

The Influence of Art and Culture on Education

Umarkulova Diyora

3rd year student, Uzbekistan State World Languages University, Uzbekistan, Tashkent city

Abstract:

This article explores the functions of art and its role in education. The transformative, compensatory, cognitive-heuristic, conceptual, anticipatory, communicative, informational, educational, inspiring, aesthetic, and hedonistic functions of art are discussed. The article highlights the importance of introducing children to art from a young age to shape their love for classical art and enrich their inner world. The integration of art and culture into education contributes to the formation of tolerant, creative, and emotionally developed personalities, and a deeper understanding of the world. The article emphasizes the need for functional literacy through the acquisition of practical skills and the ability to see beauty in life and art. The article concludes that art and culture play a key role in shaping education and enriching students' cultural experience.

Keywords: Art, education, functions of art, transformative, compensatory, cognitive-heuristic, conceptual.

Art and culture play a significant role in shaping education and enriching the lives of students. These two elements not only provide students with the opportunity to immerse themselves in the world of art and culture, but also contribute to the development of a number of key skills and qualities. Let's look at how art and culture influence education and why it is so important.

1. Cultural competence and perception of the world

Art and culture help students develop cultural competence and a deeper worldview. Through the study of various arts and cultural traditions, students can better understand the diverse and multicultural world in which they live. This contributes to a more tolerant attitude towards other cultures and enriches their cultural understanding.

2. Development of creativity and expressiveness

Art includes many forms, such as music, painting, dance, theater and much more. Participation in these types of art allows students to develop their creativity and expressiveness. They learn to express their thoughts and emotions through the creative process, which positively affects their ability to express themselves and solve problems.

3. Emotional development and empathy

Art has a powerful impact on emotional development. Music, cinema and other forms of art can evoke a wide range of emotions in viewers and listeners. This helps students develop their emotional skills and understanding of their own feelings. In addition, studying art can improve the ability to empathize, as students can immerse themselves in other people's stories and experiences presented in works of art.

4. Critical thinking and analytical skills

Art promotes the development of critical thinking and analytical skills. The analysis of works of art, the interpretation of their meaning and context requires analytical work. This process teaches students to think carefully and systematically, which can be applied in other aspects of education and in life in general.

5. Integration into the educational process

To maximize the potential of art and culture, they must be integrated into the educational process. Art lessons, visits to museums, theaters and cultural events can become an integral part of the curriculum. Such initiatives contribute to deeper and meaningful learning, and can also inspire students to new interests and hobbies.

A.F. Yafalyan, a domestic researcher of modern aesthetic and pedagogical problems in the field of education, notes that the development of a child is possible only if a holistic approach is taken in the totality of somatic, mental, intellectual and spiritual processes. For it is necessary to develop this in the unity of body, soul, mind and spirit, taking into account the autonomy and significance of all the listed «entities» of the child. Formation of a holistic picture on aesthetic grounds the world in the mind of a developing personality presupposes the organization of an aesthetic space that has two sides – the external (the space of the environment surrounding the personality) and the inner (the space of the inner world of the personality). These sides are closely Interrelated, and therefore one of the fundamental problems of modern education at this stage of development of society is the problem of creating an aesthetic space for free individual and unique personal development at different age periods and at different levels of the educational system (starting with preschool institutions). At the same time, it should be taken into account that if the aesthetic space of the educational environment depends on the conditions in which a person is located and on the teachers who create this space, then the inner world of a person is a world that is not amenable to analysis. It drives the development of personality, determines all internal processes, motivates, actions and ensures its evolution. Any pedagogical influences can be both an incentive and an obstacle to the creation of an internal aesthetic space.

Functions of art :

1. Transformative, or art as an activity. Art transforms reality through: - ideological and aesthetic impact on people; - inclusion of a person in value-oriented activities; - processing of various materials.
2. Compensatory, or art as a consolation. Art helps restore harmony, energize, and compensates for the everyday routine of everyday life.
3. Cognitive-heuristic, or art as knowledge and enlightenment. Through art it is possible to create something new, to transfer a system of views and thinking skills.
4. Art-conceptual, or art as an analysis of the state of the world.
5. The function of anticipation, or art as foresight.
6. Communicative, or art as communication.
7. Information, or art as the transfer of information.
8. Educational. Art shapes people's feelings and thoughts, transmits moral norms and values from one generation to another.
9. Inspiring . art can captivate a person and convey a definition. Emotional mood, state.
10. Aesthetic, or art as the formation of a sense of beauty. Thanks to art, a person's artistic tastes, needs and abilities are formed, and his creative potential, desire and ability to create according to the laws of beauty are awakened.
11. Hedonistic, or art as pleasure.

According to the American psychologist and teacher A. Korzybski, the human psyche must be active, a person must constantly work to discover something new, i.e. engage in creativity, because this has a good effect on mental health, on which the overall health of the body depends.

One of the most important tasks of education is the formation of a functionally competent person who has not only subject, but also universal knowledge and skills. It is worth noting that the foundations of functional literacy are laid at a younger age, including through the participation of children in artistic culture: it is important to teach them the ability to see the beauty in life and art, to emotionally perceive works of art and competently formulate their opinions about them, as well as to use acquired practical skills in everyday life and in project activities. All this helps enrich the child's inner world and broadens his horizons. Introducing children to art is necessary from birth. At preschool age they are most receptive to various types of art. It is at this stage of development that it is important to begin to shape the child's love for classical art. While studying in elementary school, students often encounter great works of art, creative tasks, and trips to theaters, museums, and exhibitions during lessons.

Conclusion

Art and culture play a key role in shaping education, enriching students' cultural experience and developing their skills. The integration of these elements into the educational process contributes to the formation of tolerant, creative and emotionally developed personalities. Education enriched with art and culture contributes to a deeper and more meaningful understanding of the world.

References:

1. Yafalyan, A.F. (2018). The Formation of Aesthetic Space as a Condition for the Development of the Inner World of a Person. *Journal of Siberian Federal University, Humanities & Social Sciences*, 11(6), 1433-1442.
2. Eisner, E.W. (2002). *The Arts and the Creation of Mind*. Yale University Press.
3. Winner, E., Goldstein, T.R., & Vincent-Lancrin, S. (2013). *Art for Art's Sake? The Impact of Arts Education*. OECD Publishing.
4. National Endowment for the Arts. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*.
5. UNESCO. (2006). *Road Map for Arts Education: UNESCO World Conference on Arts Education*.
6. <https://scienceforum.ru/2018/article/2018008176>