

Art Pedagogy Methods In The Development Of Creativity In Primary School Students

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Abstract

The article examines art pedagogy methods as an effective tool for developing the creativity of primary school students. The pedagogical potential of artistic and creative activity in the formation of imagination, originality of thinking, and the ability to express oneself in primary school students is substantiated. The main art-pedagogical methods used in the primary school learning process are analyzed, and their developmental possibilities are revealed. The conclusion is made about the expediency of systematically implementing art-pedagogical methods in the educational practice of primary education.

Keywords: art pedagogy, creativity, primary school students, artistic and creative activity, teaching methods, native language, primary school.

Introduction

Modern trends in the development of education are aimed at forming a personality capable of creative thinking, initiative, and independent search for non-standard solutions. In this context, developing the creativity of primary school students is becoming one of the priority tasks of pedagogical science and practice. It is the primary school age that is a favorable period for the formation of imagination, figurative thinking, and an emotional-value attitude towards the surrounding world [1; 112].

Art pedagogy, based on the integration of various art forms into the educational process, is considered an effective means of activating children's creative potential. The use of artistic and creative teaching methods allows for the creation of conditions for the free expression of students, the development of their individuality, and the formation of a stable motivation for learning [7; 134].

The subject "Native Language" has a special potential in developing the creativity of primary school students, as it organically combines cognitive, speech, and emotional-figurative components of learning. Working with the artistic word, texts of various genres, oral and written creativity creates favorable conditions for the development of imagination, associative thinking, and individual speech expression of primary school students. The integration of art pedagogical methods into native language teaching allows us to consider language education not only as a means of forming speech skills but also as a space for students' creative self-realization [7; 146].

The purpose of this article is to analyze art pedagogy methods and determine their role in developing creativity in primary school students.

Literary review

The problem of creativity is widely presented in the works of domestic and foreign researchers. D. B. Bogoyavlenskaya defines creativity as a person's ability to go beyond the given situation, showing intellectual initiative and originality of thinking [1; 119]. In the works of O. M. Dyachenko and T. V. Lavrentyeva, the role of imagination as a key mechanism for the creative development of primary school students, especially in the conditions of artistic and creative activity, is emphasized [2; 87].

Art pedagogy as a direction of pedagogical science is considered in the research of A. P. Tryapitsina, who notes that artistic activity contributes to the development of the emotional sphere, associative thinking, and the ability to figuratively transform reality [7; 141].

G. K. Selevko emphasizes that art pedagogical methods organically fit into personality-oriented and activity-based learning technologies, providing conditions for students' creative self-realization [6; 158].

Research on the methodology of teaching mother tongue in primary school emphasizes the importance of the creative nature of speech activity. Thus, the authors note that the development of written and oral speech of primary school students is effectively carried out in the context of using artistic and creative tasks, essays, language games, and working with figurative language tools [5; 92]. The art pedagogical approach in teaching native language contributes to the formation of linguistic awareness, the development of figurative speech, and the ability to create original texts, which is directly related to the development of students' creativity [4; 21].

Thus, the analysis of scientific literature indicates that art pedagogy has significant developmental potential and can be considered an effective tool for forming creativity in primary school.

Research methods

The following methods were used in the study:

- theoretical analysis of psychological, pedagogical, and methodological literature aimed at revealing the essence of art pedagogy and creativity [3; 41];
- pedagogical observation carried out in the process of conducting educational activities using art pedagogical methods, which allowed for the recording of manifestations of students' creative activity [8; 97];
- analysis of the products of artistic and creative activity of primary school students (drawings, handicrafts, theatrical scenes, musical improvisations), aimed at identifying the originality, flexibility, and imagery of thinking [1; 154];
- an interpretive method that allowed for the correlation of empirical data with the theoretical provisions of creativity pedagogy and the drawing of generalized conclusions [3; 214].

Results and discussion

The analysis showed that the application of art pedagogy methods in the primary school educational process contributes to the development of key components of students' creativity. One of the most effective is the method of visual activity, which includes drawing, molding, appliqué, and collage. In the process of creating artistic images, students learn to freely express their ideas, experiment with form and color, which develops imagination and originality of thinking [2; 92].

Musical-rhythmic methods (listening to music, rhythmic exercises, musical improvisations) contribute to the development of emotional responsiveness and associative thinking. Observations have shown that incorporating musical elements into lessons increases students' creative activity and engagement in the learning process [7; 168].

Theatrical and game methods of art pedagogy allow primary school students to master various social roles, develop communicative and creative abilities. During role-playing and staging, students demonstrate initiative, imagination, and the ability to improvise, which is an important indicator of creativity [8; 101].

The effectiveness of art pedagogical methods is enhanced under conditions of supportive pedagogical interaction based on accepting the child's individuality and creating a psychologically comfortable educational environment. This allows students not to be afraid of mistakes and to freely express their creative abilities.

In the context of applying art pedagogical methods, the subject "Native language," which has a pronounced creative potential in primary school, is of particular importance.

Art pedagogical methods in native language teaching

Analysis of pedagogical observation showed that the integration of art pedagogical methods into native language teaching contributes to a more pronounced development of students' creativity compared to traditional reproductive forms of work. In the process of completing creative tasks in the native language (creating fairy tales, creating poetic texts, dramatizing

stories, illustrating what they read), students demonstrated a high level of speech initiative, originality of statements, and the ability to semantically transform language material.

Using verbal drawing, associative rows, creative retelling, and staging of texts activated the figurative thinking and imagination of younger schoolchildren. Tasks involving the integration of words and visual arts, such as creating illustrations for their own texts or selecting musical accompaniment for literary works, demonstrated particular effectiveness, contributing to the development of flexibility in thinking and an emotional-value attitude towards language [2; 95]. Thus, the subject of "Native language," enriched with art-pedagogical methods, acts as a powerful tool for forming students' creative abilities, ensuring the holistic development of the speech, cognitive, and creative components of the individual.

Conclusion

Thus, art pedagogy methods play a significant role in developing the creativity of primary school students. Their use contributes to the formation of imagination, originality of thinking, emotional expressiveness, and the ability to express oneself creatively.

The subject "Native Language" has special significance in the development of creativity in primary school students, which, when using art pedagogical methods, becomes a space for creative expression and speech experimentation. The integration of artistic, play, and theatrical forms of work in native language teaching contributes to the development of speech imagery, linguistic imagination, and the ability to create original texts, which confirms the expediency of systematically applying art pedagogy in language education.

The systematic implementation of art pedagogical methods in the educational process of primary school allows for the creation of conditions for the comprehensive development of the child's personality and increasing the effectiveness of learning. The obtained conclusions can be used in the practice of primary education, as well as in the development of methodological recommendations and educational programs aimed at developing the creativity of primary school students.

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