



THE EDUCATIONAL SIGNIFICANCE OF NATIONAL ART TRADITIONS IN VISUAL ARTS EDUCATION

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Annotation. *This scientific article analyzes the educational significance of national art traditions in visual arts education. It reveals the role of national visual art examples in shaping students' aesthetic taste, national consciousness, spiritual and moral values, as well as creative thinking. In addition, the pedagogical potential of using elements of national art in the educational process and their educational effectiveness are highlighted.*

Keywords: *national art, visual arts education, upbringing, aesthetic taste, national values, creative thinking.*

Introduction

In the context of today's globalization, preserving national culture and art and instilling them in the minds of the younger generation is considered one of the important pedagogical tasks. In particular, reliance on national art traditions in the process of visual arts education plays a significant role in developing students' national self-awareness, aesthetic thinking, and spiritual and moral qualities. National art serves not only as a means of artistic expression but also as a powerful educational factor that occupies a special place in the educational process. In recent years, the priority of the competency-based approach in the education system has required a reconsideration of the content and methodology of visual arts disciplines. Especially, the need to educate the younger generation as spiritually mature individuals with well-developed aesthetic thinking through reliance on national art traditions has increased. Visual arts education is emerging not only as a means of forming artistic skills but also as an effective pedagogical tool that contributes to the



development of a person's value-based attitudes. The integration of national art traditions into the educational process connects students with historical memory, cultural heritage, and national identity. This process forms a conscious attitude toward art among students and guides them to preserve their national identity within the global cultural environment. In this regard, studying the educational potential of national art on a scientific and pedagogical basis is of particular relevance.

National art traditions represent an artistic heritage that embodies the historical development, lifestyle, customs, and worldview of a people. The reflection of national identity in such areas as ornamental art, miniature painting, applied decorative arts, painting, and sculpture enriches young people's aesthetic perception and educates them in the spirit of respect for national culture. The use of national art samples in visual arts classes contributes to the formation of the following qualities among students:

- national pride and patriotism;
- aesthetic taste and artistic thinking;
- creative independence and an innovative approach.

Tasks based on national motifs deepen students' artistic thinking and encourage them to reflect national identity in their creative work. The educational process based on national art traditions contributes to the spiritual development of the individual.



Through this approach, students develop social responsibility, respect for cultural heritage, and a conscious attitude toward creative activity. In addition, analyzing national art works and mastering them through practical creative activities



further enhances the educational impact. The use of national art traditions in visual arts education serves to systematically develop students' artistic perception. Through national images, symbols, and compositional solutions, students begin to comprehend the deeper meanings of artistic expression. This, in turn, develops their analytical thinking, observation skills, and artistic evaluation competencies.

In the process of creative activities organized on the basis of national art, students acquire not only ready-made knowledge but also experience in making independent artistic decisions. Such an approach strengthens creative independence and creates a foundation for the formation of an individual artistic style. In particular, the application of national decorative elements, color harmony, and compositional principles in practical classes further enhances the educational effect.



Moreover, the study of national art traditions forms socio-cultural responsibility among students. They begin to perceive a work of art not only as an aesthetic object but also as a phenomenon reflecting the spiritual experience of society. This situation strengthens the educational function of visual arts education and contributes to the development of students' cultural awareness. Pedagogical experience shows that lessons based on national art traditions also develop mutual cooperation, exchange of ideas, and collective creative skills among students. As a result, the educational process becomes not only knowledge-oriented but also a system that fosters the comprehensive development of the individual.



Conclusion. In conclusion, national art traditions are an important component of visual arts education and have great educational significance in the aesthetic, spiritual, and moral development of students. Effective use of pedagogical approaches based on national art in the educational process contributes to shaping the younger generation as well-rounded, creative individuals who are loyal to national values. The results of the study show that reliance on national art traditions in visual arts education not only develops artistic knowledge and skills but also serves as an important educational factor that ensures the cultural and moral maturity of the individual. Systematic integration of national art elements into the educational process deepens students' aesthetic views and forms a value-oriented attitude toward art. Furthermore, an educational approach based on national art traditions encourages students to adopt a conscious and responsible attitude toward creative activity. In this process, students gain the opportunity to comprehend their national cultural heritage while harmonizing it with modern artistic thinking. As a result, students' creative thinking expands, and their competencies in independent thinking and solving artistic problems develop.

The study also reveals that visual arts classes based on national art contribute to the formation of social activity, teamwork, and cultural communication skills among students. This strengthens not only the theoretical but also the practical and educational significance of education. At the same time, this approach is recognized as an important pedagogical mechanism for preserving young people's national identity in the global cultural process. It should be emphasized that the purposeful and methodologically grounded application of national art traditions in visual arts education enhances the quality of education and contributes to the formation of a well-rounded, creative individual loyal to national values. Future research in this area may serve as a solid scientific basis for developing new pedagogical models of education based on national art.

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