METHODOLOGY FOR DEVELOPING SKILLS IN DESIGNING ORNAMENTAL COMPOSITIONS

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Abstract: *This article provides a scientific analysis of the artistic and aesthetic essence of ornamental art and ornamental composition, the stages of their historical development, and the methodology for developing students' competence in designing ornamental compositions in higher education institutions. During the research, the compositional principles of ornamental art, its role in decorative art, and its pedagogical significance in modern design education were examined. The research results show that teaching ornamental composition based on a competency-based approach is an effective means of developing students' creative thinking, aesthetic taste, and respect for national cultural heritage.*

Keywords: *ornament, ornamental composition, decorative art, competence, design education, artistic thinking, national heritage.*

INTRODUCTION

Ornamental art has occupied an important place throughout history as one of the most ancient and stable forms of artistic expression in human cultural development. In the early stages of humanity's artistic activity, decorative elements appeared in the form of simple geometric signs, lines, and stylized images. Over time, however, these elements evolved into a decorative art form

with a complex compositional system. Through ornaments, people expressed their aesthetic views, their perceptions of the world, and their relationship with nature and society in symbolic and artistic forms.

Historical and archaeological research shows that ornamental elements were widely used in ancient civilizations such as Egypt, Mesopotamia, India, and China. They were applied in the decoration of architectural structures, ceramic objects, textile products, and various items of applied decorative art. These ornaments not only served an aesthetic function but also embodied certain symbolic meanings. For example, circular and spiral shapes were interpreted as symbols of eternity and movement, while plant-like motifs were regarded as representations of vitality, renewal, and prosperity.

In the history of Eastern peoples' art, ornamental composition developed as a distinct artistic and aesthetic system. In particular, in the region of Central Asia, ornamental art reached a high level of development and became an integral part of architecture and applied arts. The decorative systems created in this region are distinguished by their complex compositional structures, harmonious color combinations, and stylized ornamental elements. The ornamental schools formed in Samarkand, Bukhara, Khiva, Tashkent, and the Fergana region are famous for their unique artistic styles, compositional solutions, and rich decorative traditions, and they constitute an important part of the national artistic heritage.

Ornamental composition is the process of arranging ornamental elements in an orderly manner based on specific artistic and compositional principles. In this process, aesthetic principles such as rhythm, symmetry, balance, proportion, centralization, and repetition play an important role. Through these principles, a decorative composition is formed as an integrated

artistic system and evokes aesthetic appreciation in the viewer. In ornament patterns created on the basis of compositional laws, the harmony between elements, their rhythmic repetition, and balanced placement ensure artistic unity.

In the context of today's globalization, preserving national cultural heritage and integrating it into modern art and design processes has become one of the most pressing issues. From this perspective, ornamental art is significant not only as a historical and artistic heritage but also as an important creative source that enriches modern design concepts. National ornamental elements are widely used in modern graphic design, interior design, fashion design, and digital art. This further strengthens the need for students to study ornamental composition in depth and to harmonize it with contemporary design solutions.

In modern pedagogical approaches, the process of art education should not be limited only to providing theoretical knowledge, but should also be directed toward developing students' creative activity, shaping their artistic thinking, and enhancing their independent design skills. Therefore, applying a competency-based approach in teaching ornamental composition is of great importance. The competency-based approach serves to develop not only students' theoretical knowledge but also their practical skills and abilities.

The competence of designing ornamental compositions includes a student's ability to analyze decorative ornamental elements based on artistic and compositional principles, creatively reinterpret them, and create new artistic compositions. Within this competence, theoretical knowledge, practical skills, aesthetic thinking, and a creative approach occupy an important place.

In addition, the use of modern graphic software and digital technologies has significantly expanded the possibilities for designing ornamental compositions.

Therefore, improving the methodology of teaching ornamental composition in the higher education system and effectively using innovative pedagogical technologies and digital tools in the educational process are considered important scientific and methodological tasks. By developing students' competence in designing ornamental compositions, it is possible to enhance their artistic thinking, creative potential, and level of professional preparation.

The relevance of this research lies in the fact that for students studying in the fields of design and visual arts, it is important to deeply study the elements of national decorative art, analyze their compositional structure, and harmonize them with modern design concepts. In turn, this contributes to the preservation and development of national cultural heritage.

Based on this, the **main objective of the research** is to scientifically substantiate the methodology for developing students' competence in designing ornamental compositions, to identify its pedagogical potential, and to develop effective methods for its implementation in the educational process.

RESEARCH METHODS

During the implementation of this research, a number of scientific research methods were used in a comprehensive manner in order to thoroughly study the problem of developing competence in designing ornamental compositions and to reach scientifically grounded conclusions. In selecting the research methods, the experience of scientific studies in the fields of pedagogy, art studies, and design, as well as modern methodological approaches, were taken into account. The applied methods made it possible to determine the

theoretical foundations of the research problem, study its practical condition, and scientifically generalize the obtained results.

Method of Theoretical Analysis

At the initial stage of the research, scientific and theoretical sources related to ornamental art, decorative and applied arts, artistic composition, and design education were systematically studied. In this process, scientific articles, monographs, textbooks, and research works related to art studies, pedagogy, and design methodology were analyzed.

Through theoretical analysis, the aesthetic and compositional principles of ornamental composition were clarified, including the essence of artistic principles such as rhythm, symmetry, balance, proportion, repetition, and centralization. In addition, the historical development of decorative art, the stylization of ornamental elements, and their role within the compositional system were analyzed from a scientific perspective.

Through this method, the theoretical foundations of teaching ornamental composition, its pedagogical potential in developing artistic thinking, and its importance within the process of design education were identified. As a result, the conceptual foundations of the research were formed, and the content as well as the structural components of the competence in designing ornamental compositions were clarified.

Historical Method

In the course of the research, studying the historical stages of the development of ornamental art was considered one of the important scientific tasks. Through the historical method, the formation process of ornamental art starting from the period of ancient civilizations, its artistic evolution, and the compositional styles that emerged in different historical periods were analyzed.

In particular, the development of Eastern decorative art, the artistic characteristics of ornamental schools formed in the territory of Central Asia, and their role in the development of national art were examined. The compositional structure, color harmony, and decorative elements of ornamental decoration systems that developed in the regions of Samarkand, Bukhara, Khiva, Tashkent, and the Fergana Valley were analyzed on the basis of scientific sources.

The historical method served to identify the laws of the formation of ornamental composition, to understand its artistic and aesthetic principles, and to determine the possibilities of effectively using these traditions in modern design processes.

Pedagogical Observation Method

During the research process, practical classes organized in the fields of visual arts and design in higher education institutions were studied using the pedagogical observation method. Through this method, the methodological approaches used in teaching ornamental composition, the organization of the educational process, and the specific features of students' activities were analyzed.

During pedagogical observation, students' creative activity in the process of creating ornamental compositions, their compositional thinking, skills in selecting and placing decorative elements, and their artistic decision-making processes were examined. In addition, the effectiveness of didactic methods applied by teachers, the system of practical assignments, as well as the visual and digital tools used in the educational process were also evaluated.

This method helped to determine the current state of teaching ornamental composition, identify existing pedagogical problems, and reveal

opportunities for improving methodological approaches aimed at developing students' artistic and compositional competence.

Analysis and Generalization Method

During the research process, the collected scientific data were systematically analyzed, and their theoretical and practical aspects were generalized. Through this method, information obtained from various scientific sources, the results of pedagogical observations, and the facts identified during artistic and compositional activities were compared with one another, and scientific conclusions were developed.

As a result of the analysis and generalization, the pedagogical essence of the competence of designing ornamental composition, its structural components, and effective methodological directions for its development within the educational process were clarified. In addition, based on the results obtained during the research, scientific and practical recommendations were developed for improving the methodology of teaching ornamental composition.

Research Results

The theoretical analyses, pedagogical observations, and practical activities conducted during this research demonstrated that studying ornamental composition contributes to the development of important artistic, professional, and creative competencies in students. The process of designing ornamental compositions proved to be not only a type of artistic and practical activity, but also an important pedagogical tool that fosters students' aesthetic thinking and guides them toward independent creative activity.

The research results also showed that during the process of creating ornamental compositions, students' artistic thinking, creative abilities, attitudes toward national cultural heritage, and integrative knowledge related to various

disciplines develop consistently. This process not only enhances students' professional training but also enriches their aesthetic worldview.

Development of Artistic Thinking

The research revealed that the process of creating ornamental compositions serves as an important pedagogical factor in developing students' artistic thinking. While working on ornamental compositions, students learn to understand the structural form of decorative elements, their interrelationships, and the compositional integrity of the design.

One of the key aspects of developing artistic thinking is students' acquisition of compositional principles through practical activity. In particular, compositional principles such as rhythm, symmetry, balance, proportion, and centralization play an important role in the process of creating ornamental designs. By applying these principles during practical exercises, students learn how to ensure the aesthetic balance of decorative compositions.

Furthermore, while working on ornamental compositions, students' visual perception abilities, skills in analyzing forms, and their capacity to generalize artistic images are developed. This, in turn, enhances students' level of decorative thinking and prepares them to solve more complex compositional problems.

Formation of Creative Thinking

The research results showed that the process of designing ornamental compositions plays an important role in developing students' creative thinking abilities. Selecting ornamental elements, arranging them according to a compositional system, and determining color harmony require students to make independent artistic decisions.

During the creative process, students have the opportunity to stylize various decorative elements, transform them into decorative forms, and create new compositional solutions. This process broadens students' imagination and stimulates their creative initiative.

In addition, while creating ornamental compositions, students attempt to combine traditional decorative elements with modern artistic interpretations. This contributes to the development of innovative thinking and increases students' interest in searching for new aesthetic solutions in design activities. As a result, students acquire the ability to apply an independent and creative approach in the creation of artistic compositions.

Study of National Cultural Heritage

The research revealed that studying ornamental art contributes to increasing students' interest in and respect for national cultural heritage. Ornamental art is an important cultural phenomenon that embodies the historical experience, aesthetic views, and spiritual values of a nation.

During the study of ornamental composition, students become acquainted with the traditions of national decorative art, various regional ornamental schools, and their artistic characteristics. The ornamental decoration systems formed in the regions of Samarkand, Bukhara, Khiva, Tashkent, and Fergana stimulate students' interest in national artistic traditions.

This process enhances students' respect for national culture and encourages them to preserve and develop the heritage of national art. At the same time, by applying national ornamental elements in modern design projects, students gain the opportunity to develop traditional art through new artistic interpretations.

Formation of Integrative Knowledge

The research results showed that the process of creating ornamental compositions also contributes to the formation of integrative knowledge related to various disciplines among students. Ornamental composition is a multifaceted form of artistic activity in which knowledge of color theory, geometry, art studies, composition theory, and the fundamentals of design are harmoniously integrated.

For example, in ornamental composition, knowledge of geometry plays an important role in the correct placement of geometric shapes and the creation of symmetrical structures. Knowledge of color theory is applied in determining color harmony and developing a decorative color system. In addition, knowledge of art studies enables students to gain a deeper understanding of the historical and aesthetic characteristics of ornamental art.

Such an integrative approach contributes to the comprehensive development of students' artistic thinking and plays an important pedagogical role in preparing them for professional design activities. As a result, students acquire the ability to integrate theoretical knowledge with practical activity in the process of creating ornamental compositions.

Discussion

The process of teaching ornamental composition serves not only to develop artistic skills but also to enhance students' aesthetic and cultural outlook.

Teaching ornamental composition based on modern pedagogical approaches promotes the development of students' independent creative activity. In addition to studying traditional ornamental elements, students also learn to create new compositional solutions.

Furthermore, working with ornamental compositions helps to develop students' qualities such as attention, patience, and precision. The process of working on complex ornamental designs requires a high level of concentration and accuracy.

Moreover, the possibilities for designing ornamental compositions through modern technologies, including graphic software, are expanding. This creates opportunities for integrating traditional art with contemporary design processes.

Conclusion

The results of the research made it possible to draw the following conclusions:

1. Ornamental composition is an important artistic expression of national culture.
2. Studying ornamental composition contributes to the development of students' artistic thinking and aesthetic taste.
3. Teaching ornamental composition based on a competency-based approach is pedagogically effective.
4. The process of teaching ornamental composition enhances students' creative thinking.
5. Modern graphic technologies provide opportunities to further improve the process of designing ornamental compositions.

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