

DEVELOPING STUDENTS' CREATIVE ABILITIES IN ARTISTIC EDUCATION

Khaytmetov Dilshodjon Turayevich.

Head of the Department of Applied Decorative Arts of the National Institute of Arts and Design named after K. Bekhzod, Associate Professor

Abstract

In the current article, it is observed that in the teaching of Applied Decorative Arts in modern times, there are changes in the requirements for the teacher's personality and the functions that must be carried out during their professional activity. In contemporary education, it is emphasized that teachers who are capable of carrying out artistic-creative activities, possess the virtues of a creative personality, have acquired the knowledge, skills, and competencies necessary to implement this activity, and have developed reflective processes and innovative thinking are required.

Keywords: Artistic education, tradition, generation, education, upbringing, knowledge, applied decorative arts, skills.

Introduction

In the new 3rd Renaissance period of the education system in Uzbekistan, deep structural and substantial changes are taking place, which are affecting all areas of student preparation at higher educational institutions, including artistic education. "We are representatives of an enlightened nation that has always revered and considered the teacher as a father. When I think of a teacher, I imagine an intellectual and modern, sincere and kind person who is dear and respected to me. Because all of us, just like loving parents, have been taught and raised by such teachers," said the head of state at the beginning of the meeting. "Today, we are laying the foundation for Uzbekistan's new development period. In this, our closest allies are teachers and mentors, scientific and creative intellectuals."

As society develops and new socio-economic conditions arise, the demand for young professionals and the need for specialized training are growing. This affects the formation of educational goals, the clarification of the content of the educational process, and the selection of appropriate methods and tools.

The impact of current scientific and technological development affects both the share of intellectual labor of employees and the creative elements within their activities. Therefore, modern society requires future specialists to not only have deep professional knowledge, certain skills and qualifications but also a solid preparation for engaging in creative activities. Artistic creativity can be viewed as an essential professional characteristic, enabling individuals to adapt to rapidly changing social conditions, acquire new skills, and operate effectively in the ever-expanding information field.



In practical decorative arts lessons, the development of students' artistic and creative abilities requires a systematic approach, which can be successfully implemented in the process of higher education, taking into account the students' age and individual characteristics.

In the process of developing a future specialist's artistic and creative abilities, the main contribution is made through the development of educational materials. Unfortunately, in many cases, the information and reproductive methods used in teaching do not allow for the proper development of students' creative abilities and virtues. This is also true for teaching specialized subjects. Students often fail to understand the laws behind the concepts they are studying, and they do not know how to freely apply the knowledge they acquire. Without delving into the essence of the phenomena being studied, students develop the habit of simply using ready-made knowledge. They encounter difficulties when performing research tasks, do not know how to analyze their work, draw conclusions, or see the significance of the results and the opportunities for creative application.

In the current era, when teaching practical decorative arts, there is a noticeable change in the requirements for the teacher's personal qualities and the functions they must perform during their professional activity. Modern education requires specialists who are capable of artistic and creative activity, have the virtues of a creative personality, possess the knowledge, skills, and competencies necessary to carry out this activity, and who have developed reflective processes and innovative thinking approaches. These kinds of teachers are needed to shape future professionals.

The scientific research of Uzbek scholars such as K. Gulyamov, B. Baymetov, A. Sulaymonov, S. Bulatov, N. Tolipov, Q. Qosimov, B. Oripov, and others is dedicated to the issue of creative activity, discussing matters related to artistic education and the dynamics of the cognitive processes involved. Additionally, the scientific foundation of the methodology of education and upbringing is explored.

In teaching practical decorative arts, as the content, goals, and objectives of education and upbringing have expanded over time, the forms and methods of instruction have also been improving. Currently, the main directions of human activity have evolved into a coherent system and new technologies that allow for the full realization of the goals in artistic education. One of the characteristic features of the current stage of the scientific-technical revolution is the computerization of all aspects of society's life, which leads to a significant transformation of pedagogical activities in practical decorative arts lessons. The use of information technology at all levels of education creates the daily demand for information in education, which, in turn, requires university students to be able to study in a new information environment and master new skills.

The concept of pedagogical technology emerged in the 20th century and has gone through various stages of development. Initially, from the 1940s to the mid-1950s, it was referred to as "educational technology," which meant the use of technical tools in the learning process. By the early 1980s, pedagogical technology referred to the creation of computer and information technologies for education. In recent years, pedagogical technology has been increasingly applied in the field of education and upbringing.



The 21st century is marked by the development of great human relations, which express humanity's physical and spiritual strength and are characterized by the development of humanistic views. Humanism and the establishment of a new type of relationship between teachers and students lead to the emergence of new forms of interaction. The characteristic aspects of these relationships are:

- Implementing a person-centered approach in teaching and upbringing;
- Gradually transitioning from group interactions to individual connections;
- Moving from direct pedagogical demands on students to advice, requests, and suggestions;
- The emotional aspect beginning to play a role in the work relationships with students;
- Constant monitoring of communicative activities;

Creating an environment where students receive support in their development through fostering humanistic and cultural relationships.

Not only in production but also in current practical decorative arts lessons, various materials are being processed by skilled professionals in the field. The content of pedagogical technology in practical decorative arts lessons involves influencing the student's intellectual, spiritual, and moral truth through various methods employed by teacher-pedagogues.

The concept of pedagogical technology in practical decorative arts lessons can be interpreted in two ways:

First: It refers to the expanding use of technical tools in the educational process, which can be referred to as the technology of teaching in education.

Second: This concept can be understood as the technology of viewing the educational process itself.

There are various definitions of pedagogical technology: Technology is a set of methods and approaches used in practical decorative arts lessons. Pedagogical technology is a complex of psychological procedures that defines the specific organization and placement of teaching forms, methods, techniques, pathways, and educational tools. It comprises the organizational and methodological tools of the pedagogical process. (B.T. Ligachyov) Pedagogical technology is the detailed process of achieving the planned educational outcomes. Pedagogical technology is a collaborative pedagogical activity model, thoroughly designed to ensure comfortable conditions, organize, and conduct the learning process for both students and teachers. (V.M. Makakhov).

Pedagogical technology is the process of influencing students with specific conditions and sequences through teaching tools, shaping predetermined qualities in them as a result of this activity. (N. Saidakhmedov). Pedagogical technology is a unique, innovative approach to teaching. It represents the expression of social engineering thinking in pedagogy and is considered the standardization of the educational process. (B.L. Farberman).

Today, one of the emerging directions in education is the implementation of modern pedagogical technologies in the learning process, which is one of the urgent tasks. It is well-known that the education and upbringing process involves passing on knowledge and experience from older generations to the younger generation, conveying essential information for human life from one generation to the next. In artistic education, the effectiveness of the



teaching process is determined by the level of knowledge that the teacher conveys to the student.

Thus, in practical decorative arts lessons, it is necessary to deeply understand the content and essence of the new pedagogical technology and apply it as the foundation for teaching the lesson with new methods and techniques.

In modern practical decorative arts, many professions require not only knowledgeable individuals but also those with highly developed creative abilities. The ability to solve complex educational tasks is closely tied to the ideological beliefs, professional skills, art, talent, and spirituality of future specialists in practical arts. Organizing the education and upbringing process properly and mobilizing all available opportunities is one of the primary responsibilities of teachers.

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