

Development Of Student's Creative Abilities In The Fine Arts In The Higher Education System

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Abstract

The article deals with the theoretical and methodological features of the development of creative abilities in the field of fine arts in higher education, analysis of scientific research on this issue, methods of conducting fine arts lessons, the need for students to learn how to work with different visual aids in lessons, the importance of an individual approach to students in the educational process, the use of design methods in high school.

Keywords: watercolor, painting, painting, mastexin, lessirovka, alla prima, polytra, blik, grunt, sketch, watercolor, style, composition, achromatic, color, genre, harmony, stained glass, baguette, still life, saturation paint, image, reflex, light, rhythm, shadow, painter, form, light, line, character, abstract, texture, monumental, bust, plastic.

Introduction

"We will mobilize all the forces and opportunities of our state and society for the development of our young people, who have high intellectual and spiritual potential for independent thinking, to become human beings who are equal to their peers in any field in the world, to be happy [1. 14]".

"**The Action Strategy on the five priority** areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Shavkat Mirziyoyev, has launched a new stage of development. The practical results, signs and features of this process are clearly visible today in all spheres of our lives, and most importantly, in the consciousness, aspirations and actions of our people. In this

sense, it is true to say that the Action Strategy is an important program for a new era of development, which defines the scientific, theoretical, practical and constructive basis of rapid development of Uzbekistan in the face of rapidly changing times [2. 3].

“Article 10 of the state youth policy also takes measures to improve the quality of education and upbringing of young people by introducing modern forms and methods of education into the educational process. Article 25 State support of gifted and talented youth” [3]

The Main Findings And Results

Scientific observations and research have shown that seventy percent of all information a person receives during his or her lifetime can be obtained by the age of five. Indeed, in this period, the human child understands the world, learns his native language, awakens love for parents, family, neighborhood, homeland, prepares the ground for lifelong knowledge. In this case, first of all, if the family plays a key role, the contribution of the preschool institution is also important in this regard. Therefore, in our country, preschool education has become an integral part of the system of continuing education, in other words, its prelude. In today's education of the younger generation, the inculcation of the main directions of the national idea in the minds of students, the effective use of artistic education, along with the formation of spiritual and political worldviews of students, serves to develop their creative abilities. “How to cultivate creativity in a person?” The problem is not that today. The issue of developing human creative abilities, which has always been the beginning of creativity, is of interest to both educators and researchers directly involved in the education of children. Education and upbringing, the formation of personality, the development of skills are still the most pressing issues of modern pedagogy. As it is being researched, many psychologists have done and continue to do research on what is meant by abilities in a broad sense and artistic creativity in particular. Among them are the works of B.M Teplov, R.S Nemov, S.L Rubinstein, B.G Anan'ev, L.S Vygotsky, A.N Leontev, V.S Kuzin. In their research, the concept of content, the definition of essence, the concept of abilities are explored. B.M Teplov writes that abilities are a special mental feature of a person, which is related to the successful performance of any activity, knowledge, skills and abilities that were previously developed by man and do not lead to any results. S.L Rubinstein believes that abilities are attached to a generalized system of mental activities in a person, and that the difference between abilities and skills is not the result of strengthening the ways of action, but the mental states of activities controlled by actions. V.S. Kuzin, on the other hand, thinks in terms of abilities: abilities are the qualities and characteristics of a person that serve to perform a particular type of activity at a high level. According to this definition, an ability is the result of some activity, which includes the qualities and characteristics that meet the requirements of the activity and are necessary for it. Skills are divided into general and special abilities. In all human activities, visible abilities to one degree or another are called general abilities. Special abilities are seen only in certain types of human activity (creative, pedagogical, etc.). In addition to the two groups of abilities, A. Kovalev has a third group - abilities related to practical activities. These include technical-constructive, organizational and pedagogical skills. At the heart of this diversity are three different types of activities that place demands on human abilities: science, art, and practice. This variation of abilities is

the knowledge corresponding to the understanding of abilities, which was previously based on B.G Ananév's representation of activity into three types, which are as follows:

- a) Perception;
- b) Assessment of deviations from vertical and horizontal lines;
- c) Evaluation of light ratios;
- d) Evaluation of mutual ratios;
- e) Assessment of prospective reductions;
- f) Visual memory. [4]

In turn, in the system of creative abilities can be mentioned more basic and auxiliary properties. According to V.S. Kuzin, the main features of creative abilities are:

- the composition, the relationships in it, the artistic imagination that provides insight into the main and characteristic aspects of the appearance in reality;
- a feature of visual memory that allows the artist to create vivid images in the mind and turn it into an artistic image;
- the intensity of emotion in relation to the view seen and portrayed;
- strength of will.

Additional features of artistic ability include:

- 1) High level of natural vision (line, shape, proportion, color perception) that develops during the activity process;
- 2) Pencil drawing is a feature of the artist's hand movement that allows him to quickly master new techniques in painting.

The features listed above are interrelated and their membership is crucial for the development of artistic creativity. While the factors of formation of skills and abilities of children from visual activity are given by T.N Komarova in detail, the problem of teaching children drawing techniques was studied in the early twentieth century by V.M Bekhterev, Corrado Richchi, Liberty Tedd. They emphasized the need for teaching children to draw in the process, emphasizing the unique development of children's creativity. Liberty Tedd developed a special exercise system for hand movements in drawing. These exercises are designed for preschoolers and children will gladly do these exercises. He emphasizes the need not only to draw geometric shapes, but also to draw natural elements, and through this to develop children's interest in nature, observation. Based on the results of her research, P.N Nikonorova emphasizes that working on tasks in visual activities in different materials and techniques is an important condition for the development of children's creative initiative, imagination and imagination. The great changes taking place in the society put before the school the task of solving problems related to the formation of a creative student personality in all spheres of educational activity. The development of creative abilities is one of the key factors in finding solutions to these problems. Today's

teacher should focus on the use of teaching methods and techniques that help to develop these skills more effectively when working with children, ensuring the activation of students' mental and practical skills. To do this, it is advisable for the teacher to make greater use of the conditions in the educational institution and their own capabilities. Effective development of each student's personality, creative ability, passion, interest, depending on the opportunity:

- Give creative tasks with clear solutions;
- Through hands-on activities can be accomplished in ways that activate and direct students' creative abilities. [5]

A teacher of fine arts should strive to make each lesson a bright event in the life of the child, to awaken in them a sense of independent creativity. Drawing is a fun activity in its own right. Each time, a new, unique, exciting, interesting environment must be created. An individual approach to it in the educational process is also one of the important conditions for the development of creative abilities in the child.

An individual approach to it in the educational process is also one of the important conditions for the development of creative abilities in the child. The development of creative abilities may not be the same for everyone, but every child should be given the opportunity to create actively and independently so that he or she can feel the joy of the result of his or her creative work. In order for students not to be left behind by strong students in the classroom, students who are slow to master will be strengthened in their desire to learn a subject and their ability to work independently will be improved. The use of such more effective methods and the creation of favorable conditions will further increase their interest in the fine arts. Communication with nature is the basis, the beginning of all creative activity. Through existence, we enter into the concept of "fantasy", which is a remarkable human ability. At the heart of any fantasy are real, life experiences. Therefore, a child can fantasize based on what he sees and observes the surrounding being. The teacher must develop in each student the ability to fantasize, the ability to be self-confident in creation. Performing a number of unusual and unexpected tasks is one of the ways to effectively develop imagination. Here are a few exercises on a number of topics that develop personal decision-making, creativity, an unconventional approach to creativity and the ability to think for themselves, broaden the horizons of purposeful, relentless work on themselves:

- a wonderful miraculous animal in a fairy tale, semurg bird; our city is in the future; miraculous country;
- still lifes made of fruits, vegetables, flowers, geometric shapes;
- making an unusual toy from different materials;
- draw a pattern on a specific topic;
- mind-boggling games; "What does it look like? ", " Magic pictures ", " Magic spots ", " Help the artist ", " Magic glasses ".

In addition to individual work, the team work method can also be used. Along with the whole class, there will be "World of Butterflies", "Meadow full of flowers", "Zoo", "Underwater world", "Dance night in the castle, party" and so on compositions on the themes are developed. When working on this theme, the children all have the opportunity

to participate, one drawing the tower, the other its patterns, and the third the images of the heroes in it at the same time. Everyone tries to express what they imagine, and the result is an interesting composition in which various forms, images of heroes are involved. In collective creativity, individual creativity in a child gives very interesting positive results. Design methods can be widely used in the upper grades. At the same time, the design of new equipment (buildings, cars, household and sports equipment, clothing) on the basis of a combination of ancient, national and modern traditions of applied art inspires in children a sense of pride and affection for our national values. Creative and inventive activities using local raw materials stimulate the formation of children's creative abilities. In the fine arts, motivation is an important condition for the formation of creative abilities. In our opinion, in fine arts classes, students should not be graded for what they draw right or wrong. We think the traditional assessment of children's achievements is a very imperfect method. The level of thinking, creating, creativity skills should be the main components of the evaluation criterion. It is necessary to try to create a successful situation, which is the most effective factor of cognitive activity. Participation in school exhibitions is a form of encouragement for children, and it is advisable to hold such exhibitions more often, such as meetings with parents or holiday events. The organization of such exhibitions from time to time arouses in children a sense of pride and pride when they see that their work is recognized by others. It provides an opportunity to compare and evaluate their work with the work of others and to see their strengths and weaknesses. Students' work in the classroom can be used as a gift for relatives and friends, as well as as a decoration for school corridors. In these lessons, each child is interested in their intuition, thinking and worldview, personal qualities. In these lessons, children can be in the role of traveler, explorer, creator. They feel happy from the product of these creations as they think, analyze, create joy and beauty.

As a result of such a course activity, the teacher:

- 1) Participation in school team and spiritual work;
- 2) Increase mastery rate and quality of acquired knowledge in all classes;
- 3) District, city, regional level events, participation in exhibitions with the work of students, winning many winning prizes. Based on the above educational technologies, the teacher leads to the discovery and development of students' ability to perform specific creative tasks and creative approach to any activity. In such classes, which use different forms and methods of teaching fine arts:

- develops creative skills;
- emotional worldviews are formed and spirituality is nurtured;
- acquires basic knowledge of fine arts from ancient world art to the present day;
- a sense of respect for the art of the peoples of the world is awakened;
- spiritual and moral qualities are formed in relation to the appreciation of the environment and art. [6. 10-17]

Conclusion

In conclusion, one of the main tasks in this direction is to expand the content of the new decree of the President in cooperation with the relevant organizations, civil society institutions and the media, the role and importance of preschool education in the development of children from an early age. advocacy consists of in-depth explanation. In short, preschool education is the primary part of lifelong learning. It ensures the formation of the child as a healthy and developed person, stimulates the desire to learn, prepares him for systematic learning. Therefore, the further strengthening of this system, the creation of all-round favorable conditions in preschool education institutions, the wide involvement of preschool children in them play an important role in the formation of our children as harmonious and mature individuals. [1]

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