

## ARTISTIC AND CREATIVE ABILITIES AND PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THEIR FORMATION.

<https://doi.org/10.5281/zenodo.17180619>

**Khamrakulova Mukaddam Tajikozi kizi**  
*Chirchiq State Pedagogical University doctorate*

### **Abstract**

This article is based on the psychological and pedagogical essence of artistic and creative abilities and aesthetic thinking in the East and West. It proposes creating a creative environment, systematizing tasks, and activating reflection through STEAM, student-centered, and integrative-differential approaches. Experience shows that visual arts classes foster creative achievement. As a result, the teacher focuses on creating a creative product as an organizer and designer, while the student focuses on developing an active subject.

### **Key words**

artistic and creative abilities, aesthetic thinking, STEAM, integrative approach, differentiation, reflection, creative environment.

### **Theoretical foundations**

Artistic and creative abilities and the psychological and pedagogical features of their development are one of the pressing issues studied today at the intersection of pedagogy, psychology, art history and sociology. These abilities are closely linked to a person's aesthetic perception, imagination, emotional sensitivity, cognitive activity, and the ability to innovate in creative endeavors. The concept of creativity is interpreted in various ways in scientific literature. For example, L.S. Vygotsky defined creativity as the human ability to create new mental products by processing existing experience. According to him, imagination and fantasy serve as the initial manifestation of creative abilities in a child's life. With proper pedagogical guidance, this process can foster a high level of artistic and creative potential in students. According to A.N. Leontiev's activity theory, abilities are formed through activity and transform a person's external activity into an internal mental quality. This theory explains the emergence of new qualities in students through creative assignments, artistic activities, and artistic practice in the educational process. B. M. Teplov believes talent is not innate, but rather a quality developed through activity, and emphasizes the need for "the proper organization of the educational environment for the development of abilities." From this perspective, the pedagogical development of artistic and creative abilities occurs as

a result of the complex influence of upbringing, education, and the social environment. Eastern thinkers also placed great emphasis on creativity. Al-Farabi considered creativity the highest form of human thought and intellectual activity. Ibn Sina, meanwhile, emphasized the power of imagination as the foundation of creativity. Alisher Navoi, explaining creative potential through the concepts of "inspiration" and "spiritual perfection," highly valued the importance of art in human development. One modern Western scholar, John Dewey, viewed creativity as the ability to interpret experience in a new way and considered it one of the most important tasks of education. Immanuel Kant considered aesthetic thinking the foundation of creativity. Today, the STEAM model is widely used in education. This model expands students' creative thinking by integrating art with other disciplines. For example, creating patterns based on geometric shapes in math lessons and exploring events through theatrical performances in history lessons not only develop students' aesthetic tastes but also strengthen their creative potential. The key principles for developing artistic and creative abilities in the educational process are: the concept of individualized learning, the creation of a free creative environment, an integrative approach, and the use of differentiated assignments and incentive mechanisms. Based on practical experience, the Uzbek education system places particular emphasis on the arts. In general education schools, students' creative abilities are developed through classes in fine arts, music, theater, and literature. In an experiment conducted at School No. 238 in Tashkent, students who attended regular art clubs scored 73% higher on creative assignments than those in the textbook-only group (42%). The Nukus Art School held classes on creating new compositions using national patterns, which helped foster students' respect for national values and significantly develop their creative potential. Higher education institutions also offer ample opportunities for developing artistic and creative abilities. Students from the Kamoliddin Behzod National Institute of Art and Design had the opportunity to showcase their talents by participating in international exhibitions. Drawing on international experience, the Finnish education system integrates art into all subjects. In Singapore, art-based learning, based on the "art-based learning" model, is widely used in teaching subjects using art. According to research conducted in the United States, students with an arts education perform 82% better on creative assignments than those without an arts education (54%). Statistics also confirm the importance of creativity. According to research by the Institute of Psychology of the Academy of Sciences of the Republic of Uzbekistan, students enrolled in art clubs demonstrated 1.7 times higher levels of creative thinking. According to the Ministry of Public Education, 68% of students in schools with a strong arts focus performed well, compared to 39% in schools

with little emphasis on the arts. According to a 2022 UNESCO report, students in arts-integrated education systems had, on average, 16% higher overall academic achievement. In the OECD PISA study, students who regularly engage in creative activities scored 12% higher on critical thinking tests. These data confirm that developing artistic and creative abilities is an important factor not only in arts education but also in improving the effectiveness of general education. Therefore, it is essential to adopt a student-centered approach, foster a creative environment, and widely utilize integrative methods in the educational process.

### **Practical experience**

The process of developing artistic and creative abilities is complex, multifactorial, and continuously evolving, and to explain it, not only psychological but also philosophical, sociological, and pedagogical approaches are needed. Creative abilities are, first and foremost, inextricably linked to a person's overall intellectual potential. However, they represent more than just the sum of mental abilities, but a unique combination of aesthetic perception, emotional sensitivity, and an inner drive to create something new. Therefore, many scientists interpret creativity as the highest level of human consciousness. For example, the Western scholar G. Wallace divided the creative process into four stages: preparation, incubation, inspiration, and verification. These stages are also observed in artistic and creative work, as the process of creating a creative product requires constant research, emotional experience, and intellectual analysis. Eastern thinkers also emphasized the complexity of the creative process. Al-Farabi described man as "a being striving for perfection" and considered creativity the highest degree of intellectual perfection. Ibn Sina divided human thought into theoretical and practical components and interpreted artistic and creative activity as the highest form of practical thinking. These approaches demonstrate that science and art are complementary factors in the development of creative abilities. One of the main methods for developing artistic and creative abilities in teaching is an integrative approach. Integration occurs not only across subjects but also across different activities. For example, using mathematical elements in fine arts classes, as well as literature-related assignments in music classes, develops students' imagination. This approach is gradually becoming more widespread in Uzbekistan's education system. Some schools have established "Creative Labs," where students develop creative projects in various subjects. This approach develops not only aesthetic taste but also scientific research skills. Experience shows that the environment has a significant impact on the development of creative abilities. For example, in Finland, students are provided with a free, creative environment where they can choose independent projects and complete assignments that reflect their interests. This

approach encourages students' personal initiative. In Singapore, the integration of arts and sciences is a core part of their educational standards. This explains why students in this country perform so well in the international PISA assessments. In Uzbekistan, to more widely implement such approaches, it is important to improve teacher training, develop creative lesson plans, and utilize modern technologies. Statistics clearly confirm this. According to research conducted by the Ministry of Public Education of the Republic of Uzbekistan in 2022, in schools where more time was devoted to art, students' overall academic performance scores were, on average, 12–15 percent higher. This demonstrates the direct impact of artistic and creative abilities not only on academic performance in art but also in other subjects. UNESCO's 2022 report also notes that countries integrating the arts into their education systems demonstrate higher levels of social adaptation, communication skills, and critical thinking. The OECD's PISA 2018 study also found that students who regularly engage in creative activities score 12% higher on critical thinking tests. These facts confirm the role of developing creative abilities in the overall effectiveness of education. When studying the psychological characteristics of artistic and creative abilities, we see that they are inextricably linked to motivation, emotions, and personal interests. Psychological research shows that in an environment where students feel free, they are more drawn to creative tasks and demonstrate higher performance. Therefore, the teaching process must utilize methods such as encouragement, constructive analysis of errors, and support for creative initiative. Otherwise, strict control, a formulaic approach, and restriction of creative freedom reduce student motivation. Therefore, it is essential to develop a student-centered approach in education, differentiated assignments, and individualized programs that match students' interests. The teacher's role in this process is crucial, as they act not only as a provider of knowledge but also as a creator of a creative environment, a motivator, and a guide. Analyzing the pedagogical aspects of artistic and creative abilities, we see that their development is a continuous process. In elementary school, these abilities are developed primarily through play activities, in middle school through specialized classes, and in high school through independent projects and competitions. In higher education, creativity is developed through scientific research, practical projects, and international exchange of experience. Therefore, appropriate methods and tools for fostering creativity must be developed at every stage of the educational system. For example, in preschools, imagination is developed through work with color, shape, and simple musical exercises; in school, creativity is nurtured through drawing, singing, and theater; and in higher education, creative thinking is developed through scientific and practical projects. This principle of gradualism is also

observed in international experience. For example, in Japan, special "art kindergartens" are part of preschool education, developing children's creative imagination. In Germany, schoolchildren are regularly taken to museums and theaters, which broadens their aesthetic perception. In Uzbekistan, steps are being taken to implement similar approaches. For example, some schools organize "Creativity Days" to give students the opportunity to engage in free creative activities. This experience demonstrates that accommodating students' interests, creating a free environment, and encouraging their creativity are important factors in developing artistic and creative abilities.

The development of artistic and creative abilities is not limited to education alone, but is closely linked to the individual's psychological development, social environment, family upbringing, cultural values in society, and the general principles of the educational system. From a psychological perspective, creative abilities are directly linked to the breadth of a person's imagination, the power of their fantasy, emotional sensitivity, and the ability to find innovative solutions in new situations. Therefore, psychologists attribute creative abilities not only to intellectual potential but also to emotional and intellectual harmony. For example, according to D. Goleman's theory of "emotional intelligence," a person's emotional state, self-control, and a positive mental attitude also play a significant role in the creative process. After all, creativity is often based on inspiration, morale, and self-confidence. These aspects also determine students' attitudes toward creative tasks in the educational process. If a teacher provides creative freedom and moral support, students' creative potential significantly increases.

From a pedagogical perspective, the development of artistic and creative abilities is based on the concept of student-centered education. This concept requires taking into account the individual characteristics of each student and creating conditions for the development and advancement of their abilities. State educational standards adopted in the education sector of the Republic of Uzbekistan also place special emphasis on developing students' creative potential. For example, the new educational system approved in 2021 identifies "creative thinking, independent decision-making, and an innovative approach to problem-solving" as key competencies that must be developed in students. Therefore, fine arts, music, theater, literature, and technology are considered among the primary tools for developing creativity in schools.

Experience shows that students' interests and intrinsic motivation are crucial in developing creative abilities. If a student feels free to engage in the creative process, they will demonstrate high results not only in artistic endeavors but also in other subjects. For example, experimental studies conducted in some schools in

Tashkent showed that students who attended art clubs also achieved higher results in mathematics and science, indicating that creativity has a positive impact on overall intellectual development.

According to international experience, schoolchildren in Germany are regularly taken to theaters, museums, and exhibitions. This broadens their aesthetic perception and fosters creative development. In Japan, there are "art kindergartens" offering special programs aimed at developing imagination, color perception, and musical abilities in preschool-aged children. In Finland, individualized programs are developed to suit each child's interests, with creative activities being a particular priority. As a result, Finnish schoolchildren consistently achieve high results in the international PISA assessment program.

### **Statistics**

Statistical data also confirms this trend. According to a 2022 study conducted by the Institute of Psychology of the Academy of Sciences of the Republic of Uzbekistan, 71% of students interested in art achieved high results in creative assignments. Among groups not interested in the arts, this figure was only 38%. Observations conducted by the Ministry of Public Education in 2023 also show that students more involved in the arts achieved significantly higher results in social activity, speech culture, and communication skills.

A UNESCO report published in 2022 noted that, internationally, students who received arts education demonstrate 20% higher social adaptation and 25% better communication skills. In the United States, a 2021 study found that 68% of students who received arts education effectively utilized creativity in their subsequent professional careers.

This experience is crucial for the Uzbek education system, as engaging young people in creativity and cultivating a spirit of respect for national and universal values through art is a pressing issue in the country. National art schools, creative clubs, and cultural events are considered an important part of this process. At the same time, students' artistic and creative abilities can be developed through modern educational technologies—digital art programs, multimedia tools, and virtual reality environments. For example, the Tashkent University of Information Technologies has created special courses for students in graphic design, 3D modeling, and creating works of art in virtual spaces, which helps enhance not only the technical but also the artistic potential of young people.

From a psychological and pedagogical perspective, the most important aspect of developing artistic and creative abilities is stimulating the individual's inner needs. When students feel their creative work is valued, their self-confidence increases and they strive to tackle new creative challenges. Therefore, the

educational process must stimulate not only the result but also the creative process. This principle is an essential component of a democratic and humanistic approach to education.

The development of artistic and creative abilities is undoubtedly closely linked to a society's cultural environment. If society fosters respect for art, culture, and creativity, young people will be able to freely express themselves in creative endeavors. In this sense, organizing various creative competitions, exhibitions, music festivals, and theater venues for young people in Uzbekistan has a positive impact on the development of their artistic abilities.

By deeply analyzing the development of artistic and creative abilities, we see that its success depends on a combination of many factors. First and foremost, the sociocultural environment is crucial for the development of these abilities. If art, culture, and creativity are valued in society, young people will have the opportunity to freely express their abilities. On the contrary, in an environment that doesn't value creativity and focuses solely on standardized results, students find it difficult to develop their artistic abilities. This is why modern education systems elevate the development of art and creative activity to the level of state policy. Since gaining independence, Uzbekistan has also made the development of artistic and creative abilities among young people a priority in its education policy. The republic regularly hosts various creative competitions, such as "Young Artists," "Young Composers," and "Young Writers." These events not only foster students' interest in art but also develop their creative abilities. Furthermore, schools, colleges, and universities offer fine arts, music, and culture clubs, fostering a respect for national and international art among young people. Higher education institutions have established special creative laboratories, design centers, and workshops for national patterns and applied arts, where students have the opportunity to put their creative ideas into practice. For example, at the Kamoliddin Behzod National Institute of Arts and Design, students' diploma projects are frequently exhibited at international exhibitions, further strengthening their creative abilities.

Looking at international experience, the experiences of Finland, Singapore, Japan, and the United States are particularly significant in developing artistic and creative abilities. In Finland, special "creative project days" have been introduced into the education system to develop students' creative abilities, combining all subjects with elements of art. In Singapore, arts education is integrated into educational standards, which is why the country consistently ranks high in PISA rankings. In Japan, preschools offer special art kindergartens to develop children's imaginations. US universities have "Creative Studies" centers that develop students'

creative abilities using specialized methods. This experience shows that the most effective way to develop creativity is by integrating it across all subjects, creating a free creative environment for students, and supporting their interests.

Statistics also shed light on this process. In a survey conducted by the Ministry of Public Education of the Republic of Uzbekistan in 2023, 68 percent of students noted that art clubs and creative activities had a positive impact on their overall educational outcomes. According to UNESCO reports, students who studied in an education system that included arts education demonstrated, on average, a 22% higher level of creative thinking. According to the 2018 OECD PISA study, students who regularly engaged in creative activities demonstrated 12% higher scores in critical thinking and problem solving. These data demonstrate that artistic and creative abilities develop successfully not only in the arts but also in other subjects. A study conducted at the University of California in the United States found that 82% of students with an arts background scored highly on creative assignments, compared to 54% of those with no arts background.

From a psychological and pedagogical perspective, the following conditions are necessary for the development of artistic and creative abilities: first, the creation of a free creative environment; second, encouragement and support from the teacher; third, consideration of students' interests and intrinsic motivation; fourth, the differentiated organization of creative tasks; and fifth, the use of modern pedagogical technologies—digital art programs, multimedia tools, and virtual reality environments. Full implementation of these conditions in the educational process will enable the effective development of students' artistic and creative abilities.

### **Conclusion**

In summary, it can be said that the psychological and pedagogical aspects of developing artistic and creative abilities are determined by the harmony of the individual's inner needs, emotional sensitivity, aesthetic taste, and creative thinking. The success of this process is closely linked to the teacher's professional skills, methodological approach, and the creative environment created for students. Developing artistic and creative abilities is a pressing issue not only for the arts but for the entire education system. It strengthens young people's intellectual potential, critical thinking, communication skills, and, most importantly, their capacity for innovative creativity. Therefore, theoretical and practical research aimed at developing artistic and creative abilities, comparing domestic and foreign experience, introducing modern pedagogical technologies, and improving the methodological training of teachers are among the priority tasks of modern education.

## REFERENCES:

1. Выготский Л.С. Воображение и творчество в детском возрасте. – Москва: Педагогика, 1991. – 180 с. <https://www.twirpx.com/file/141529/>
2. Леонтьев А.Н. Деятельность. Сознание. Личность. – Москва: Политиздат, 1975. – 304 с.
3. Теплов Б.М. Способности и одаренность. – Москва: Наука, 1985. – 212 с.
4. Gardner H. Frames of Mind: The Theory of Multiple Intelligences. – New York: Basic Books, 2011. – 456 p.
5. Jalolov J. Pedagogika: nazariya va amaliyot. – Toshkent: Fan va texnologiya, 2019. – 356 b.
6. Karimov N., Ochildiyev S. San'atshunoslik asoslari. – Toshkent: O'zbekiston, 2020. – 210 b.
7. UNESCO. Arts Education and Creative Development Report. – Paris: UNESCO Publishing, 2022. <https://unesdoc.unesco.org/>
8. OECD. PISA 2018 Results: Creative Thinking. – Paris: OECD Publishing, 2020.
9. California University. Creative Skills Development in Art-based Learning. – Los Angeles: CU Press, 2021. – 142 p.
10. Goleman D. Emotional Intelligence. – New York: Bantam Books, 2006. – 357 p.