

METHODS FOR DEVELOPING CREATIVE THINKING IN TEACHING FINE ARTS

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Abstract

This scientific article analyzes the methods of developing students' creative thinking in the process of teaching fine arts based on modern pedagogical, psychological and art history approaches; the essence of creative thinking, its role in fine arts education, its inextricable connection with artistic thinking and imagination are scientifically and theoretically substantiated; the article broadly covers the didactic possibilities of problem-based learning, free creativity, associative thinking, variant artistic solutions, collective creativity, analysis and reflection, as well as methods based on modern digital technologies; the results of the study show that organizing fine arts classes based on innovative approaches significantly increases students' creative activity, aesthetic taste and independent artistic decision-making skills.

Keywords: Fine arts education, creative thinking, artistic thinking, teaching methods, problem-based education, free creativity, digital art.

Introduction

The process of teaching fine arts plays an important role in the formation of a person's aesthetic outlook, artistic thinking and creative potential, because art education is not limited to the acquisition of technical skills, but also serves to develop students' imagination, emotional perception, independent thinking and creative decision-making abilities; in the modern education system, the

development of creative thinking is recognized as one of the leading competencies, which requires the introduction of innovative methods in teaching fine arts; in today's globalization and information society, traditional copying-based classes should be replaced by problem-based, research-oriented, free and person-oriented education; This article provides an in-depth analysis of the theoretical foundations, methodological system and practical possibilities of developing creative thinking in fine arts lessons based on the IMRAD format.

The relevance of fine arts education is that it directly affects the emotional and intellectual development of a person; in the process of working with color, form, composition and images, the student learns to aesthetically perceive the environment, subjectively interpret reality and artistically express his inner experiences; creative thinking plays a central role in this process, encouraging the student to abandon standard solutions and create new ideas and images; pedagogical practice shows that students with developed creative thinking have the ability to think independently and critically not only in art lessons, but also in other subjects.

Also, the issue of developing creative thinking in fine arts teaching is important from the point of view of preserving national culture and artistic heritage and harmonizing it with modern art processes; Students understand their national identity through the study of national painting, folk applied arts, and historical artistic traditions, and acquaintance with modern artistic movements broadens their worldview; therefore, the development and practical application of methods for developing creative thinking in fine arts education on a scientific basis is an urgent pedagogical task.

Methodology

The research methodology was based on systematic and pedagogical analysis, art history and psychological approaches, comparative methods, observation, interviewing, analysis of creative works and generalization of the results of experimental studies; in assessing creative thinking, divergent thinking, associative connections, the level of artistic image creation and original solutions were taken as criteria; in the methodological process, the methods of creating problem situations, open-ended creative tasks, drawing based on musical and literary associations, performing the same topic in different styles and techniques, creating collective compositions and using digital graphic programs were used;

in the research process, changes in students' creative activity, independent decision-making ability and aesthetic thinking were analyzed qualitatively and quantitatively.

Results

The results of the conducted research and experimental studies showed that the systematic use of methods aimed at creative thinking in visual arts lessons significantly increases students' artistic thinking and creative activity; problematic and open-ended tasks activate students' independent thinking, encouraging them to go beyond standard templates and create original images; through associative and variational methods, students learn to relate freely to color, shape and composition, and creatively use artistic means of expression; and collective creativity and discussion processes develop critical and reflective thinking, forming an aesthetic taste and a culture of artistic communication; the results show that the integration of digital technologies increases students' interest and expands their creative capabilities.

Discussion

The analysis of the research results shows that the process of developing creative thinking in teaching fine arts is complex and multifactorial; creative thinking is not an innate ability, but a competency formed as a result of targeted pedagogical influence, which develops through a favorable creative environment, freedom and encouragement; while problematic teaching methods enhance students' research activities, free creative tasks allow them to transform personal experience and emotional perception into artistic expression; variant solutions and stylistic experiments increase the flexibility of artistic thinking; as it was found out during the discussion, the creative and methodological training of the teacher, his stimulating and guiding role are of decisive importance in the development of creative thinking.

Conclusion

The results of the study show that the systematic and purposeful use of methods for developing creative thinking in teaching fine arts is of great importance in the formation of students' artistic thinking, aesthetic taste and independent creative views; the effectiveness of fine arts education can be increased by combining

problem-based learning, free creativity, associative thinking, variant solutions, collective discussion and digital technologies; the results of the article serve to improve the methodology of fine arts education and serve as a scientific basis for the development of pedagogical strategies aimed at educating a creative personality.

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