

TRENDS IN THE DESIGN OF MULTIFUNCTIONAL CULTURAL AND EDUCATIONAL CENTER BUILDINGS IN UZBEKISTAN

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Abstract: Cultural and educational development of Uzbekistan occupies an important place in the social life of the country. Multi-functional cultural and educational centers meet modern requirements and are formed as complexes that satisfy various needs of the population. This article examines the design trends of multifunctional cultural and educational centers in Uzbekistan.

Key words: architecture, function, center, public buildings, factor, design, urban planning.

Introduction. Public buildings and its complexes are artificially created environments, designed to organize the vital activity of a person in which one or more processes are interconnected. The most fundamental factor of public buildings and structures, that is, the basis of its volumetric planning, consists in achieving the service of a person to society during his life's activities. Therefore, when designing public buildings and structures, it will be necessary to take into account complex factors of different types. These are: social, urban planning, natural-climatic, National-Domestic, constructive, physical-technical, economic, architectural-artistic, etc. The main factor is its service to man. As a result of the fact that the incomparable growth of the human lifestyle is associated with the activity of technical processes, functional-technological processes also necessitate the creation of New-new types of public buildings. The buildings of the cultural and educational center are designed to conduct cultural and educational work on a large scale among the population. At the same time, it also acts as a dominant building in rural and urban population centers, both in order to have the importance of uniting all segments of the population, bringing them closer together.

Currently, a number of works are being carried out on the formation and development of these public buildings in our country. In particular, the president of the Republic of Uzbekistan said that "improving the socio-spiritual environment in society, on measures to further support the Institute of the neighborhood and bring the system of working with family and women to a new level, Decree No. 5938 of February 18, 2020 and Resolution No. 4602 of February 18, 2020" on the organization of activities of the Ministry of neighborhood and family support of the Republic of Uzbekistan "and at the same time the president of the Republic of Uzbekistan The program of measures to further increase the effectiveness of spiritual and educational

work in the Republic of Uzbekistan, to raise the intellectual potential and worldview of the population, to strengthen ideological immunity was approved. In this regard, it is an urgent task to give direction to future architects in our country for the formation of cultural and educational centers.

Methods. Scientific-technical and cultural-social progress is determined through the continuous development of various human needs. The system of buildings of cultural and domestic importance, in its essence, determines the material environment that allows a person to use rationally in time, to develop his talent in every possible way. Therefore, the different organization of services to the population and the correct placement of cultural and domestic service networks is one of the most important tasks of modern urban planning. By now, the fact that the principles of the small district did not take into account the traditional images, Customs, Customs of the inhabitants of the cities of Uzbekistan suggests that they are not viable, these principles should be changed and rebuilt based on the traditions of the Republican urban planning. This need is also determined by the conditions of new socio-economic relations of Uzbekistan. The neighborhood is an elementary godly unit of urban tarchian composition, whose inhabitants are united on the basis of the general rules of coexistence and traditions of mutual assistance. From an urban planning point of view, the foundation of the neighborhood was made up of public buildings and residences, centered around a large street or several streets. Each neighborhood had its own neighborhood community center. It consisted of a mosque, tea room, shops, bakeries and other primary service facilities. Where several neighborhoods merged, however, a common Community Center, the Guzars, emerged. Guzars are located on major streets and intersections. Guzar includes a Friday mosque, tea room, workshops, bakery. grocery stores entered the market.

Institutions that gather on the basis of common interest to spend people's leisure time deliciously are called cultural and educational centers. Due to the absence or remoteness of spectator sports facilities, libraries and other recreational facilities in the immediate vicinity, universal club functions remain in most rural areas. There is a need to create special cultural and Educational Center buildings in the City, specializing in creative activities (people's creative houses, amateur clubs), communication by interests and similar activities. A notable club type in the present era are the embodied clubs, which consist of two parts: the first part is mass entertainment, that is, the audience part; the second is the (club) part, which is intended for clubs.

Discussion and results. Public buildings are classified by their main tasks, location in settlements, plan structure, composition of main rooms, ideological-artistic representation of their architectural composition. The location of public buildings is determined by its significance, the degree of need for it by the population of an urban village, district or microdistrict, the categories of the population served,

as well as the tasks it performs. The volumetric-plan structure of public buildings in one group or another is formed as a result of a multi-year project-the practice of construction and their use. It is on the basis of perennial formation that optimal (optimal) systems of planning and volumetric-spatial composition are determined (installed), and these systems are used in a typical way. On the same basis, the character of the appearance of public buildings, their artistic image, is also formed. All this sets the conditions for creating a typological characteristic of public buildings of different types.

This typological characteristic makes it possible to divide public buildings into groups according to the main typological signs. Climatic conditions, nature, cultural and domestic aspects of the life of the population and the traditions of the people are reflected in the composition of public buildings, but do not change their typological characteristics. Communication and reception of visitors and their rescue are of particular importance for public buildings. In connection with this, a lot of attention is paid to horizontal and vertical bindings (vestibules, corridors, elevators, sloping corridors, escalators, etc.) in public buildings. Also, one of the characteristic signs of public buildings is the presence of rooms (halls)for a large number of people. Typically, public buildings occupy a central position in a microdistrict, residential area, city or village, and serve as the main object in the creation of architectural ensembles. The buildings of the cultural and educational center are designed to conduct cultural and educational work on a large scale among the population. At the same time, it also acts as a dominant building in rural and urban population centers, both in order to have the importance of uniting all segments of the population, bringing them closer together.

It is recommended to divide cultural and educational centers into five types:

- Village Cultural and educational center with 150-400 seats (designed for construction in areas of working settlements);
- Village Cultural and educational center with 300-700 seats (designed to be built in the central residential areas of rural centers, workers ' settlements);
- District cultural and educational center with 500-800 seats (designed to be built in the administrative centers of districts);
- Cultural and educational center with 300-700 seats (designed to be built in residential areas of cities);
- City Cultural and educational center with 500-1000 seats (designed to be built in public centers of cities).

The rooms of the cultural and educational center are divided into the following groups:

- a) Audience part rooms;
- b) rooms of the central part;
- c) auxiliary and administrative-farm rooms.

If local conditions require and accordingly there is a technical and economic basis, it is also possible to place dance-music schools, Museum and club equipment rental bases in the premises of the center. The building will also have spaces that connect the main and auxiliary function rooms with each other, providing for the movement of people. These spaces are called communication rooms. These include a corridor, a staircase, a corridor, etc. In all rooms in the building, the optimal, that is, the environment must be created in order to fulfill the intended task. The environment is understood as a huge number of factors, namely the comfort of the rooms, the comfortable location of equipment, the state of the air environment temperature and humidity, air exchange in the room, sound mode to ensure hearing and noise protection, light mode, ease of movement during the evacuation of people and ensuring their safety.

These requirements are implemented on the basis of the “building standards and rules” for each type of building and its rooms. The technical conformity of a building is determined by calculating its structures on all external forces affecting the entire building or certain elements of it. These effects can take the form of external force or environmental effects. The buildings are divided into four classes according to the requirements for the importance of the national economy and other operational qualities. Class I buildings are included – those that satisfy high requirements, and Class IV buildings that satisfy the least requirements.

Conclusion. Trends in the placement of multifunctional cultural and educational centers in Uzbekistan are developing in accordance with the population. Through modern architecture, multifunctionality, involvement in management, environmental considerations and the application of chemical technology, such buildings serve as a center of material cultural, but also social management. These trends play an important role in the management of the social, cultural and educational infrastructure of Uzbekistan.

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