



IMPROVING STUDENTS' CREATIVE ACTIVITY THROUGH ART PEDAGOGY

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Abstract

This article analyzes the improvement of students' creative activity through digital technologies, the current state of the digitalization process, existing technologies, their impact on the educational process and the possibilities of their application. Also, the advantages and problems of digital tools in primary education lessons are highlighted. In the scientific work, current issues in the field and ways to solve them are also considered.

Keywords: Digitalization, individual education, participatory-synergetic approach, synergetic structure, methodology, conceptual idea, digital technologies, educational innovation, interactive teaching, digital tools.

Introduction

Nowadays, the main modern trends of higher education development are globalization, digitalization, client orientation, and intellectualization processes, which define the main strategies and tasks of the activities of its institutions. The digital economy creates a new digital reality of human life, defines new models of business, trade, logistics, and production, completely changes the format of education, healthcare, management, and communication between people, and determines a new paradigm of development of the state, economy, and the whole society. Today, the higher education system must ensure the fast and effective transition of society into the digital age: increase of productivity, identification of new types of labor and professional activity; newly emerging needs of humans; elimination of digital problems; integration of virtual and augmented reality into



the educational process; creation of individual educational directions; ensuring the opportunity to independently manage one's own educational results.

The broad and intensive implementation of digital technologies into everyday human life, expansion of personal and communication space fundamentally changes the essence and organization of the educational process in the higher education system, radically changes its educational-methodological and technological support. In order to solve the issue of finding optimal, modern methods of developing higher education — as the main “supplier” of intellectual potential in the country — that answer new challenges of the time, innovative and scientific-educational centers, associations, and state projects are being implemented.

In the conditions of digitalization of higher education, it is very important to recognize each participant of the educational process as an active subject of knowledge, to take into account their dignity and individuality, personal characteristics, and the opportunity to independently manage their own activities. This defines the necessary process of transforming the quality of education into a feature of personality and adapting to the rapidly changing conditions of life in the global information society. In the conditions of digitalization, it is appropriate to consider the concept of "quality of education" as a specific feature of the student's individual achievements. At the same time, an individual educational direction is a means of achieving educational quality and enables consistent development and personal transformation through the interaction of the student as a subject of the educational process. In the conditions of digitalization, the management of educational quality is carried out based on the scheme of "management – support," which differs significantly from the currently existing "management – management" scheme, ensuring the participation of the student in building an individual educational direction, choosing forms, methods, and technologies of professional training according to individual capabilities, needs, and abilities.

The concept of designing an individual educational direction of the student is based on the leading idea of "partnership as a form of self-development." This idea reflects the essence of the student's "partnership" in setting the goals of the educational direction; organizing and implementing the educational process; making, improving, adjusting decisions in the field of future professional activity; developing responsibility for the performed activity and jointly made decisions.



The concept based on this idea shows the way to solve the important task of increasing the quality of higher education jointly by the subjects of the educational process. In the implementation of the idea "partnership as a form of self-development," the participatory-synergetic approach that directs the teacher and student to jointly organize the educational process as an open system plays an important role:

New goals and tasks of education are emerging;

A continuous process of exchange of information, knowledge, and experience is ongoing between the subjects of the educational process;

The interdisciplinary level of the content of education is increasing;

Working conditions are distinguished by dynamism and variability.

The participatory-synergetic approach is presented at the philosophical level in its synergetic component methodology; at the general scientific level – in the interaction within the "mobile" structure of professional preparation that ensures the interaction of the subjects of the educational process; at the specific scientific level – in its technological component.

The conceptual idea is concretized in the selected patterns and principles of designing the student's individual educational direction, which are aimed at the following:

providing students with the opportunity to interact with the subjects of the educational process through joint study of achievements of various scientific directions of interdisciplinary nature, joint construction of the student's individual educational direction and regulation of its development; reflection of the student's personality and their self-organization.

The principles of designing the student's individual educational direction at the philosophical level of methodology include: openness, the entropy-information principle, variability of management strategies and technologies, at the general scientific level – principles of cluster transformation, instrumental flexibility, at the specific scientific-activity level – personalization and the principle of self-development.

The content of the **openness principle** defines the use of various methods and technologies of the educational process, which helps open communication and mutual understanding in the joint activity of the student and teacher. The **entropy-information principle** includes organizing the educational process where new



educational content, methods and technologies of activity are constantly replenished. The content of the **variability of management strategies and technologies principle** includes the introduction of new forms of organizing the educational process, which ensures the freedom to choose the pace and mode of learning for students.

The **principle of cluster transformation** ensures the modification of educational programs and their implementation process not only based on educational standards and requirements but also according to students' individual achievements.

The content of the **instrumental flexibility principle** includes the development of unified digital tools that integrate learning, diagnostics, control, and monitoring processes.

The **principle of activity specificity and self-development** ensures the choice of the most prioritized direction of the student's individual educational path in accordance with their developing and formed abilities and competencies.

The structural and functional model of designing the student's individual educational path is a complex integrative, goal-oriented, coordinated process of informational interaction between all participants of the educational process, which allows defining and constantly adjusting the student's personal educational trajectory, thereby enabling the development of their professional and personal qualities.

The model includes the following stages:

Goal-setting (developing an effective system for managing the quality of education that ensures the student's educational process according to their interests and capabilities, as well as adapting them to future professional activities; ensuring individualization of the learning process in higher education);

Content and activity-based (restructuring the system of designing and developing educational programs of higher educational institutions; transforming student activities from educational sessions to research and projects, ensuring the formation of abilities for self-control, introspection, self and mutual assessment; creating a new system of interaction among all participants of the educational process based on the adoption of common goals, alignment of interests, and continuous immersion in effective activity);



Instrumental and technological (the student's path in an individual digital educational environment);

Evaluation and diagnostics (criteria for the quality of education and individualization of the educational process);

Reflective (the impact of the student's individual educational direction on the quality of education).

The digital educational environment serves as the main condition for the process of designing the student's individual educational direction, because it possesses a number of characteristics:

The environment creates a professional network that combines digital, technical, telecommunication resources and network communities, whose centralization enables effective interaction between the subjects of the educational process. Forms of implementing these resources include developed and implemented webinars, chats, forums, digital quests, web conferences, and others.

The environment creates a convenient learning and research space for the subjects of the educational process.

To implement these conditions, the following have been developed and introduced: a new "scheme" for building the educational program, practical training resource centers, simulators, online laboratories, network departments, and an online learning platform using hybrid computational intelligence.

The environment ensures the process of combining the direct result of each student's activity with mutual understanding, constant information exchange, decisions, and conclusions based on the result of joint activity. This is ensured by a specially organized procedure to build the stages of diagnosing learning achievements and forming competencies, taking into account the resolution of professional problems and situations. As a result of these procedures, individual learning statistics are compiled as a pedagogical "diagnosis." The tasks of the digital learning environment are as follows: self-management, self-organization, motivation, design, adaptive, integrative, development. The self-regulation of the environment ensures optimal conditions for comprehensive regulation of the learning process, interaction of all its elements and participants, its integrity and effectiveness. The self-organization function of the environment is revealed through the creation of individual conditions for the interaction and self-organization of each participant in the learning process. In the conditions of the



digital learning environment, the learning process is distinguished by its problematic and research orientation, which stimulates the educational and cognitive activity of the student in solving the given tasks and problems. The design function of the environment is implemented due to the conditions of providing a system for planning, implementing, and evaluating the course of the learning process, determining learning outcomes that correspond to the set goals of the curriculum. The adaptive function ensures the use and effective application of various educational processes and pedagogical tools (methods, forms, means) in accordance with the individual characteristics of the student's personality. The integral function of the environment ensures the creation of a single "opportunity" space that unites the activities of participants in the learning process in the implementation of an individual educational trajectory. The digital learning environment contributes to the intellectual and personal development of the student based on educational interaction, technological organization of the learning process, and constant monitoring of students' learning achievements. In the digital learning environment, the technology of designing the student's individual educational trajectory reveals the mechanisms of organizing and implementing the learning process at the university, which ensures its successful construction and development by students. The technology is a system for personal construction and development of the student's individual educational trajectory, including: - diagnosing students' learning achievements and individual characteristics by obtaining information and building a knowledge base. Thanks to special diagnostic tools and software, electronic testing is carried out using formalized psychodiagnostic methods, open-type questions, completed tasks, audio and video reports on the work performed; - ensuring the design of an individual educational trajectory together with the student. The mechanism (and operating mode) of "assistant" tutoring has been developed and implemented for the student to choose subjects and modules, forms of assimilation; - implementation of the educational program in accordance with the individual educational trajectory. Pedagogical mechanisms for developing and implementing a personal study schedule, a flexible curriculum, and placing additional educational modules have been developed and introduced; - adjusting and supporting the process of developing the individual educational trajectory by students. A unified electronic platform has been created that includes electronic educational materials, electronic



libraries. The result of the student's work on the platform is the formation of his portfolio.

The main conceptual idea: the design of a student's individual educational trajectory based on the idea of "partnership as a form of self-development" ensures the organization of continuous interaction of all subjects of the educational process in the digital learning environment through the student's professional and personal qualities, self-organization and reflection.

In conclusion, it can be said that conducting a lesson using elements of computer animation increases the effectiveness of the lesson, as they combine computer graphics, movement, and real atmosphere. Its main innovation, which opens up new spaces, lies in its interactivity: direct access, hyperlinks, interactive search, that is, not only increases students' interest, but also creates the opportunity for their participation.

The most basic form of digitalization in primary education is the creation of artificial environments and characters, modeling of scenery and objects on a computer, creation of effects, synthesis and artistic processing of sound; non-linear image editing, sound, and more.

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