

XX-CENTURY UZBEKISTAN BOOK GRAPHICS ART DISCUSSION CLASS USING MODERN PEDAGOGICAL METHODS

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Abstract

In this conversation lesson, the book graphics art of 20th century Uzbekistan will be analyzed and the possibilities of using modern pedagogical methods to convey this topic to students will be discussed. An interactive approach, clustering, 'thought wheels', 'brainstorming', group work, and the use of visual materials are planned to stimulate students' interest in the subject during the lesson. Examples of book graphics created in the 20th century, famous artists – the artists who decorated Abdulla Qodiriy's works and their styles will be discussed. The conversation will be conducted based on methods aimed at developing students' independent thinking, analysis, and art evaluation skills. The use of ICT tools, presentations, illustrations, and videos will enhance visual retention in the lesson. Thus, modern pedagogical approaches in studying the history of art and culture will deepen students' knowledge and foster creative thinking.

Keywords: Uzbekistan, book graphics, 20th century art, conversation class, modern pedagogy, interactive methods, history of art, visual education, creative thinking, graphic design, teaching methods, ICT.

Introduction

Art and culture play an important role in the spiritual development of society. The people of Uzbekistan have a rich cultural heritage of many centuries. In particular, the art of the book – through miniatures, illustrations, ornamental writing, and graphic ornaments – has carried aesthetic views, artistic taste, and spiritual wealth from generation to generation. In the 20th century, the art of book graphics in Uzbekistan reached a new level, where the artistic decorations of books achieved a high standard with the participation of professional artists, graphic designers, editors, and publishers.

This article analyzes the possibilities of using modern pedagogical methods in discussion lessons for transmitting this rich cultural heritage to the younger generation and teaching it in an understandable and interesting way. In particular, the role of interactive and creative methods is significant in shaping students' aesthetic taste, analyzing works of art, and developing skills for independent thinking and reasoning.



At the beginning of the 20th century, when printed publications began to develop widely, book graphics also faced rapid development. The focus increased on enriching the book not just with text, but through artistic images, making it aesthetically attractive.

The beginning of the Soviet era (1920–1940s)

During this period, the realist style dominated in the art of books. Artists sought to express the characters from literary works in a clear, understandable, and life-like manner. Although political-ideological content was predominant in book publications, the national spirit, folk elegance, and traditional decorations were preserved.

1940-1960: Enrichment of artistic expression tools.

In these years, book graphics technically improved. New artistic opportunities emerged through lithography, linocut, and offset printing technologies. Among the artists of this era, creators like M. Saidov, R. Akhmedov, and I. Ikromov developed their own unique style in book decoration.

1960–1980: Inspiration and freedom.

The artists of this era introduced a creative approach to art, beginning to imprint their thoughts on the pages of books through abstract forms, symbolic images, and artistic generalization. The works of writers such as Abdulla Qodiriy, Cho'lpon, and Oybek were adorned with new artistic approaches.

1980-1990s: At the brink of independence.

The era of nationalism, historical significance, philosophical depth, and spirituality has intensified in art. Graphic artists have referred to rich historical themes, while modern design elements have also entered the realm of book art.

The seminar lesson is a method that serves to help students acquire knowledge based on communication, which is especially effective in exploring topics related to art and culture.

The goal of the seminar lesson is to shape students' historical, artistic, and aesthetic knowledge about the 20th-century book graphic art of Uzbekistan, explain the types of graphic decorations, and encourage critical thinking. The main tasks are as follows:

- Teaching students to analyze works of art;
- Studying the creative heritage of famous artists;
- Developing visual literacy;
- Cultivating independent thinking and communication skills.

Stages of the discussion lesson

1. Introductory stage - focusing attention, asking key questions, introducing the topic.
2. Main stage - interactive discussion, analysis based on illustrations, collective exchange of ideas.
3. Conclusion stage - drawing conclusions, evaluating and reinforcing tasks.

The following modern methods are considered effective in conducting discussion lessons on the topic of book graphics of the 20th century:

Through this method, students express key concepts in graphic form: concepts such as 'book graphics', 'artist', 'graphic technique', 'style' are written at the center of the cluster, and then ideas related to them are expanded. This method allows for systematic study of the topic.

'Idea Circle' (Brainstorming)



At the beginning of the lesson, a question is asked: "What attracts you when you see a book?" Students quickly express their opinions, and the teacher writes them on the board. This makes it easier to introduce the topic and stimulate students' interest.

"Brainstorming" and "Role Playing"

Students take on the persona of famous artists: they explain how they envision their work, asking each other questions. Through this game, students not only assimilate knowledge but also develop creative thinking and speech culture.

Book covers, illustrations, and graphic images are projected on the board.

The following is asked of the students:

- What techniques were used? • What is the main idea of the artist?
- How does this image affect the artwork?

This method fosters skills in aesthetic evaluation and compositional analysis.

Information about the art of book graphics is taught in a lively and memorable way through multimedia presentations, animations, and video clips.

In the discussion class, evaluating students' participation, independent thinking, and critical perspectives will be more effective. The following criteria can be used:

- Quality of answers to questions;
- Level of analysis of artistic works;
- Creative approach (visual works, drawing, commenting);
- Activity in group work. An important aspect of assessment is to encourage the student's interest in art.

Therefore, oral encouragement, stickers, and 'stars' as evaluation methods also increase motivation.

Conversation classes are an important tool for developing aesthetic taste, communication culture, and artistic analysis skills in students. Especially in studying the art of book graphics in 20th century Uzbekistan through modern methods:

- Interest in the subject increases;
- Respect for cultural heritage is formed;
- Systematic knowledge about graphic arts is established;
- Students are taught to think independently.¹

Suggestions:

1. To incorporate practical aspects of art into the educational programs more deeply, especially the history of graphic design and book art.
2. To organize creative meetings with local graphic artists.
3. To conduct graphic design trials for students through digital tools.

In conclusion, the book graphics of Uzbekistan in the 20th century are considered an artistic monument of our people's spiritual history. To teach this to the younger generation in an understandable, meaningful, and enjoyable way, modern pedagogical methods play an important role in conversation classes. With these methods, students not only gain knowledge about graphic art but also learn to express their thoughts freely, evaluate, and

¹ Qodirxo'jayev P. T. "Badiiy bezak san'ati". -T: "Iqtisod moliya" 2007.



appreciate art. Thus, classes on book graphics serve not only to provide information but also have educational and aesthetic significance.

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