

PLACE OF UZBEK ANIMATED FILMS IN THE WORLD OF ANIMATED FILMS

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ANNOTATION

Animated films occupy one of the important places in the life of a modern person. Images of popular animated characters accompany a person from early childhood. The most significant memories, associations, sensations are associated with them. The artistic and aesthetic impact of the figurative system of animated films on the formation of the worldview of a growing personality is enormous. This is the most psychologically comfortable (easy, accessible, convincing) channel of communication, transmission of socio-cultural norms and values, contributing to the formation of attitudes, interests and needs of the majority of the population from an early age. Before a person enters the market with a public mass culture, he has already come into contact with humanistic values, cultural traditions, national customs in the world of animation. Subsequently, he recognizes the meanings and meanings assigned to them in his personal development, discovering the causal relationships that exist in his mind.

Keywords: Plan, meaning, symbol, script, staging, animation, formation, development, skill.

INTRODUCTION

Animated films occupy one of the important places in the life of a modern person. Images of popular animated characters accompany a person from early childhood. The most significant memories, associations, sensations are associated with them. The artistic and aesthetic impact of the figurative system of animated films on the formation of the worldview of a growing personality is enormous. This is the most psychologically comfortable (easy, accessible, convincing) channel of communication, transmission of socio-cultural norms and values, contributing to the formation of attitudes, interests and needs of the majority of the population from an early age. Before a person enters the market with a public mass culture, he has already come into contact with humanistic values, cultural traditions, national customs in the world of animation. Subsequently, he recognizes the meanings and meanings assigned to them in his personal development, discovering the causal relationships that exist in his mind. In this way, a person develops an individual picture of the world, which guides him in his attitude to the real world and thereby acquires a certain freedom within the limits of conscious necessity. Hence "the individual has a sense of security and confidence, a general emotional balance, his own system of values".

These statements make it possible to express the general opinion of experts that animation today is not only "art for children", but an art that has a high potential for artistic and aesthetic impact and wide educational opportunities [Volkov, 1974, p. 12]. In this regard, the role of animation cannot be limited to the sphere of personal leisure and childhood. The space of animation art needs to be expanded, including with the help of the education system. That is why the problem of studying the art of animation by modern schoolchildren is so relevant at the present stage of development of education. The need for practice is the main driving force

in the process of integrating animation into the modern educational space. The educational potential of animation as an art form and as a technology should become the fundamental basis of the integration process. To identify this potential, first of all, it is necessary:

- Consider the essence of animation as an art form (relationship with literature, visual arts, music);
- Highlight the specific characteristics of animation, for the study and analysis of which students need special knowledge, skills and abilities.

In the film encyclopedia dictionary, "animated cinema" is defined as a type of cinematography, the works of which are created by shooting successive phases of the movement of drawn (graphic animation) or three-dimensional (volumetric animation) objects. Graphic animation, being a special artistic conditional form of displaying reality, also has its own expressive means for depicting fantastic events and actions. Volumetric animation, yielding to graphic animation in showing the action, is distinguished by greater sharpness of the visual characteristics of the characters.

At one time, Uzbekistan was one of the largest countries for the production of animated films in the post-Soviet space: he created various cartoons, received international prizes. Recently, we have not seen such success. I would say that Uzbek animation has lived through an era of great change. First, both the political and economic systems have changed. Secondly, at the same time there was a change in technology, from traditional to computer. Many animators and directors were not ready for this. Thirdly, there was a change of generations - some animators left, but others did not come in return. In general, Uzbekistan in the 90s of the last century experienced hard times, when animation was practically not created. Now we face new challenges, modern technologies are available. There is no need to reinvent the wheel, but it is necessary to take prompt and effective measures. Animation was invented a long time ago, it remains to study foreign experience and go the way without mistakes. We have all the resources, potential, talented youth, affordable technology, and most importantly, a cultural base: fairy tales, parables, poetry. On this basis, you need to go further. Summarizing the above, it should be noted that each animated film is a complex phenomenon in which, in addition to the main categories (the author of the artistic product; the theme of the animated film; the character / characters of the film; genre originality of the film; the style of the animated film (technique and performance material), familiar to students from the disciplines, there are specific categories (time, space, movement). Comprehension and awareness of these categories is, in our opinion, the most important in the process of studying animated films. Consequently, in the educational process it is necessary to focus the attention of high school students on the consideration of dynamic, spatio-temporal features of the word, image, sound and their combinations - for example, sound and figurative symbolism; word and figurative symbolism; sound and rhythm of movement; word and rhythm of movement, etc. The awareness of the pedagogical community of the need to integrate animated films into the system of general secondary education (in particular, into the field of activity of high school students) will allow - to introduce an audiovisual (screen) image into the modern educational space, which will greatly facilitate the perception students learning content, since it is the screen image that dominates the microenvironment of modern schoolchildren- activate the process of formation of a new, most appropriate time, audiovisual (screen) thinking of a modern person. In connection

with the above remarks, it can be stated that the integration of animated films into the modern educational space is the most important social task.

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