



## NATIONAL EMBROIDERY IN THE FIELD OF DECORATIVE AND APPLIED ARTS: INTERDISCIPLINARY RESEARCH

*Abizhanova Assem*<sup>1</sup>, *Kanapiyanova Raushan*<sup>2</sup>, *Nurazkhan Almaz*<sup>3</sup>, *Kabylov Daulet*<sup>4</sup>,  
*Kulmanova Sholpan*<sup>5</sup>, *Bissenbayeva Zhanat*<sup>6</sup>

<sup>1</sup>Abay Kazakh National university

<sup>2</sup>Abay Kazakh National university

<sup>3</sup>National museum of the Republic of Kazakhstan

<sup>4</sup>Astana international university

<sup>5</sup>Kazakh National Women's Pedagogical university

<sup>6</sup>Al Farabi Kazakh National university, Almaty, Kazakhstan

<sup>1</sup>[bislauka@mail.ru](mailto:bislauka@mail.ru) <sup>2</sup>[aim\\_bat@mail.ru](mailto:aim_bat@mail.ru) <sup>3</sup>[ruzura@mail.ru](mailto:ruzura@mail.ru) <sup>6</sup>[zhanat\\_2006@mail.ru](mailto:zhanat_2006@mail.ru)

**Abizhanova Assem, Kanapiyanova Raushan, Nurazkhan Almaz, Kabylov Daulet, Kulmanova Sholpan, Bissenbayeva Zhanat. National Embroidery In The Field Of Decorative And Applied Arts: Interdisciplinary Research--P Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(3), 796-802. ISSN 1567-214x**

**Key words:**

### ABSTRACT

In order for the Republic of Kazakhstan to join the ranks of civilized countries, it is necessary to provide our youth with comprehensive quality education and sensible upbringing. First, it is aimed at creating a unified educational space, and secondly, based on the ethno pedagogical and ethno psychological traditions of the nation, instilling in the minds of adolescents a sense of respect and pride in the culture of the native people, as well as national traditions, language and literature. Respect for history and art is a historical necessity. The development of national education and art has gone through many centuries of history and political and economic changes in our society today, the future of education of students in handicrafts, literature, improving their polytechnic thinking, aesthetic tastes in the national art.

## INTRODUCTION

The XXI century is an epoch that has chosen the path of rapid development, ignoring the rhythm of development of the epochs that preceded it. Today's face of the XXI century, which in its early years has already presented a large number of events and changes in history, is a continuous flow of information for various purposes, an optimal communication opportunity for the integration of social groups driven by different interests, the intersection of cultures, national ideals and globalization. etc. It is clear that it is characterized by many symptoms.

In addition to the new opportunities that these conditions add to human development, there are many problems that concern all mankind. The most important of them is the preservation, development and promotion of national cultures, which reveal the uniqueness of each nation. We see in everyday life that this is one of the most important problems for our country, which needs to be successfully resolved. In this regard, the views of the intelligentsia, sympathetic to the future of the nation, the weighty proposals of scientists, the words of individuals relevant to modern life are constantly reflected in the media, scientific conferences, large and small research, everyday life.

The main direction of national education of young professionals is clearly stated in the Address of President Nursultan Nazarbayev "Kazakhstan - 2030": "In order to become a full-fledged country, we must assimilate our culture, our history and then try to master another world." It is necessary to prepare a person who is able to bring our national values to the world level, while maintaining the continuity of values and human values, spiritual and cultural heritage. In this regard, the formation of national consciousness, respect, love, pride, development of national spirit, culture. The main task is to educate people to respect art, traditions, historical heritage, to strengthen their knowledge and skills.

An important conceptual direction of the formation of professional skills through the national colony is the connection of education, science, art, production and industry. Implementation of this direction is currently in the concept of technological education: training of specialists for the reorganized work in social production, the formation of worldviews of national crafts in their knowledge, the development of thinking and professional skills, creating conditions for training in the process of participation in several types of education and work. goals are set. All this requires a high level of training in general professional skills and design education. The solution of this problem is entrusted to higher education institutions, as higher pedagogical educational institutions have always been and will continue to be a pillar of society.

## DISCUSSIONS

In the process of solving the problem, based on the data obtained earlier, we came to the conclusion that the prognostic approach to substantiating the goals and structuring the content of training and the choice of practice-oriented methods (information and development, problem, explanatory and illustrative, etc.) will allow for us to develop a methodology for teaching the technology of

artistic embroidery as the basis of professional interest in artistic embroidery with a focus on the specific development of creative tasks and future professional activities focused on preserving the historical artistic and technological traditions of centuries-old traditions in modern society.

Thus, in accordance with the specifics of the future professional activity of students, taking into account the regional-historical and program-targeted approaches, the development of students of artistic and technological techniques (from simple embroidery techniques to complex ones), correlated with types of artistic embroidery related to technology; Based on the principles of professional orientation, scientific character, variability, integrity, creativity and historical reliability, the content of the elective course "Embroidery Technology" was developed.

The main goal of the author's research is to find effective ways to:

- increase motivation for artistic embroidery in educational and work activities;
- to prepare students for creative artistic and technological activities;
- to form students' professional interest in artistic and technological activities, as the foundation of future creativity.

In the research, it was established that the fundamental difference between the new approach to the professional training of future specialists is the transition from technical, technological functions to artistic and technological functions of performing work, from performing a partial function to modeling the entire technological process.

This construction of the educational material is explained by the transition to the training of future specialists on a scientific basis. At the same time, the decisive factor is the use of didactic tools that contribute to the development of students' skills in the speed of searching for cause-and-effect relationships in the technology of various types of artistic embroidery.

In the course of updating the content of teaching the technology of artistic embroidery, it was found that the main characteristics of the learning process are: learning objectives, content, forms, means and methods of teaching. The purpose of the training is that the systematized knowledge is so assimilated by the students that they can reproduce it: tell, explain, that is, show the structure of the knowledge system in the field of mastering the subject.

In the learning process, the requirements for the level of assimilation of knowledge of different content are ambiguous: part of the knowledge can be learned at the level of recognition (study), part - at a higher level - the level of reproduction.

The teacher must clearly understand at what level the material was learned by the students. There is no need to memorize reference material and statistical information, but there is material that students must master fully, firmly, in order to use it in practice. The method of studying it depends on the given level of mastering the material.

It should be noted that for a good assimilation of the material, the teacher must repeatedly return to it, ensure that students use it in practical activities, help to remember the material using visualization (samples of embroidered products, the use of methodological fund, tables, diagrams, content structure, synopsis, etc.) . P.). If the material can be learned at the level of recognition, it must be explained emotionally, convincingly suggesting a thematic tour.

Within the framework of scientific and experimental research, it has been established that in modern conditions the guarantee of the success of future specialists in the labor market is the creative level of artistic and technological activity, and this, in turn, puts before the teaching staff an increase in the effectiveness of methods of working with students, there is no doubt the fact that vocational training methods, that is, how to teach, are the most important problem of the educational process.

In the process of research, we have identified methods of organizing training and the implementation of educational and cognitive activities of students. Vocational education is a laborious process of mastering the system of knowledge, skills and abilities, mastering the traits of creative activity, developing the ideological and behavioral qualities of a person. A specialist, receiving an education, acquires knowledge, skills and abilities, develops a system of views. Since the main task of vocational education is that it is necessary to organize a purposeful process of presenting students with new educational information, which is designed for its assimilation, for the formation of skills and abilities, and is also aimed at the formation of professional interest in artistic embroidery. The quantity and quality of acquired knowledge, skills and abilities of students depends on teaching methods and their effectiveness under any conditions and factors.

In pedagogy, there are various classifications of methods and forms of teaching. A large number of works are devoted to teaching methods, and, despite this, there is hardly a concept in pedagogical science that would cause so many controversies and discussions. Yu. K. Babansky defines the method as a way of orderly interrelated activity of the teacher and students, aimed at solving educational problems. I. Ya. Lerner believes that a method is a system of purposeful actions of a teacher who organizes the learning activities of students, leading, in turn, to the achievement of learning goals.

The theoretical approaches identified in the study made it possible to develop a methodology for vocational training in artistic embroidery technology and scientifically substantiate the implementation of this methodology in the educational process of the Higher School.

In the process of scientific and experimental activities to solve the identified problems in vocational training in artistic embroidery, various research methods, both theoretical and empirical, were used.

At the first stage (2016-2017) of the exploratory-theoretical study, the following were applied:

- theoretical methods: a historical and theoretical analysis of professional training in the field of artistic embroidery was carried out within the framework of a regional-historical approach in Kazakhstan and abroad;

the study of the theoretical positions of various scientists in the field of traditional applied art, their comparative analysis, generalization of concepts that substantiate the specifics of training specialists; contradictions were revealed; scientific substantiation of the goal, object and subject of research, working hypothesis, regional-historical and program-target approaches was carried out.

- empirical methods: the study of literature, documents, archival sources and the results of the activities of educational institutions of secondary vocational education was carried out; the study and generalization of the work of teachers of art embroidery technology was carried out.

At the second stage (2017-2018) of scientific and experimental research, the following were applied:

- theoretical methods: determination of the state of professional training of students - future specialists; the first attempts were made to resolve contradictions; a predictive selection of the content of teaching the technology of artistic embroidery was carried out; the content was classified; pedagogical modeling was carried out (building a model of a graduate artist-master of artistic embroidery).

- empirical methods: within the framework of the ascertaining experiment, the study of the protocols of scientific councils, departments and methodological commissions, texts of tests, products of students was carried out; scientific observation was carried out; an oral survey of students was conducted and written, using the developed questionnaires; criteria for the selection of information for updating the content of teaching the technology of artistic embroidery were developed, as well as criteria and indicators that allow differentiating students into level groups and form students into level groups for the development of their professional interest.

At the third formative stage of scientific research (2018-2019), the following were applied:

- theoretical methods: analysis and generalization of the results of educational activities of students, in the course of a comparative experiment, the effectiveness of the developed teaching content of artistic embroidery technology, analysis and generalization of experimental data was tested.

- empirical methods: a natural ascertaining and comparative experiment was carried out in the conditions of teaching entire educational groups.

## CONCLUSION

Although people did not have access to science and education before, they were able to choose beauty and elegance. He was able to develop handicrafts in his life and culture. He carefully mastered any branch of fashion and combined it with our time.

If we look at the cultural life of our people in ancient times, even in ancient times, the works of skilled craftsmen are a wonderful genealogy. Their autographs are becoming an indelible celebration.

Our ancestors did not know what spiritual treasures they inherited. The redemption of that people is carried out in our time to make the study of folk crafts for the benefit of the masses. Decorative handicrafts are a vivid manifestation of folk culture and art. The state attaches great importance to the development of our ancient and promising art, and there is a positive movement in our lives.

The improvement of the quantity and quality of handicraft products in our country is the only clear manifestation of this.

In our city there are advanced classes in art schools, special art, art schools, colleges, universities, which contribute to the promotion of handicrafts among young people. It is always important to educate young people to master the cultural and systemic heritage of human society, to appreciate the general beauty and spiritual values. Therefore, for the future of our people, for its growth and development, it is necessary to bring up the younger generation, learn art and knowledge, and raise their culture.

In order to develop the aesthetic taste of students in the education of passion for art, it is necessary, first of all, a comprehensive education in the family, at school. For example, in teaching students to embroider, it was found that the color of the work, the beauty of the pattern, the fun of drawing instructions and the development of aesthetic tastes can be associated with the student's learning of applied arts, mastering cultural heritage and education. In this regard, we instill in students a moral quality that can disgust the eye, admire the beauty of the tree, and understand the human soul.

## REFERENCES

- N. Nazarbayev. "Kazakhstan - 2030: prosperity, security and prosperity of all Kazakhstanis". Almaty. 2001.
- Babylova R.K. Embroidery in the field of decorative and applied arts
- Basenov T.K. Applied art of Kazakhstan-Alma-ata, 1951.-269 p
- Gukasova A.M. Handicraft in primary classes. Enlightenment Publishing House 1985.
- Kasimanov S. Handicrafts of the Kazakh people. - Almaty: Kazakhstan, 1995.
- S. Kasimanov. Crafts of the Kazakh people. Almaty. "Kazakhstan", 1995.
- Omirbekova M.Sh. Traditional art of the people of Kazakhstan. - Almatykitap OJSC, 2004.

Professional pedagogy / ed. S.Ya. Batysheva. - M.: Professional education, 1999. - 904 p.

The state program of development of education of the Republic of Kazakhstan for 2005-2010 // "Bilim alem" newspaper, October 30, 2004.