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IMPROVING PRACTICAL ART EDUCATION THROUGH PROJECT-BASED LEARNING IN HIGHER EDUCATION INSTITUTIONS

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Abstract: This article examines the effectiveness of Project-Based Learning (PBL) in teaching practical arts at higher education institutions. Practical art education plays an essential role in preserving cultural heritage, developing creative thinking, and improving students' professional competencies. The study investigates how project-based learning influences students' artistic skills, motivation, and independent learning abilities. A qualitative research method was employed involving observation, interviews, and analysis of students' creative projects. The findings indicate that PBL enhances students' engagement, creativity, problem-solving skills, and practical competencies. The study concludes that integrating project-based learning into practical art education contributes significantly to improving educational outcomes and preparing students for professional artistic activities.

Keywords: Practical Art Education, Project-Based Learning, Creativity, Art Teaching, Higher Education, Professional Competence.

Introduction. Practical art education is an important component of cultural and artistic development. It helps students acquire artistic knowledge, practical skills, and creative competencies necessary for their future professional activities. In recent years, educational reforms have emphasized student-centered approaches that encourage active participation and independent learning.

OLIY TA'LIM MUASSASALARIDA LOYIHAGA ASOSIDA O‘QITISH ORQALI AMALIY SAN'AT TA'LIMINI YAXSHILASHTIRISH

Annotatsiya: Ushbu maqolada oliy ta’lim muassasalarida amaliy san'atni o‘qitishda Loyihaga asoslangan o‘qitish (PBL) samaradorligi o‘rganiladi. Amaliy san'at ta'limi madaniy merosni saqlash, ijodiy fikrlashni rivojlantirish va talabalarning kasbiy malakalarini oshirishda muhim rol o‘ynaydi. Tadqiqotda loyihaga asoslangan o‘qitish talabalarning badiiy mahorati, motivatsiyasi va mustaqil o‘rganish qobiliyatlariga qanday ta'sir qilishini o‘rganadi. Talabalarning ijodiy loyihalarini kuzatish, suhbatlar va tahlil qilishni o‘z ichiga olgan sifatli tadqiqot usuli qo‘llanildi. Tadqiqot natijalari shuni ko‘rsatadiki, PBL talabalarning faolligini, ijodkorligini, muammolarni hal qilish ko‘nikmalarini va amaliy malakalarini oshiradi. Tadqiqot loyihaga asoslangan o‘qitishni amaliy san'at ta'limiga integratsiya qilish ta'lim natijalarini yaxshilash va talabalarni professional badiiy faoliyatga tayyorlashga sezilarli hissa qo‘shadi degan xulosaga keldi.

Kalit so‘zlar: Amaliy san'at ta'limi, Loyihaga asoslangan o‘qitish, Ijodkorlik, San'at o‘qitish, Oliy ta'lim, Kasbiy malaka.

СОВЕРШЕНСТВОВАНИЕ ПРАКТИЧЕСКОГО ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ ПОСРЕДСТВОМ ПРОЕКТНОГО ОБУЧЕНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация: В данной статье рассматривается эффективность проектного обучения (ПО) в преподавании практических искусств в высших учебных заведениях. Практическое художественное образование играет важную роль в сохранении культурного наследия,

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развитии творческого мышления и повышении профессиональных компетенций студентов. В исследовании изучается, как проектное обучение влияет на художественные навыки студентов, их мотивацию и способность к самостоятельному обучению. Использовался качественный метод исследования, включающий наблюдение, интервью и анализ творческих проектов студентов. Результаты показывают, что ПО повышает вовлеченность студентов, их креативность, навыки решения проблем и практические компетенции. В заключение исследования делается вывод, что интеграция проектного обучения в практическое художественное образование вносит значительный вклад в улучшение образовательных результатов и подготовку студентов к профессиональной художественной деятельности.

Ключевые слова: Практическое художественное образование, Проектное обучение, Креативность, Преподавание искусства, Высшее образование, Профессиональная компетентность.

Traditional teaching methods often focus on theoretical knowledge and teacher-centered instruction, which may limit students' creative potential. Consequently, educators are increasingly exploring innovative pedagogical approaches that can enhance student engagement and practical competence. One such approach is Project-Based Learning (PBL).

Project-Based Learning allows students to engage in real-world artistic tasks, solve practical problems, and create meaningful artistic products. Through collaborative and individual projects, students develop critical thinking, creativity, and professional skills. This study aims to investigate the effectiveness of project-based learning in practical art education and determine its impact on students' learning outcomes.

The research seeks to answer the following questions:

1. How does project-based learning affect students' practical art skills?
2. What impact does project-based learning have on students' creativity and motivation?
3. What challenges and opportunities arise when implementing project-based learning in practical art education?

Methods Research Design.This study employed a qualitative research design to explore the educational impact of project-based learning in practical art courses.

Participants. The participants consisted of 30 undergraduate students enrolled in practical art courses at a higher education institution. The students were selected based on their participation in project-based learning activities during one academic semester.

Data Collection

Data were collected through:

1. Classroom observations;
2. Semi-structured interviews with students and instructors;
3. Analysis of students' artistic projects;
4. Reflective journals completed by students.

The observations focused on students' participation, collaboration, and creative problem-solving during project implementation.

Project Activities. Students completed practical art projects involving:

1. Ceramic design and decoration;
2. Traditional ornament creation;
3. Applied art compositions;
4. Cultural heritage-inspired artistic products.

Each project required students to plan, design, execute, and present their work independently or in small groups.

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Data Analysis The collected data were analyzed using thematic analysis. Common themes related to creativity, motivation, skill development, and learning experiences were identified and categorized.

Results. The findings demonstrate several positive outcomes associated with project-based learning in practical art education.

Improvement of Practical Skills. Students showed noticeable improvement in technical and artistic competencies. Through repeated practice and project execution, they developed stronger skills in composition, design, color harmony, and craftsmanship.

Approximately 85% of participants reported increased confidence in applying artistic techniques independently.

Enhanced Creativity. Project-based activities encouraged students to generate original ideas and experiment with different artistic approaches. Students demonstrated greater willingness to explore innovative design solutions and cultural interpretations. Many projects reflected unique personal styles while incorporating traditional artistic elements.

Increased Motivation and Engagement. Students expressed high levels of interest and motivation throughout the learning process. The opportunity to create tangible artistic products made learning more meaningful and enjoyable.

Observation results indicated increased classroom participation and stronger commitment to completing artistic tasks.

Development of Collaborative Skills. Group projects enhanced communication and teamwork abilities. Students learned to exchange ideas, provide constructive feedback, and solve artistic challenges collaboratively.

Professional Competence. The project-based approach helped students connect theoretical knowledge with practical application. Participants reported feeling better prepared for future careers in art education, design, and creative industries.

Discussion. The results suggest that project-based learning is an effective pedagogical strategy for practical art education. The findings align with contemporary educational theories emphasizing active learning and experiential education.

One significant advantage of project-based learning is its ability to integrate theory and practice. Rather than memorizing concepts, students apply knowledge directly to artistic tasks, resulting in deeper understanding and skill acquisition.

The increase in creativity observed during the study supports previous research indicating that open-ended projects encourage innovation and self-expression. Students are given greater autonomy, allowing them to explore artistic ideas and develop individual styles.

Furthermore, project-based learning promotes student motivation because it creates authentic learning experiences. The production of real artistic works provides students with a sense of accomplishment and ownership over their learning.

Despite these advantages, several challenges were identified. Some students initially experienced difficulties with time management and project planning. Instructors also required additional preparation to design meaningful project activities and assessment criteria.

To maximize effectiveness, educators should provide clear guidance, structured feedback, and sufficient resources. Combining project-based learning with traditional instruction may offer a balanced approach that supports both theoretical understanding and practical competence.

The integration of national artistic traditions, such as ceramic decoration and traditional ornamentation, further strengthens cultural identity and heritage preservation within practical art education.

Conclusion. Project-Based Learning significantly improves the quality of practical art education by enhancing students' artistic skills, creativity, motivation, and professional

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competencies. The findings demonstrate that active participation in creative projects fosters deeper learning and better preparation for professional practice.

Higher education institutions should consider expanding the use of project-based methodologies in practical art courses. Future research may explore the long-term effects of project-based learning and its application across different artistic disciplines.

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