

Associate Professor of Bukhara State University

Kulieva Shahnoza Halimovna

Romitan District No. 2 KHM

Nematova Dilafuz



Abstract: the concept of composition and harmony in design is presented in the article is given in more detail, the structure of design activity and the content of the designer's labor activity are detailed.

Key words: design, composition, harmony, designer, activity, constructor, project.

Design theory is now called technical aesthetics, and it includes social, economic, and ergonomic issues.

Any object being created is aimed at performing a certain task (function). The shape and size of the object should correspond to its function, form, content and organizational appearance.

If the width and height of the item is much greater than its depth, then such a structure is frontal, if the depth of the item is in the above order, then such a structure is called a spatial structure. In design, composition is sometimes understood as a quality assessment that characterizes the finished object.

The basis of aesthetic activity is the specific demands and needs of a person. The nature of human activity is determined by the nature of this demand and need.

Design is derived from the English language and means beautiful, comfortable, good design. And the designer is a strong artist-constructor. Any familiarity with the item is to a certain extent related to its assessment. Assessment can be functional, aesthetic, social - prestigious. A person who is engaged in the design of the world of

objects, trying to achieve his ultimate goal - to create a beautiful object, should first of all know what the aesthetic value of this object is. Design is one of the youngest and fastest growing areas of modern culture. In this regard, the need to develop its theory is increasing day by day. This is self-explanatory, because it is possible to solve the urgent problems presented to him by modern practice so quickly. This fact should be stated openly, design opportunities are not fully used in our country. One can understand the problem that has arisen in this regard; because, firstly, the design activity is extremely complicated, secondly, it is connected with science-technical, engineering-constructive, economic activities, and thirdly, it is closely connected with the socio-cultural life of the society.

The purpose of design is to create maximum harmony with the object environment that attracts people to work, life, and culture that surrounds them.

A designer as a professional is required to have a multifaceted talent that does not admit of being limited to the talent of a single artist or to the thinking of design as a specialist, for him a highly developed broad thinking, physical characteristics, who understands the natural beauty of the material, has a highly developed taste, and is well versed in the technology of production of industrial products. The status of the designer's profession is formed as a result of high specialization, a sense of responsibility for the social importance of one's work, and the improvement of the standard of living of the people by optimizing the range of industrial products. The requirements for the profession of a designer are set in this order in the special educational literature. Indeed, a designer should have a certain understanding of engineer, designer, technologist, ergonomics, engineering psychology in this or that production team. This is a necessary but not sufficient condition for his activity. Without these qualities, it is impossible for him to communicate with experts in various fields. Each of these types of activity requires special and long preparation. Therefore, the designer can never rise to the same level with them in terms of this knowledge.

In many cases, the designer works together with the technical team, which can basically be expressed as follows:

- Invention, that is, new tools, tools, machines, etc.; always single, invent inventory;
- placement with the establishment of new connections between objects or parts of objects; this activity is multi-variant according to its essence;
- construction, that is, construction according to a certain program to improve the existing technology.

The work of a designer can be divided into four parts:

- 1) the existence of the underlying purpose;
- 2) existence of a target or prototype;
- 3) perform the tasks based on the companovka method;
- 4) to acquire a new quality in the work of the object taken as a basis or to establish new objects.

It should be noted that the development of technology shortens the life of some examples of design, and some principles of placement are used for centuries, even thousands of years. The goal set by the design has two different natures, both concrete-utilitarian and social in nature. By the end of the 19th century, spontaneous design activities set utilitarian goals. Only at the beginning of the 20th century, when design was able to acquire the status of a spontaneous activity, its relationship to complexes was determined. The social implications of the group of items were also clearly distinguished. Communication between product manufacturers and designers has been strengthened. Later, the designers were the first to determine that the design goal can be progressive, conservative, and reactionary. Later, practice proved that their outlook was correct.

The difference between design and everyday project is that with the participation of design, we get a new level not only in terms of quality, but also in terms of efficiency. Technical design cannot give a new function to this or that item, or adapts that item to only one, specialized function. Still, not all of these ideas represent all ideas about

design. "In the essence of industry," wrote K.M. Kantor, - design takes a leading place.

Through design, industrial design acquires socio-cultural impulses, through design the dominant connection of culture and technology reigns."

Design activities include a wide range of consumer goods, machines, tools, clothing, advertising and educational materials, production, furnishing of public and residential buildings, furniture, etc. Design emerged at the beginning of the 20th century and was formed in Western Europe and the USA as a special activity in the 30s. From the second half of the 1980s, the scope of design expanded. Designers rely on scientific sciences (for example, materials science, color science, etc.) along with the artist's intuition, they must have knowledge of the production process and conditions, sociology and other knowledge. Specialists in the field of design are trained in special higher educational institutions. In particular, the National Institute of Painting and Design named after Kamoliddin Behzod prepares specialists in interiors and industrial graphics, clothing design.

Design as a special creative activity in the industry appeared in the 11th-20th centuries. Design, which emerged as a result of mass production and the industrial revolution, eliminated the inconsistency between beauty and utility, blurring the line between art and technology. Design is a project activity and is related to a new kind of culture. In this type of culture, scientific and technical and social cultures were combined in a special way, design became a characteristic of modern thinking, a new place in the world was taken into account, and it was connected with the external environment. In the conditions of scientific and technical development, design is the main method for reproduction of culture, it is designed for continuous change of lifestyle and includes all aspects of activity in creating a new item: technical, economic, social and aesthetic aspects. Therefore, the theoretical problems of design are multifaceted, and it requires its study at different theoretical stages. As long as the design is used in the production of mass industrial products, it should be considered in

relation to the processes occurring in the system of material production and consumption.

The introduction of design education in continuing education is carried out systematically in the processes of fine art and technology science in the school from the primary grade and ends with the training of a qualified specialist. Taking into account that design education in the continuous education system is a requirement of the times, it requires development not only at the level of general secondary education, but also at higher and secondary special educational institutions at the level of world standards.

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