



FORMATION OF STUDENTS' CREATIVE THINKING THROUGH ART-PEDAGOGICAL TECHNOLOGIES

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Abstract

This article examines the application of art-pedagogical technologies in the educational process and the possibilities of developing students' creative thinking as a result. The study analyzes the role of art therapy, musical education, theater element, fine arts and other art-based approaches in the formation of students' independent thinking, imagination, and problem-solving skills.

Keywords: Art pedagogy, creative thinking, art, educational technology, students, creativity

Introduction

The modern system of education in Uzbekistan is constantly updating the important tasks of personal development, increasing students' intellectual potential, forming independent thinking and encouraging creativity. In the 21st century, to prepare competitive personnel it is not enough not only to provide knowledge, but also to form the inner potential of the student - creative thinking. This requires new approaches to teaching methods, the introduction of modern technologies, in particular, art and pedagogical technologies. Art pedagogy is a pedagogical approach aimed at the comprehensive development of the individual through the means of art, the main place is occupied by emotional impact, aesthetic perception, creative expression and visual thinking. Thanks to this approach, students are not only mastering the sciences, but also the ability to express themselves freely, make independent decisions, and think non-traditionally. In the educational process organized by art-pedagogical technologies, the student receives not only knowledge, but also has the



opportunity to express himself/herself, to interpret the external environment through his own worldview.

In today's era of globalization and digital transformation, the main requirement for human resources is the ability to think creatively and innovatively approach to problems. Creative thinking is the ability of a person to come up with new ideas, find non-creative solutions, solve real problems by the power of imagination, and develop new ideas, based on existing knowledge and experience. Developing this kind of thinking requires a strategic approach at all stages of the educational process. In pedagogical practice, many types of art are used, such as theater, music, fine arts, dance, fiction, photo and video installations, sculpture, and design, as art pedagogical tools. These tools play an important role in improving the psychological state of children, instilling in them positive emotions, increasing social flexibility, and forming the ability to work in a team. Especially for young children, assignments given through art tools change their minds, emotions, and behavior in a positive way.

Literature review

Art pedagogy is a modern approach that aims to stimulate personal development through the use of art in the educational process. Research in this area shows that art-pedagogical technologies play a great role in the formation of students' creative thinking. V. Vygotsky in his work "Psychology of Art" deeply analyzes the role of art in the development of children's thinking. According to him, art tools enrich the emotional experience of a child, expand his imagination and activate his creative approach [1]. According to Vygotsky, it is through art that a child connects real life situations with his inner world, develops new ideas.

N.A. Vetlugina also substantiated her research on children's aesthetic education that it is possible to form students' imagination and creative thinking through fine art and music. He argues that the means of art have a positive impact on the emotional world of the child, proving that it is through musical education that children's intellectual potential increases [2]. One of the scientists from Uzbekistan M. Yusupova in her study "Fundamentals of art pedagogy" studies the role of art in the formation of students' ability to independent thinking, emotional activity and creative decision-making. In his work, he demonstrates



the practical application of art and pedagogical methods, namely increasing the activity of students through theatrical games, painting and drama classes [3]. On the other hand, the "Imaginative Education" model put forward by C. Egan is based on methods of activating creative thinking through the power of imagination, storytelling, metaphorical thinking in the learning process. Egan believes that the most natural way for a child's thinking is to acquire knowledge through art and objects [4]. The Reggio Emilia methodology is also recognized as one of the most effective models of art-pedagogical approaches. This approach promotes the idea that every child should be able to see himself or herself as a "strong and potential creative." The child's use of a multitude of "languages" as a means of expression such as paintings, sculptures, stories, dance, music leads to the child's development as a freelance artist [5].

Analysis & Results

In practical experience, the integration of art-pedagogical technologies into the educational process in the formation of students' creative thinking leads to positive changes. Through the use of art tools in the lessons, students' attitude to the topic, the level of participation and the quality of knowledge perception are improved. In this process, especially the visual arts, music, dramatic elements, and creative writing methods have justified themselves. Experiments have shown that pupils, who in the usual learning processes remain only listeners, begin to participate as active creatives in lessons where art-pedagogical methods are introduced. For example, when given the task of expressing a subject through pictures, the students came up with different ideas based on their own imagination. In the process, they developed individual views, original opinions, the ability to look at problems from new angles. Each child had the opportunity to express his inner world through art. Also, the social competence of students was developed in classes based on theatrical elements. Pupils who took part in role-playing games not only sought to memorize or act out text, but also came up with independent approaches to creating an object. This served to form their essential competencies such as empathy, communication, and critical analysis. They were able to expand their thinking by building their image on the basis of real-life situations, expressing their views on problems on the stage. In the tasks



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organized with the help of music, the students mastered new approaches by choosing music suitable for the topic, analyzing it, expressing their emotions in writing or verbally. The connection between music and emotional state was shown to form a deeper understanding of the subject in the readers. Many students reported that at the end of the lesson they felt a sense of freedom to express their thoughts through art, and this process brought pleasure to them. Art-pedagogical technologies strengthen not only creative thinking, but also self-awareness, the ability to discover their potential, freely express their ideas in society. Especially for children who are introverted or shy, this approach offers them a safe and fun way to express themselves. Art allows them to express their inner feelings, ideas, needs in unspeakable forms. As a result, there was an increase in social activity and a sense of self-confidence among such students. By adding art elements to the lessons, it became possible to concentrate students, increase their motivation, and facilitate the process of getting into the topic. When the content of education is harmonized with the emotional-intellectual state of the student, he does not just memorize knowledge, but feels, evaluates, passes it through an internal process of awareness. This leads to deeper and more stable absorption. The possibilities for interdisciplinary integration have also expanded. For example, in a literature class, when students were assigned to express the plot of a work by drawing, they tried to convey the main events in the story through color, form and compositional elements. This led not only to a deeper understanding of the literary text, but also to a conscious use of the means of pictorial expression. A similar approach has also been successfully tested in subjects such as history, geography, biology. Another important point in the analysis process is that the creative work of the students served as a diagnostic tool for the teacher. How the child painted, what color he chose, how he drew up a plan – through it the teacher was able to form a certain idea of the child's mental state, worldview, area of interest and even internal problems. Thus, the art-pedagogical approach served as a means of support not only for educational, but also for psychological development.

The role of the teacher in the application of such technologies also changes. He now manifests himself not only as a giver of knowledge, but as a person who inspires, supports the reader, helps to unleash his inner potential. The reader, on the other hand, becomes not a recipient of finished information, but an active



participant in the process of knowing, creating, analyzing and expressing it. The analysis shows that lessons organized on the basis of art-pedagogical technologies play an important role not only in the development of creative thinking, but also in increasing the overall learning motivation, ensuring the quality and depth of knowledge. Among the pupils, who were previously passive and have lost interest in the lessons, also began to actively participate in art processes. This situation showed how high results can be achieved if you approach them taking into account their inner world, interests and abilities.

Conclusion

On the basis of the above analysis, it is established that art-pedagogical technologies are an incredibly effective, deeply spiritual and aesthetic approach to the formation of students' creative thinking. Learning through the medium of art encourages students to be active, to think independently, to express their ideas freely. This will ensure their disclosure of their individual potential, self-awareness and active integration into social life. Art pedagogy increases emotional and intellectual activity in the classroom, facilitates the process of perceiving the topic and forms the skills of students to perceive the world through art. In particular, mediums such as theatre, fine arts, music, and dramatic expression develop students as knowledge creators, not just knowledge takers. With this methodological approach, students will be able to realize their creative potential, make decisions based on objective and analytical thinking, and understand the relationship between different subjects. An art-based approach can also yield positive results, especially in the formation of modern competencies — communicativeness, teamwork, emotional stability, social activism, etc. Also, these techniques arouse a high level of interest in students, actively engage them in the lesson, increase motivation, and create a positive psychological environment.

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