorative art are characterized by several essential features. First, they possess aesthetic value and contribute to the visual harmony of the environment. Second, they are designed to create an artistic effect by combining beauty with functionality. Third, they serve as decorative elements in everyday life, architecture, and interior design.

Examples of decorative art include clothing, decorative textiles, carpets, furniture, artistic glassware, porcelain, ceramics, jewelry, and many other handcrafted or industrially produced artistic objects. These works not only satisfy practical needs but also enrich the cultural and aesthetic experience of individuals.

Throughout history, decorative art has undergone continuous development. Beginning with simple ornamental patterns created by primitive societies, it gradually expanded to include the decoration of tools, pottery, clothing, architecture, and household objects. Today decorative art encompasses virtually every sphere of human life, including interior design, urban spaces, industrial design, and contemporary visual culture.

The rapid development of technologies for processing artistic materials has led to the emergence of new genres, techniques, and creative directions within decorative art. Modern decorative art successfully combines traditional craftsmanship with innovative technologies, allowing artists to create works that meet both aesthetic and functional requirements of contemporary society.

The expansion of decorative art has also significantly influenced social and educational development. Over time, decorative art has become accessible to broader segments of society and has been widely integrated into educational institutions, public spaces, industrial production, and cultural life. It is now an essential component in the design of educational materials, exhibitions, posters, information boards, invitations, visual communication, and other educational resources.

One of the distinguishing characteristics of decorative art is its ability to enrich the human environment aesthetically. Decorative objects transform everyday surroundings into visually expressive spaces, creating harmony between people and their environment. As a result, decorative art not only improves living conditions aesthetically but also shapes individuals' artistic perception and contributes to the formation of their personal identity.

The influence of decorative art on the development of artistic and aesthetic taste is exceptionally significant. A person's ability to perceive and appreciate beauty begins to develop through interaction with the surrounding environment from early childhood. Since decorative art forms an integral part of this environment, it naturally becomes one of the most effective means of aesthetic education.

Moreover, decorative artworks contribute to the spiritual development of individuals, strengthen labor education, and promote respect for artistic traditions. As an inseparable component of national culture, decorative art actively participates in shaping aesthetic values, artistic preferences, and cultural identity.

The educational value of decorative art extends beyond its artistic qualities. Its high level of craftsmanship, originality, and cultural significance encourages students to appreciate beauty, develop creative thinking, and form aesthetic ideals that influence their personal growth and future professional activities.

In the Republic of Uzbekistan, the development of art and creativity has become one of the strategic priorities of the national education system. Educational institutions at all levels—from preschool organizations to higher education institutions—are expected to promote students' creative potential, artistic culture, and aesthetic awareness. The ultimate goal of these efforts is to improve the cultural level of society by educating intellectually and spiritually developed individuals.

One of the first and most important steps toward achieving this objective is the systematic development of students' artistic and aesthetic taste. This process should begin in early childhood and continue throughout all stages of education. Various pedagogical methods and artistic activities contribute to this process; however, decorative art occupies a particularly important place because of its close connection with everyday life and its accessibility to learners of different ages.

Decorative art encourages students to develop aesthetic perception, artistic imagination, emotional sensitivity, and visual literacy. Through observation and practical artistic activities, learners accumulate emotional experience, enrich their vocabulary, and improve cognitive processes such as comparison, analysis, synthesis, and generalization. These skills contribute not only to artistic development but also to the overall intellectual growth of the individual.

An important aspect of aesthetic education is students' direct participation in creative activities. Observing works of decorative art and producing artistic objects with their own hands significantly contributes to their spiritual development, labor education, and aesthetic culture. Practical creative work enables students to acquire technical

knowledge, develop manual skills, strengthen psychological readiness for future professional activity, and make informed career choices.

Furthermore, decorative art helps students understand the cultural and spiritual value of beauty, appreciate artistic craftsmanship, and develop stable aesthetic ideals. Such activities foster creativity, independence, responsibility, perseverance, and respect for national artistic traditions.

The integration of decorative and applied arts into the educational process also creates favorable conditions for interdisciplinary learning. Decorative art naturally combines elements of fine arts, history, cultural studies, design, technology, and national heritage, making the educational process more engaging, practice-oriented, and meaningful.

Modern education aims at the comprehensive development of each learner through the harmonious integration of intellectual, moral, labor, and aesthetic education. Within this context, the implementation of innovative educational and creative tasks based on decorative and folk applied arts represents an effective pedagogical approach. Such activities not only improve students' artistic abilities but also contribute to the formation of an active, creative, culturally aware, and socially responsible personality.

### **Conclusion**

Decorative art occupies a significant place in the system of artistic and aesthetic education and serves as one of the most effective means of developing students' artistic taste, creativity, and cultural awareness. By integrating aesthetic values with practical activities, decorative art promotes the comprehensive development of learners and strengthens their emotional, intellectual, and moral qualities.

The study demonstrates that systematic exposure to decorative art enhances students' aesthetic perception, artistic imagination, creative thinking, and appreciation of national and world cultural heritage. Participation in decorative and applied artistic activities also contributes to the development of practical skills, independent thinking, and respect for cultural traditions.

Therefore, expanding the use of decorative art within the educational process should be regarded as an important direction for improving the quality of artistic education. The effective integration of decorative art into teaching practice will facilitate the formation of a harmoniously developed personality capable of appreciating beauty, preserving cultural heritage, and making meaningful contributions to the cultural development of society.

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