

**SOME ISSUES OF DEVELOPING STUDENTS' CREATIVE ACTIVITY THROUGH
THE TOOLS OF BUKHARA FOLK APPLIED DECORATIVE ART IN
EXTRACURRICULAR ACTIVITIES**

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Abstract: This article explores the theoretical and practical aspects of enhancing students' creative activity during extracurricular sessions through the use of Bukhara folk applied decorative art elements. The study analyzes the potential of national patterns, colors, and compositional structures in developing aesthetic perception and fostering creative thinking. It also substantiates effective pedagogical methods that engage learners in artistic activities and strengthen their creative motivation. The findings present practical recommendations for improving extracurricular educational practices based on Bukhara folk decorative art.

Keywords: Bukhara folk applied decorative art, extracurricular activities, creative activity, national ornament, artistic-aesthetic education, compositional thinking, pedagogical technologies, creative motivation.

Annotatsiya: Mazkur maqolada sinfdan tashqari mashg'ulotlar jarayonida o'quvchilarning ijodiy faolligini oshirishda Buxoro xalq amaliy bezak san'ati elementlaridan foydalanishning nazariy va amaliy asoslari yoritiladi. Tadqiqotda milliy naqsh, rang va kompozitsion tuzilmalarning estetik idrokni shakllantirish hamda ijodiy tafakkurni rivojlantirishdagi imkoniyatlari tahlil qilinadi. Shuningdek, o'quvchilarni badiiy faoliyatga jalb etuvchi samarali metodlar hamda ularning ijodiy motivatsiyasini kuchaytiruvchi pedagogik shart-sharoitlar asoslab beriladi. Olingan natijalar Buxoro xalq amaliy bezak san'ati asosidagi sinfdan tashqari ta'lim jarayonini takomillashtirish bo'yicha amaliy takliflarni o'z ichiga oladi.

Kalit so'zlar: Buxoro xalq amaliy bezak san'ati, sinfdan tashqari mashg'ulotlar, ijodiy faollik, milliy naqshlar, badiiy-estetik tarbiya, kompozitsion tafakkur, pedagogik texnologiyalar, ijodiy motivatsiya

Аннотация: В данной статье рассматриваются теоретические и практические аспекты развития творческой активности учащихся в процессе внеурочной деятельности посредством использования элементов бухарского народного прикладного декоративного искусства. Анализируются возможности национальных орнаментов, цветовых решений и композиционных структур в формировании эстетического восприятия и развитии творческого мышления. Обоснованы эффективные педагогические методы, направленные на вовлечение учащихся в художественную деятельность и повышение их творческой мотивации. Полученные результаты включают практические рекомендации по совершенствованию внеурочного образовательного процесса на основе бухарского

народного декоративного искусства.

Ключевые слова: Бухарское народное прикладное декоративное искусство, внеурочная деятельность, творческая активность, национальные орнаменты, художественно-эстетическое воспитание, композиционное мышление, педагогические технологии, творческая мотивация.

In the contemporary educational process, developing students' creative activity, fostering their artistic and aesthetic worldview, and nurturing respect for national values are among the essential pedagogical tasks. In particular, extracurricular activities create significant opportunities for involving students more broadly in creative practices, supporting their natural interests, and developing their individual abilities. Bukhara folk applied decorative art — with its rich patterns, compositional structures, and artistic styles — serves as an invaluable source for shaping students' aesthetic taste, expanding their imagination, and cultivating creative thinking.

Although numerous studies in recent years have focused on enriching the educational process through the traditions of folk applied art, the methodological integration of decorative art specific to the Bukhara school into extracurricular activities has not been sufficiently explored. Some scholars highlight the educational significance of folk art elements, while others discuss their role in decorative composition, color culture, or the formation of artistic taste. However, systematic methodological research specifically aimed at enhancing students' creative activity through Bukhara decorative art remains insufficiently structured.

Therefore, the relevance of this research lies in scientifically analyzing the potential of Bukhara folk applied decorative art in promoting students' creative activity during extracurricular sessions, and in substantiating effective pedagogical conditions and methods. The study also holds practical importance, as the deep incorporation of folk art traditions into education contributes to the development of students' artistic thinking, aesthetic perception, and creative engagement.

Extracurricular activities represent an optimal pedagogical environment for developing creative activity, as they allow support for students' personal interests, natural artistic needs, and initiative. Integrating Bukhara decorative art elements into this process not only enriches students' national artistic thinking, color perception, and compositional imagination, but also motivates them toward creative inquiry. Distinctive ornamental types of the Bukhara decorative school — including islimi, girih, geometric compositions, and symbolic color systems — add meaning and artistic expressiveness to students' artistic activities.

During the study of Bukhara decorative art elements, students begin to develop compositional thinking step by step — starting from basic patterns and gradually mastering the principles of rhythm, proportion, and symmetry. This process fosters the harmonious development of logical and creative thinking. Repetitive execution of decorative elements, their integration into various compositions, and the search for color solutions enhance students' ability to make independent decisions, conduct artistic analysis, and generate their own creative ideas.

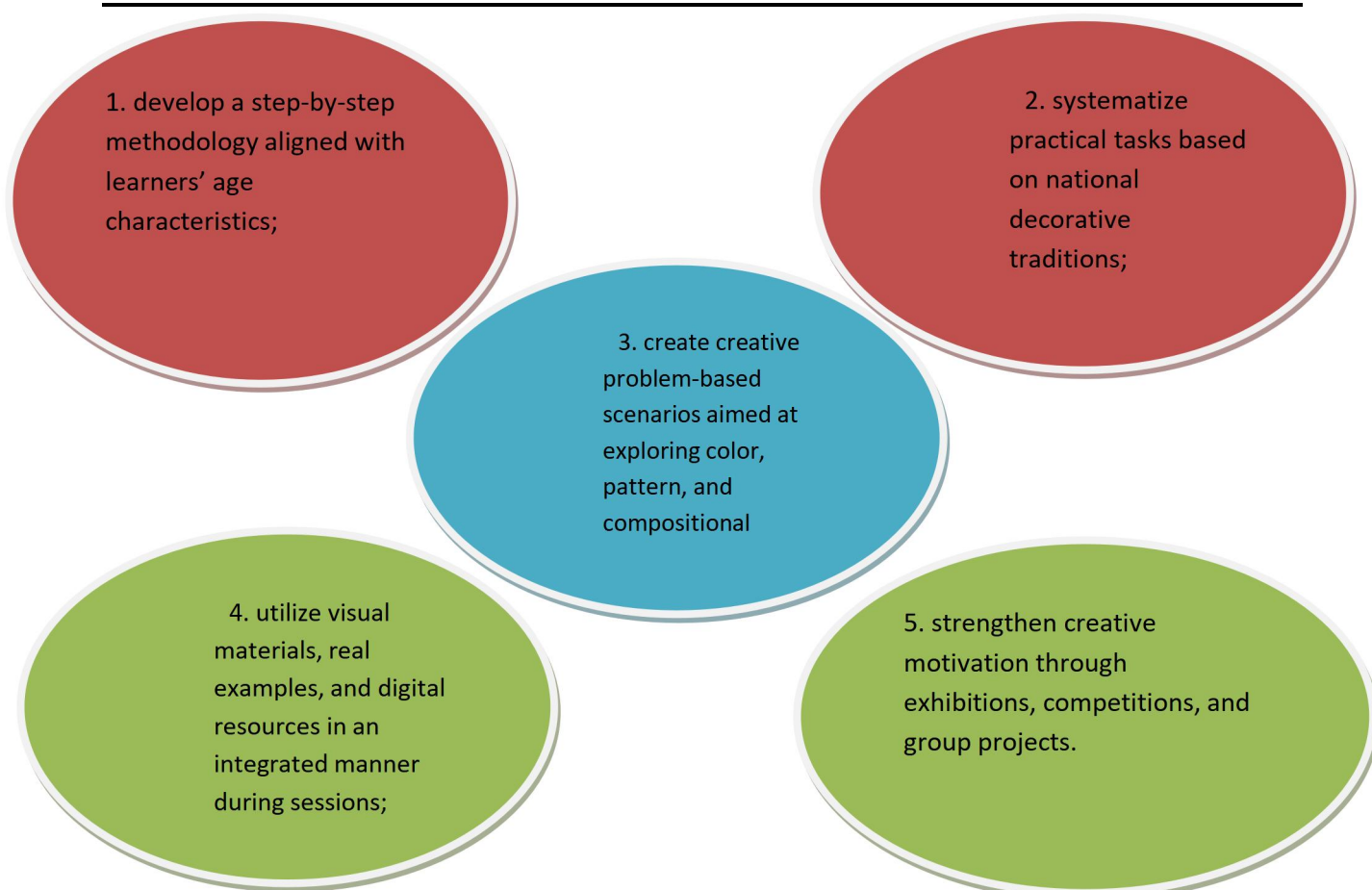
The effectiveness of working with national decorative art in extracurricular sessions directly depends on the methodological conditions established by the teacher. First, the content of the lessons must correspond to students' age-specific characteristics and interests, while practical tasks should be creatively challenging yet achievable. Methods such as step-by-step instruction, the use of visual materials, providing historical background on national ornaments, and completing creative tasks in groups strengthen students' artistic needs. Such an approach transforms learners from passive observers into active creators.

One of the important aspects of organizing sessions based on Bukhara decorative art is the cultivation of aesthetic taste and the reinforcement of respect toward national culture. Information about the historical origins of ornaments, their symbolic meanings, and their use in architecture and decorative arts brings students closer to national heritage. This expands their competence not only in drawing but also in understanding, appreciating, and creating beauty.

Through the organization of creative tasks based on Bukhara decorative art, students' creative motivation increases. Exhibiting their works, holding small displays, organizing creative competitions, and preparing collective compositions encourage students to become more active and responsible. Research findings indicate that working with national decorative elements significantly develops students' creative initiative, aesthetic perception, interest in artistic activity, and compositional thinking.

The results of the study demonstrate that the use of Bukhara folk applied decorative art elements in extracurricular activities is highly effective in developing students' creative activity, aesthetic perception, and compositional thinking. The process of studying national ornaments, rhythmic structures, color harmony, and decorative compositions fosters independent thinking, creative inquiry, and artistic decision-making. This, in turn, strengthens their interest in visual arts and promotes a conscious and motivated approach to artistic activity.

To ensure the effective use of Bukhara decorative art in extracurricular education, the following scientifically grounded recommendations are proposed:



These scientific approaches enable the enhancement of students' creativity, the strengthening of artistic-aesthetic education, and the effective integration of national applied art traditions into the educational process.

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