Modern American Journal of Social Sciences and Humanities
ISSN (E): 3067-8153
Volume 01, Issue 06, September, 2025
Website: usajournals.org

ORGANIZING EDUCATION THROUGH INTEGRATED ENVIRONMENT IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

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Abstract
This article examines the role of integrative cooperation in organizing the educational process in pedagogical higher education institutions, with a special focus on the "teacher–tutor–student" system. The study highlights how the integration of traditional "master-apprentice" methods with modern pedagogical technologies contributes to the development of students' professional, scientific-research, creative, and organizational-leadership skills. Through literature analysis and practical observations, the paper emphasizes the importance of creating a favorable educational environment that fosters self-management, communication, and creativity. The experience of the Faculty of Arts at Chirchik State Pedagogical University is presented as a case study, showing the effectiveness of individualized education, cluster approaches, and innovative teaching technologies in fine and applied arts. The findings demonstrate that integrative cooperation not only enhances academic outcomes but also nurtures students' personal growth, motivation, and adaptability to modern labor market requirements. The article concludes with practical recommendations for improving higher education through the synergy of tradition and innovation.

Introduction

As is known, in the history of mankind, the system of learning science and training in a profession has always been based on direct relationships between a teacher and a student. In Eastern civilization, the status of a teacher was held in incomparably high esteem, and mentors served as the main source of education

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ISSN (E): 3067-8153
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and upbringing, passing on the heritage of knowledge and skills from generation to generation. This “teacher-student” tradition has lived and developed in various fields for centuries, becoming an important part of the spirituality of the nation. The pedagogical and moral essence of the teacher-student relationship is extremely deep and multifaceted. First of all, a “teacher” is not only a teacher who teaches science, but also an educator and a life coach. Along with theoretical knowledge, he also gives his student moral lessons, and through his personal example instills high human virtues. A student must show unlimited respect and loyalty to his teacher, and take to heart his every word and instruction.

The pedagogical and moral essence of the teacher-student relationship is extremely deep and multifaceted. First of all, the "teacher" is not just a teacher who teaches science, but also an educator, a life coach. Along with theoretical knowledge, he also gives his student moral and ethical lessons, instills high human virtues through his personal example. The student, in turn, must show unlimited respect and loyalty to his teacher, take to heart his every word and instruction. The fact that the teacher's rights come second only to the rights of parents in the proverbs about raising a child indicates the highest moral criteria of this relationship. The pedagogical significance of this tradition is that knowledge and skills are passed from teacher to student not only through formal education, but also through direct communication and the teacher's personal example. The teacher, striving to fully develop his student, sets an example not only in terms of professional knowledge, but also in terms of spiritual upbringing. The disciple, on the other hand, sees his teacher as an ideal and understands that only with patience, respect and loyalty to him can one become a perfect person. Therefore, the “teacher-disciple” tradition is not only a method of imparting knowledge, but also a system of moral education. The “teacher-disciple” tradition has occupied a special place in the spiritual heritage of our people and has been a constant companion of education and upbringing. Its historical and moral essence is the guidance of the teacher in raising the younger generation to be fully mature and well-rounded and ensuring that the student receives knowledge with respect and loyalty. That is why today, in our country, the practice of perfecting young specialists in various fields (science, culture, crafts, etc.) under the guidance of a teacher is being revived**.**

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The purpose of this study is to investigate the role of integrated cooperation in the organization of education in higher education institutions, its advantages in directing students to professional-pedagogical, scientific-research, creative and organizational-leadership activities, as well as the theoretical and practical features of its application.

In the study:

- effective organization of the educational process through the systematic integration of the activities of subjects within the educational institution.
- to create a favorable environment for the development of students' professional, scientific-research, creative and organizational-leadership potential through the cluster approach.
- issues of conducting experiments on the basis of new approaches to improving teaching methods by using the potential of participants of all levels of the team are studied.

LITERATURE ANALYSIS AND METHODOLOGY

Integrative cooperation in the teacher-tutor-student system in higher education institutions has a number of advantages, such as organizing individual education, developing students' self-management, communication and communication skills, and providing academic assistance. The organization of education and upbringing in the modern education system is one of the global problems in today's technological age. This is also a relevant topic for scientific research by many foreign scientists. For example: I.I. Bersenov believes that it ensures the development of educational programs based on effective interaction of all stakeholders in the workplace, taking into account the needs of professors, teachers and methodologists of higher education institutions, as well as specialists of the personnel department [5,90,4]. Indeed, the creation of flexible programs in accordance with modern requirements is of great importance not only for educational programs, but also for interaction based on an individual approach.

A.A. Belov and V.D. Trunova, based on the results of their social questionnaires, emphasize the need to individualize, adapt, and focus the educational process on

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ISSN (E): 3067-8153
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the needs of students, as well as introduce new technologies into education.[1] [4,170,2]. Their scientific research analyzes students' opinions about the importance of higher education, the insufficient correspondence of the educational process and content with practice. N.P. Turovsky, in cooperation with professors, academic group instructors, dormitory commandants, and psychologists, studies the possibilities of creating the right conditions for independent education and upbringing of students at the university [10,30,5]. According to the researcher, the tutor teaches students a creative approach to solving problems in an individual manner in organizational, analytical and research, social and communicative directions. He also fosters their determination and recognizes that he can help them achieve socially beneficial results by choosing optimal and effective forms. The researcher M.N. Tojiboev, recognizing the importance of the "Tutor-student" cooperation based on mutual respect and trust, says that the alignment of the goals of the activities of both subjects of the tutor-student cooperation creates the principles of mutual sympathy and empathy, mutual respect and support[2] [9,278,3] comes to the conclusion that. The generalization of the opinions of the above authors and the results of the conducted research show that the organization of the teacher-tutor-student system, based on the harmony of the traditions of the "Master-Student" and modern individual education, serves to increase the effectiveness of education.

Teaching fine and applied arts in the master-student system at pedagogical universities requires the integration of traditional methods and modern pedagogical technologies. This approach: provides personalized education, forms a creative environment, and serves to train personnel who meet the requirements of the modern labor market.

Research methodology. By organizing individual education, tutors, together with subject teachers, can develop a plan for the trajectory of personal development of each student, taking into account their individual characteristics. In this system, based on the traditions of the teacher-student, students are given

[1] Белов А.А.♦, Трунова В.Д. (2008). *Организация учебно-воспитательного процесса в современном вузе в оценках студентов.* Журнал Психология и педагогика: методика и проблемы практического применения .168-171 170

[2] Tojiboev M.N. (2022) Ta'lim jarayonida tyutor va talaba hamkorligining psixologik aspektlari. *CENTRAL ASIAN RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES (CARJIS*. 2/2. 274-281. -278.3

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more personal attention and the necessary assistance is provided in problem situations. Focusing on the acquisition of knowledge and skills in a narrower range of areas, depending on their interests, inclinations and capabilities, helps to better understand the material and overcome difficulties. Even during their studies at the university, students can be directed to professional-pedagogical, scientific-research, creative and spiritual-enlightening areas. In order to develop self-management skills, students need to be taught to plan their time and work independently, which is important for their future professional activities. The development of self-management skills in students can be carried out through a number of methods and approaches:

- teaching proper time planning and constant control over its implementation;
- orientation to independent learning;
- involvement in scientific and creative projects;
- teaching reasoning (analysis).

In the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, the cooperation of teachers and tutors plays an important role in solving the problems of wide involvement of young people in scientific activities, increasing the effectiveness of spiritual, educational and educational work. Through the integrated cooperation of these two entities, it is easier to develop self-management, communication, communication and leadership skills in the student. Feeling the teacher's goodwill and support strengthens the student's confidence and motivation in achieving this activity [3] [6,51,3]. A mutually beneficial and sincere relationship between a teacher and a student accelerates the student's learning process.

Research has shown that in the teacher-tutor-student system, various methods and approaches can be used to develop communication and interpersonal skills in students of fine arts and design. For example:

- encouraging active participation in group projects, creative meetings and events.
- directing them to organizational activities and helping them develop leadership skills.

[3] Султанов Х.Э. Замонавий кластер ёндашуви ва “устоз-шогирд” анъаналари уйғунлигида тасвирий санъатдаги таълим-тарбия жараёнини ташкил этиш // “Замонавий таълим / Современное образование” илмий-амалий оммабоп журнали, 2024, № 9 (142). - 44-59 б.

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- creating opportunities for participation in discussions and public speaking.

These methods help students develop the skills necessary to effectively interact with others not only in their studies, but also in their future professional activities. However, it is clear that a single approach is not suitable for working with all students. First of all, we need to teach students to overcome self-doubt, excuses or whims that arise when performing a task, to plan their time correctly, and to constantly monitor the implementation of the task set.

Through this, students learn to independently manage their time to complete assigned tasks, prepare for exams, creative competitions, personal or group exhibitions. They develop the skills of setting goals and prioritizing assigned tasks.

The Faculty of Art Studies of Chirchik State Pedagogical University has developed a plan for directing students to professional-pedagogical, creative, scientific-research, production and organizational activities in harmony with the traditions of the teacher-student relationship and the integration of modern pedagogical technologies. This activity is carried out at the stages of interviewing students, diagnostics, planning and monitoring.

Student Interview Stage:

Every year in September-October, a group of experts consisting of experienced teachers, creative people, and psychologists from the departments conduct interviews, tests (Torres's Creativity Test), and questionnaires to determine the interests, goals, abilities, and strengths and weaknesses of newly admitted students.

Diagnostics:

In September, depending on the level of students' existing knowledge and skills, experienced professors-teachers will be attached to the departments in professional-pedagogical, creative, scientific-research and organizational directions.

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Planning:

Based on the results of the interview, test and questionnaire (in November), the student's initial knowledge and skills, field of interest, goals, abilities, and their strengths and weaknesses are determined. As a result of the analysis, the level of initial indicators of professional and pedagogical skills in diagnostics, creative ability, interest in scientific research, production and organizational activity will be known. After that, the student's inclinations and needs are determined and his capabilities are taken into account, and a supervisor-mentor is assigned to him. A separate individual education, i.e. personal development plan is developed for each student by the assigned teacher. Specific goals and deadlines are set for the implementation of individual education in the mentor-apprentice system.

The student's personal development and the effectiveness of individual education are analyzed at the stages of initial (direction identification), ongoing (current monitoring) and final assessment.

Throughout the year, students' creative work, pedagogical practice, scientific research and participation in organizational activities are regularly monitored, and changes are recorded in the personal development plan every month.

At the end of the year, the final results are collected and the results of the students' individual development are evaluated and conclusions are drawn. If necessary, work with the student in this direction is continued. If the opposite is true, or the student's capabilities increase, attention is paid to other directions.

- **The following assessment methods are used in individual education:**

Continuous evaluation. The teacher attached to the faculty constantly monitors the student's progress in classes, practice, team activities, mid-term and final examinations, exhibitions and competitions. Changes are recorded in the book of directing students to professional-pedagogical, creative, scientific-research, production and organizational activities, combining the traditions of "Master-Apprentice" and the modern innovative approach. Consolidation of theoretical knowledge is often checked through short tests.

Self-assessment. In practice, the organization of the lesson, the level of involvement of students (professional and pedagogical), the comparison of creative work (creative work) at various fairs, conference collections, scientific works published in journals (scientific work) with the work of other students, and

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the participation in events through video clips allow the student to analyze his/her achievements and shortcomings. Through the student's personal reflection (understanding and independent analysis of his/her own concepts, actions) and the SMART goals questionnaire, the student conducts an independent analysis of his/her field of activity and sets goals in the SMART (specific, quantitative, achievable, relevant and time-bound) format. This helps them develop reflection skills.

Portfolio. Each group creates an annual report, a catalog of professional, scientific, and creative work, albums of participation in organizational and other areas. This creates an opportunity to obtain general objective information about the student's activities and serves to ensure their long-term development.

Project presentation. Students are involved in various projects within the framework of personal initiatives and BMI, course work. Each quarter, a presentation of students' team projects is held. Through this, it is possible to have the opportunity to evaluate their complex knowledge.

Directions for organization of individual education at the Faculty of Arts

Independent education. A favorable "creative environment" and conditions for professional, creative, scientific, organizational activities and independent education have been created in the educational center of fine and applied art and design, where more than 70 students are improving their creative skills after classes. Proper guidance from teachers and tutors helped the student's development. Students are given time and resources to realize their creative ideas and projects.

Teamwork. The projects “Student Creativity Club”, “We Teach and Learn”, Art Studio, Art Therapy, STEAM Integration organized at the faculty in accordance with their interests and abilities helped to form practical skills in teamwork among students. A total of 56 students at the faculty are involved in scientific and creative research on 7 projects. This develops their social adaptation skills.

Innovative technologies. Online resources, graphic tablets, 3D modeling and other special programs, cluster approach technologies are used. This gave students the opportunity to work on a flexible schedule.

Teacher-student system. A mechanism for working together with experienced teachers and tutors has been created in harmony with the traditions of teacher-

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student and the cluster approach. Based on the principle of "Student - student to student, student - teacher to student", mini-circles, Artstudio, Arttime and Karaoke studios are working as a mechanism for implementing the "We Teach and Learn" project.

The individual educational process is being improved through seminars with the participation of school teachers, creative meetings with teachers who have achieved professional and creative achievements and creative artists, cooperation and exchange of experience with republican and foreign universities. Examples of this include:

Seminars. Once a year, scientific and practical seminars "Pedagogical Synergy" are organized with the participation of 25-30 school teachers, aimed at solving existing problems in fine arts and continuing education. Creative meetings with students of experienced teachers who have achieved high results in their professional fields, academicians of the Academy of Sciences of the Republic of Uzbekistan and the Academy of Arts of Uzbekistan, and people's artists are regular events.

International cooperation and exchange of experience. Exchange of experience with foreign specialists has been established, cooperation and exchange of experience have been established between the "Children's Academy" at the Institute of "Art" of Novosibirsk State Pedagogical University and the "Artstudio" training center at the Faculty of "Art Studies" of Chirchik State Pedagogical University. Since 2023, students of ChDPU and NGPU (Russia) have been participating in international plein air practice together. As a result, our professors and teachers have made appearances on Russian television channels, 2 creative catalogs have been created. 2 scientific articles, 1 textbook, 1 monograph have been created in co-authorship with foreign professors. Another textbook and 1 textbook are being worked on. Experience in individual education is being exchanged through meetings with professors and teachers of foreign and republican universities.

Online courses. A platform for assessing students for individual education is being formed.

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Coordination of the general team activities of the faculty in organizing individual education for gifted students is a guarantee of efficiency in this system. An example from the experience of the Faculty of Arts:

As a guide	Result
The management, teachers and tutors constantly correct students for their professional, creative, scientific, and organizational activities. The direction was given.	Students' independent research and new ideas were supported. The activities of the Student Creativity Club were systematized, and students were activated in various areas.
Consultant	Result
Student questions are constantly answered by management, teachers and tutors, advice and recommendations on the solution of complex problems were given.	Through advice and recommendations, complex problems that arose among students were solved in a timely manner. This allowed them to acquire deeper skills in their chosen fields
Stimulating	Result
Great attention was paid to ensuring that teachers and tutors constantly encouraged students to set and achieve the right goals, and recognized and encouraged their achievements.	This approach by the team has given great motivation to students working in various fields. A brand of the university, faculties and departments has been created.

Experienced professors, adjunct teachers, and tutors will explain the content and essence of individualized education, its importance in the effectiveness of education and personal development of the student.

The personal development plan notebook based on the individual educational approach is filled in with general information about the student, and the initial diagnostic level of professional and pedagogical skills, creative abilities, interest in scientific research and organizational abilities is recorded. In addition, the student's achievements to date and additional areas of interest are identified to increase the effectiveness of the directed activity. Then, the student's personal plan notebook sets specific short-term goals for the educational process at the university and long-term goals for future activities (short-term: for 6 months, long-term for 3 years). They can be within the following areas:

Development of professional and pedagogical skills;

1. Development of creative abilities;
2. Orientation in scientific and research;
3. Organizational and leadership (production) activities;

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4. Additional areas of activity based on personal interest can be in the form of sports, reading, technology, etc. In this case, several areas can be determined at once. For example, for teacher artists, depending on the student's inclinations, in addition to pedagogical and creative activities, it is advisable to determine scientific and research or organizational and leadership activities. In general, areas are determined based on the initial diagnostic level, on the advice of the teacher and with the consent of the student. The main goal is to fill the student's existing shortcomings, use his achievements productively and further develop him.

The student's personal progress and level of efficiency in professional, creative, scientific, organizational-leadership activities are evaluated separately for each half (semester) of the academic year on the basis of the following table.

№	The content of the work done	Performance evaluation					Results	
		September	October	November	December	January	total	Changes in the student (Written analysis by attached mentor)

In this case, the student's personal development and performance are assessed on a scale of up to 5 points per point (month), and the result for 1 semester is expressed as a percentage (this is practically the same as a1+a2+a3+a4+a5 =a6:5=average percentage or average price = $\frac{a1+a2+a3+a4+a5}{5}$ is formed in appearance. these percentages are added together to give a total score. For example: $\frac{2+3+4+5+4}{5} = 3.6$ %). Up to 50 points in 1 field of activity, and up to 200 points in total activity in the fields are evaluated. At the end of each month, the teacher, in consultation with subject teachers, psychologists and tutors, develops criteria for determining and assessing the level of student abilities, knowledge and skills in professional and pedagogical, scientific and research, creative and organizational and leadership activities. (Appendix 1). It records grades on a 5-point scale for the level of student change:

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Type of activity	Evaluation criteria	Score
Professional-pedagogical activity Universal, social, Self-development and education, Communicative, engaging students, management	Activity in pedagogical practice (10 points), work with students (5), quality and novelty of lesson plans (10 points), level of independence (5 points)	25 points
Scientific research activities	The quality of the scientific article (10 p.), the novelty and practical significance of the research (10 p.), the activity of participation in seminars (5 p.)	25 points
Creative activity	The level of creative skill and content of the works created (10 points), participation in exhibitions (10 points), novelty and originality of ideas (5 points)	25 points
Organizational and leadership activities	Leadership skills in circle and club activities (10 p.), effectiveness of organizational work (10 p.), initiative (5 p.)	25 points

I. Note: For each activity, student participation, results, and initiative are objectively assessed by teachers.

II. PROFESSIONAL-PEDAGOGICAL DIRECTION

Individual educational experience in professional-pedagogical, scientific-research, creative and organizational-leadership activities implemented in practice in the field of fine arts at the ChDPU. When teaching fine and applied arts in the teacher-student system, it is very important to select modern pedagogical technologies for education and training and use them purposefully. Because such an approach helps to strengthen the personal, practical, and creative relationship of the student. Organizing creative activity on the basis of the teacher-student system is an effective method of personalizing the educational process, strengthening practical skills, and forming sources of inspiration. In order to increase the effectiveness of organizing scientific-research activities and organizational-leadership activities on the basis of the teacher-student system, it is necessary to use technologies that combine national and traditional experiences with modern pedagogical innovations.

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For example, in the Professional-Pedagogical direction:
- interactive education and project-based learning (Project-based learning);
- individual education;
- integration cluster approach;
- reflective analysis and portfolio technologies can be used.

In the field of fine and applied arts, to organize creative activities based on the teacher-student system:
- product-based learning technology;
- master class and creative workshop technology;
- reflective analysis and portfolio technology;
- the use of modern educational technologies such as interactive digital tools is recommended:
- when organizing scientific and research activities:
- mentoring and coaching technology;
- project-based learning;
- research technologies such as the "Teach and Learn" model (Peer-to-peer mentoring) can be effective.
- to develop organizational and leadership skills in students:
- technologies that develop leadership potential;
- multimedia and digital technologies;
- reflective analysis and portfolio technologies can be recommended.

Classification of pedagogical technologies used in the organization of individual education at the Department of Fine Arts and Design of Chirchik State Pedagogical University.

1. In the professional-pedagogical and scientific-research direction:

1.1. Interactive and project-based learning (Project-based learning) directs students to find creative solutions based on real-life problems. It is very important to make students active participants in the teacher-student relationship, and the right choice of pedagogical approach and technologies ensures the achievement of the desired result in activating students.

Content: Under the guidance of the teacher and the advice of the tutor, students study existing problems in the field, work in groups, write theses and articles in co-authorship, and jointly complete creative assignments. Independently or in a

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team, they work on projects to research, develop and improve existing problems in the field, conduct competitions, exhibitions, fairs, etc. dedicated to national values. In it, students analyze problems related to the teaching of fine arts, the creative nature of the subject and its impact on general education subjects, the need for the traditional "Master-student" relationship in the continuing education system, and the pedagogical practice of graduates and adaptation to professional activities.

Examples of use: “Student Creativity Club”, “We Teach and Learn”, Art Studio, Art Therapy, Innovation in Education, interdisciplinary integration projects, and within the framework of interdisciplinary integration, you can create a magnificent painting, sculpture, applied art and design compositions for university buildings. Under the guidance of a teacher, students conduct research in the Intelligence, Karaoke, Theater Studio on teamwork. This strengthens pedagogical cooperation, critical thinking and communication. The student documents the research process in written, visual and reflective forms. This process creates an opportunity for analysis and self-assessment.

In the “We Teach and Learn” project, students exchange knowledge with each other, strengthen their knowledge by teaching others, develop skills in reaching an agreement, a culture of communication, expressing group opinions, and mutual assistance.

Result: Skills in organizational activity, initiative, innovative approach, defending one's own idea, teamwork and management, distribution of tasks, quick decision-making, and responsibility for the final result are formed.

2.2. **Individual education technology based on the teacher-student tradition.**

Таълим жараёнида шогирдлар доимий равишда устознинг шахсий ёрдами, маслаҳати ва қўллаб-қувватлашига эга бўлади. Бу жараён тарбиявий, эстетик, ижтимоий жиҳатдан ривожланишга ёрдам беради.

Шахсий ривожланиш режалари тузилади ва устоз-шогирд муносабатларини шахсий ижодий портфолио билан бойитилади.

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2.3. Integrated cluster approach technology.

Organization of education:

- Teacher-tutor-student cooperation based on the teacher-student system (teacher - guide, tutor - consultant and student performer);
- on the principle of student-to-student-mentor, student-to-student-disciple interaction based on interaction (student - teaching leader, student - learning student);
- it can be in the form of joint activities of students in different areas such as design, graphics, ceramics, painting (cooperation of small creative groups in projects). On the basis of interdisciplinary integration, the material is selected according to the abilities and interests of students.

2.4. Reflexive analysis and portfolio technologies (for all areas)

2. Content: Under the supervision of a teacher, the student analyzes, evaluates, reflects, and draws conclusions about his/her personal development and effectiveness in the areas of professional-pedagogical, creative, scientific research, and organizational-leadership. In it, the creative work, pedagogical practice, scientific research, and participation in organizational activities of students in individual education are systematically monitored, and changes are recorded in the personal development plan every month. Achievements achieved through the online portfolio are formed in an electronic system

3. Examples for use: Based on the reference book on the work carried out in each activity, activity in spiritual and educational work, achievements, participation in competitions and exhibitions, a personal or group catalog of the student, a collection of published theses and articles can be created. A brief description, problems, and future plans are written in the personal development plan based on the student's individual educational approach.

4. Result: He learns to evaluate his own and others' activities, monitors his personal progress and efficiency, has the opportunity to form his own style, and increases his sense of responsibility. Develops leadership skills such as speaking in front of an audience, justifying one's position, public speaking.

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Pedagogical technologies used in the organization of creative activity.

2.1. Product-based learning technology.

Essence: Under the guidance of guiding and supporting teachers, students create a specific work of art or practical decorative art objects (paintings, portraits of specific people, practical art objects, souvenirs, models, and other products) under the principle of "Every task is a useful product".

Examples of application: national wood carvings with logos of the university and faculty as gifts to foreign and local guests, artistic ceramic products, souvenir products created on 3D printer and "Laser" equipment, modern clothes based on national traditions, interior projects, painting and graphic works for artistic decoration of university and TTJ buildings can be created.

Result: Along with the development of creative activity, the student will develop creative thinking and practical skills close to production.

2.2. Master class technology.

Essence: Experienced teachers, artists, professional artists, and skilled students demonstrate their creative experience, students observe, and practice. According to the plan, students will have direct contact with experienced teachers, scientists, well-known artists, and masters of applied arts who have achieved high results in their professional activities through creative meetings, master classes, and seminars. The widespread introduction of such creative dialogue, master classes, and integrated approaches, including integrated cooperation, will further increase the effectiveness of education.

Examples of use: It is possible to organize master classes on painting composition, practical art and design with the participation of well-known creative artists and folk masters.

Result: Observability, technical skills and individual style develop in students.

2.3. Creative workshop technology. (Art-lab)

Мазмуни: Талабалар ўз мустақил ғояларини амалга ошириши мумкин бўлган эркин муҳитда ижодий ишлар билан шуғулланади, курс ишлари, БМИ каби узоқ муддатли ижодий лойиҳалар устида ишлайди.

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Махсус тадқиқот муҳитида амалий таҳлил ва тажриба ишлари амалга оширилади. Бу мустақил фикрлаш ва ижодий ёндашувни шакллантиради.

Қўллаш учун мисоллар: турли танловлар, бадиий кўргазмалар ва ярмаркалар учун ижодий ишлар (маҳсулотлар) яратиш, талабаларнинг шахсий ҳамда гуруҳли кўргазмаларини ташкил этиш мумкин.

Натижа: Тадбиркорлик, тайёр маҳсулот яратиш, жамоада ишлаш кўникмалари шаклланади.

2.4. Technologies based on interactive digital tools

5. Content: Using online resources, students in engineering and computer graphics create various creative products through various projects in AutoCAD, 3Ds Max, UltiMaker Cura, CorelDRAW, Laser GRBL programs. In the design direction, projects are carried out in Coreldraw, Adobe Photoshop, Adobe Illustrator, Figama programs, and digital creative activities are carried out using Infinite Painter, Sketchbook, Penup, Corel Draw Power Point, Krita programs. Artwork, creative processes, and personal thoughts are presented in the form of video blogs and presentations.
6. Application: Based on the project, the teacher gives the student various creative tasks and requires them to implement them in digital programs.
7. Result: Through innovative cluster approach technologies, students' creative abilities are effectively implemented in practice. Modern technologies provide students with the opportunity to engage in flexible schedules and develop their digital art potential.

8. Organization of scientific research activities;

3.1. Менторлик ва коучинг технологияси

Тасвирий санъат йўналишида менторлик ва коучинг технологиясидан фойдаланиш талабаларни илмий-тадқиқотга йўналтириш ҳамда ижодий фикрлаш кўникмаларини ривожлантиришга ёрдам беради.

Ўзидаги илмий изланиш лаёқатини англаши, тасвирий санъат муаммоларини тушуниш ва уларни ҳал қилиш учун имкониятларини

Modern American Journal of Social Sciences and Humanities
ISSN (E): 3067-8153
Volume 01, Issue 06, September, 2025
Website: usajournals.org

сафарбар этишга ёрдам беради. Менторлик ва коучинг технологияси янги ёндашув сифатида илмий тадқиқотга йўналтириш манбасига айланиши мумкин. Бунинг учун таҳлил қилиш кўникмаларини шакллантириш, шунингдек, ўз илмий тадқиқотга ўтиш имконини беради ва талабаларнинг илмий-тадқиқот фаолияти самарадорлигини сезиларли даражада ошириши мумкин.

3.2. Project-based learning;

This project is an educational technology that engages students in independent research, thinking, creative approach and teamwork by solving practical problems. In it, theoretical knowledge is integrated into practical activities. Forms students' skills in documenting scientific and creative research, preparing reports, and making presentations.

Stages of applying project-based learning (PBL) technology:

- problem identification - a problem or topic is selected together with students.
- research - literature, art samples, Internet sources are analyzed.
- project planning - tasks, deadlines, results are determined.
- practical implementation - a thesis, articles aimed at solving the problem are written, prepared for publication and published.
- presentation and evaluation - the result is defended in front of a group or judges.
- analysis and exchange of ideas - shortcomings and advantages are studied through reflection. Through such projects, it is possible to influence the development of personal abilities in students, such as research activity, innovative approach, critical and creative thinking. As a result:
- skills for participating in scientific and creative research are formed.
- an educational environment that meets modern requirements is created based on interdisciplinary integration. **“Ўргатиб ўрганамиз” модели (Peer-to-peer mentoring);**

Peer-to-Peer Mentoring - бу талабалар ўртасидаги ўзаро ўқитиш ва маслаҳатлашув тизими бўлиб, унда юқори курс талабалари, фаол ва ижодкор талабалар бошқаларни ўқитиш, тушунтириш, йўналтириш

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жараёнида билим ва тажрибасини ўртоқлашади. Бу модел “ўргатиш орқали чуқурроқ ўрганиш”га асосланган.

илмий таҳлил, адабиётлар билан ишлаш, тадқиқот йўналишларини тушуниш орқали ёш тадқиқотчиларни тарбияланади; Тадқиқот концепциясини шакллантириш,

мақола ёзиш, таҳрир қилиш, тақдимот қилиш тажрибаси ошади;

асар таҳлили, композицион гоя асосида ижодий тадқиқотлар тасвирий санъатда амалий тадқиқотларни ташкил этишга ёрдам беради;

талабалар илмий изланишга йўналтирилади ва тадқиқотчи сифатида илмий раҳбар билан ишлаш кўникмалари пайдо бўлади.

Technologies for formation of organizational and leadership skills in students.

4.1. Лидерлик салоҳиятини ривожлантирувчи технологиялар.

The department can provide an individual approach and constantly encourage students to take leadership roles (group and sector leaders, organizers, presenters). Opportunities are created for students to demonstrate their organizational potential in creative competitions and exhibitions.

It is possible to develop criteria for assessing leadership abilities (for example, initiative, decision-making, effective speech, group management). Through these activities, students demonstrate leadership qualities such as taking the initiative in implementing their independent creative ideas, solving problems independently, and defending them in front of the public. Multimedia and digital technologies, as well as reflective analysis and portfolio technologies, can also be effectively used to develop students' organizational and leadership skills and leadership potential.

As a result of organizing the educational process in harmony with the traditions of the Master and the disciple and the integration of modern pedagogical technologies:

- The student has the opportunity to work individually with the teacher and study independently in the Master-Student system. About 30 students chose their own development direction and identified their long-term goals.

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- As a result of the creation of freedom and a "creative environment", 60% of students' activity in professional, creative, scientific-research and organizational areas increased.
- Due to the individual approach in relations with the teacher and tutor, students gained mental stability and confidence in their abilities.
- Due to the orientation towards their inclinations and abilities, students became more active, and it was recognized that they were acquiring deeper knowledge and skills.

What has the individual approach brought to the educational institution?

The student mastery rate increased from 74% to 82%, their professional, creative, research and organizational activity increased.

New ideas were born for creating a personal brand of the faculty, forming an assessment platform for Integration, Artstudio, Arttimes, design, applied arts.

The level of satisfaction of students with their education at this university increased from 78% to 95%.

The opportunity to introduce innovative approaches has increased, and creative initiatives by students to develop education have increased.

CONCLUSION:

In the effective organization of education in higher educational institutions, the importance of integrative cooperation in the teacher-tutor-student system is great. Also:

- orientation to professional-pedagogical, scientific-research, creative and organizational-leadership areas helps students form the skills necessary for effective interaction with others not only in their studies, but also in their future professional activities.
- complex problems that arose in students were solved in a timely manner through advice and recommendations.

The activities of the "Student Creativity" club introduced at the Faculty of Arts of ChDPU form students' independent planning of their educational activities and leadership skills.

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RECOMMENDATIONS

- The experience of integrative cooperation in the teacher-tutor-student system introduced at the Faculty of Arts of ChDPU can be used in the effective organization of education in higher educational institutions.
- it is possible to apply the experiences of the activity of the "Student Art" club in this educational institution to other educational institutions.

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Modern American Journal of Social Sciences and Humanities
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Volume 01, Issue 06, September, 2025
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