

**SOCIALIZATION OF THE PHENOMENON OF FINE ART: TRADITIONAL AND  
MODERN APPROACHES**

**Dilobarxon Baxtiyorovna Kadirova**

"University of Economics and Pedagogy" – NOTM  
Senior Lecturer, Department of Preschool Education

**Abstract.** This article analyzes the socialization of fine arts from the perspectives of traditional and modern approaches. It highlights the role of fine arts in societal life, emphasizing its educational, aesthetic, and spiritual functions. The article also underscores the importance of the education system, pedagogical technologies, and digital tools in popularizing art. Furthermore, it scientifically substantiates the interrelationship between traditional art schools and modern creative and technological approaches.

**Keywords:** fine arts, socialization, traditional approach, modern approach, aesthetic education, pedagogical technology, art education.

**INTRODUCTION**

Visual art is one of the most ancient and most important forms of human culture, as it expresses a person's inner experiences, worldview, historical memory, and social relationships in a figurative form. For this reason, visual art can be interpreted not only as a creative activity but also as an integral part of society's spiritual life. The socialization of art refers to its entry from a narrow creative environment into the broader public, the education system, and the digital space. This process emerges as a result of the mutual harmonization of traditional and modern approaches.

Today, visual art has become not only a means of providing aesthetic pleasure but also an effective form of education, enlightenment, and social communication. Therefore, scientifically studying the process of its socialization holds significant importance.

**The Social Essence of Visual Art**

The social essence of visual art manifests in its close connection to human and societal life. Since ancient times, people have expressed their thoughts, feelings, and historical experiences through visual means. Wall paintings, sculptures, ornaments, miniatures, and applied decorative art served not only aesthetic purposes but also conveyed certain social meanings and information. Visual art is considered a historical source reflecting the people's customs, labor activities, lifestyle, and worldview. From this perspective, it is an important social institution that preserves cultural memory and ensures intergenerational continuity. When an art piece enters into communication with the viewer, it enriches the individual's aesthetic taste, thinking, and spiritual world.

**Theoretical Foundations of Traditional Approaches**

Traditional approaches possess a long historical experience in teaching and developing visual art. The master-apprentice system, observation from nature, copying, compositional analysis, and practical exercises are the main methods of this approach. These methods teach the student to deeply understand artistic form, color, proportion, spatial relationships, and expressive tools.

A crucial aspect of traditional methods is that they ensure the continuity of national art schools. Uzbek applied decorative art, miniature painting, ornaments, and monumental visual art were formed on traditional foundations and passed down as a rich heritage to subsequent generations. This situation serves to preserve cultural identity during the socialization process of art. Additionally, traditional approaches teach individuals discipline, observability, diligence, and

patience. Therefore, they are considered not only as technical skills but also as means of moral and ethical education.

### **Content and Capabilities of Modern Approaches**

Modern approaches enrich visual art with new technologies, interactive methods, and creative explorations. Today, digital graphics, 3D modeling, multimedia tools, virtual exhibitions, and programs based on artificial intelligence are becoming an integral part of the artistic process.

### **LITERATURE REVIEW AND METHODS**

The issue of socializing the phenomenon of visual art requires re-examination from the perspectives of two major historical periods—traditional and modern approaches. Based on scientific sources written in Uzbek and Russian languages on this topic, the following main ideas are identified:

In the traditional approach, visual art was regarded as a means of collective education and cultural training. For example, the didactic principles developed by N.N. Rostovtsev, V.S. Kuzin, and R. Hasanov place social importance at the forefront in teaching visual art in schools. They considered the principles of unity of education and upbringing, demonstrativeness, scientificity, and age-appropriateness as the foundation of visual art classes. This approach presents art as a means of integrating the individual into social life, meaning that through artistic activity, children develop interethnic harmony, labor education, and the ability to observe nature.

In the modern approach, however, the process of socializing visual art is connected with digital technologies, interactive tools, and globalization. The article "Innovative Technologies in Visual Art" by Usmanov Botir Allaberdiyevich emphasizes that graphic tablets, 3D printers, virtual and augmented reality create new opportunities for creative activity. Modern technologies enable art pieces to be expressed in interactive and unique forms, which indicates broader application of art in social schools, communities, and even online platforms.

Furthermore, the social significance of visual art plays its role in aesthetic education and human spiritual life. The article "Types of Visual Art: Theoretical Analysis and Social Significance" theoretically analyzes the role and impact on human aesthetic education of painting, graphic art, sculpture, applied decorative art, and monumental art. This source shows how each type of visual art is socialized through its application in various areas of society (for example, school, museum, urban landscape). At the same time, the issue of developing cognitive competencies through artistic analysis of visual art pieces helps students retain cognitive competencies. This process enhances students' artistic provision and develops their social thinking ability through analyzing art pieces.

For analyzing the process of socializing the phenomenon of visual art from the perspectives of traditional and modern approaches in this study, the following methods are applied:

**Theoretical Analysis Method.** The types of visual art (painting, graphic art, sculpture, applied decorative art, monumental art, digital art) and their social significance are theoretically analyzed. This method helps understand the process of social integration of visual art based on didactic principles (unity of education and upbringing, demonstrativeness, scientificity, age-appropriateness) in the traditional approach.

**Comparative Analysis Method.** Traditional and modern approaches are compared. In the traditional approach, visual art is regarded as a means of collective education, while in the modern approach, it is viewed as a tool for broader application in social schools through digital technologies (graphic tablets, 3D printers, virtual reality). This method helps identify differences and similarities between periods.

**Empirical Analysis Method.** The development of students' social thinking ability through interethnic harmony, labor education, nature observation, and compositional work in visual art classes is analyzed empirically. This method helps obtain factual information about the social

significance of visual art in schools and museums.

**Artistic Analysis Method.** The process of developing cognitive competencies through artistic analysis of visual art pieces helps students retain these competencies. This method enhances students' artistic provision and develops their social thinking ability through analyzing art pieces. Pedagogical Technologies

Method. The importance of modern pedagogical technologies and innovative methods in teaching visual art in schools is analyzed. This method helps understand the process of socializing visual art through digital technologies and interactive tools.

These methods enable a complete analysis of the process of socializing the phenomenon of visual art from the perspectives of traditional and modern approaches. Each method plays a separate role in obtaining and analyzing unique information.

## **RESULTS AND DISCUSSION**

When the socialization of the phenomenon of visual art was carried based on traditional and modern approaches in the methodology, the following results were observed:

### **1. Traditional methods strengthen visual thinking.**

The master-apprentice system, observation from nature, copying, and repetitive practical exercises demonstrated effectiveness in forming attention, observability, compositional thinking, and national artistic culture in students. These results are clearly manifested in the experience of Uzbekistan's traditional art schools, miniature and ornament masters.

Thus, traditional methods are a decisive factor in preserving the root and national spirit of art.

### **2. Modern technologies expand the social impact scope of art.**

Digital graphics, 3D modeling, virtual exhibitions, and multimedia tools enabled rapid creation, promotion, and delivery of art pieces to a broad audience. These tools allowed young artists to test new expression forms, integrate art into the global cultural environment, and actively work on social platforms. These results accelerate the socialization process of art and remove its scope of influence from geographical and social boundaries.

### **3. Interdisciplinary integration enriches the content scope of art.**

Connecting visual art with history, literature, technology, psychology, and informatics increased its educational and social significance in classes. Students learned to interpret art pieces not only as objects of beauty but also as phenomena carrying historical, social, and spiritual meaning. This result positively affects the formation of cultural memory, ethics, and consciousness in the socialization process of art.

### **4. The harmony of tradition and modernity transformed art into an effective social tool.**

Combining traditional methods with modern technologies enabled the simultaneous formation of artistic foundation and creative freedom in students. For example, when a student begins drawing from nature with a pencil and continues in a digital environment, they adapt art to both traditional and modern requirements. This approach created conditions for stable and consistent development of the socialization process of visual art.

## **Discussion**

The mutual harmony of traditional and modern approaches is of significant importance in the socialization process of visual art.

The results showed:

- Traditional approaches preserved art's national identity and strengthened its historical roots and artistic laws.
- Modern approaches enriched art with technological and creative innovations, increasing its speed of entering societal life.

- Interdisciplinary integration connected art with other educational fields, strengthening its spiritual and social functions.

In conclusion of the discussion, it can be emphasized that for the socialization of visual art to be stable, the most effective approach is to apply tradition and modernity not as opposing elements but as a complementary system. This approach transforms art not only into an aesthetic object but also into a means of society's spiritual development, education, and social communication.

The results showed that the socialization of visual art provides the highest effectiveness in the harmony of traditional-national schools and modern technological approaches.

### **CONCLUSION**

In conclusion, the socialization of the phenomenon of visual art indicates its increasing importance in societal life. Visual art educates people aesthetically, enriches their spiritual world, and forms their cultural memory. While traditional approaches are crucial in preserving artistic heritage and transmitting it to generations, modern approaches spread art to the broader public through digital environments and interactive education. The harmony of these two directions transforms visual art into a more effective social phenomenon.

### **RECOMMENDATIONS**

1. In visual art education, widely implement modern digital technologies while preserving the traditional master-apprentice method.

2. Strengthen teaching visual art based on interdisciplinary integration in curricula.

3. Expand the activities of museums, exhibitions, and practical workshops for studying national art heritage.

4. Organize competitions in digital art, graphic design, and multimedia directions for young artists.

5. Increase scientific and popular publications promoting the social significance of visual art.

6. Apply innovative methods in art education that support students' independent creative activity.

### **REFERENCES**

1. General History of Visual Art: Educational Manual. – T.: Uzbekistan, 2020. – 248 p.

2. Modern Pedagogical Approaches in Visual Art Education: Collection of Articles / Editorial Board. – T.: Science and Education, 2022. – 312 p.

3. Innovative Technologies in Visual Art: Collection of Scientific Publications / Editorial Board. – T.: Akademnashr, 2023. – 276 p.

4. History of Development of Visual Art in Central Asia: Monograph / Team of Authors. – T.: Sharq, 2021. – 384 p.

5. Tradition and Innovation in Modern Visual-Pedagogical Education: Collection of Scientific Articles. – T.: University Press, 2024. – 295 p.