

## **Pedagogical-Psychological Bases of Development of Creative Abilities of Students in Fine Arts Classes**

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**Abstract.** This article is about the theoretical foundations of improving creativity in visual art classes, and provides information about its advantages and pedagogical foundations. The concept of creativity and its importance in the educational process of students are discussed.

**Key words:** Creativity, modern pedagogy, the problem principle, the principle of creative direction, the principles of integrity and consistency, the principle of individualization.

In today's era of increased globalization, every society needs creative people. This is natural. Because the changes taking place in the world every minute require this. In this regard, the attention of scientists of various fields is focused on the problem of opening and developing the creative potential of students in the conditions of the pedagogical process. Therefore, there is a need to develop new paradigmatic bases for the organization of the pedagogical process in modern educational institutions, and this creates an opportunity to turn to a new innovative direction of pedagogy, i.e., creative pedagogy.

Visual art classes in general education schools are considered to be the main means of studying aesthetic education, art and culture, and the history of Uzbek art, and are of great importance in raising students spiritually. In fine art classes, students acquire the basics of scientific knowledge, absorb existence, which has an effective effect on their ideological, mental, moral, aesthetic education, and fine art classes help students develop their creative abilities. is of particular importance in development. As we analyze the development of students' creativity in art classes, we must first understand the essence of the concept of creativity.

Creativity is looking deeper, looking more carefully, correcting mistakes, talking to cats, diving deep, going through walls, burning the sun, building sandcastles, traveling to the future.

Y. Torrens

When translated from English, the concept of creativity is translated as creation, creativity, creation of new, original, more polished material and spiritual wealth. Creativity: striving for creativity, creative approach to life, constant self-critical observation and analysis.

Creativity is a personal quality (virtue) of a person that is manifested in the process of formation as a person based on the means of culture.

Creativity is a personal characteristic of a person, which is related to his self-improvement and development.

American scientist D. Wexler "Creativity is such a type of thought that it is a problem or an issue for a person requires the emergence of several solutions at once, and unlike boring thinking, helps to understand the qualities of uniqueness and uniqueness in the essence of things and events defines. To be a creative person, and in our example, to be a creative student - to have advantages in today's world, for example, to stand out among other students, to be an interesting conversationalist than others, to overcome the difficulties encountered in life in an unusual way means to leave.

The development of creativity in each student is individual. The systematic factor of creativity development is the socialization of education. The first manifestations of creativity are unique to each person. However, various prohibitions and social templates in the environment in which he grows up, is brought up, and receives education lead to the blocking (closure) of creative activity. For the development of creativity in the student, it is necessary to free him from psychological pressure and give a positive impetus.

Creative pedagogy is the science and art of creative education. This is a type of pedagogy that is opposed to such types of pedagogy as coercive pedagogy, cooperative pedagogy, and critical pedagogy. Creative pedagogy encourages students to think creatively and create their future teaches to be. Creative pedagogy is a pedagogy that can be applied to any subject, be it mathematics, physics, languages, or economics. To some extent, it can be said that his methodology is changing the teaching and learning process. Developed creativity is an important component of individual creativity. It is expressed in a person's desire to achieve a cognitive goal, to continue the creative work started, to overcome difficulties in cognitive activities, to plan and sequence mental actions, to search for options and methods to achieve the goal; Also, a person has aesthetic feelings (a sense of joy from cognitive and creative activity, readiness to overcome difficulties in the process of inventions, pride in achieving a cognitive or creative goal, enjoyment of the opportunity to invent something, optimistic activity at the beginning of creative work, expectation of its positive result, failures calmness in the state, etc.) is also formed.

Teaching methods that help to increase the potential of a person, to increase creative activity, and to develop creativity in the pedagogical process it is necessary to use technologies. These technologies are personal helps to develop psychological difficulties that prevent the formation of self-esteem, confidence in one's own abilities and adequate communication with reality.

The priority direction of the teacher's activity in the modern education system. dialogic methods of communication, joint search for solutions and various creative activities. All this is done using interactive teaching methods. In the process of interactive education, students

learn to think critically, solve complex problems based on the analysis of the situation and relevant information, find alternative opinions, make well-thought-out decisions, and participate in discussions. For this, lessons are organized on the basis of pairs and group methods, research projects, role-playing games are used. The results of the analysis of the theoretical and practical foundations of creativity development allow to distinguish the principles of the structural-functional model of the development of students' creativity during pedagogical practice. These principles are as follows

*1. Problem principle.*

Using the problem principle is not new for pedagogical activity. The essence of creativity is problematic, it is a problem is to find a non-standard solution. In pedagogical practice, the development of students according to the principle of problem-solving is manifested in creative problem-based tasks, for example, "Propose a hypothesis and make a plan to test it ...", "Evaluation of the initial result ...", "Learning material present differently..." and so on.

*2. The principle of creative direction.*

This principle includes the development of not only reproductive, but also creative skills. The development of creativity should not have only a purposeful character, that is, the achieved result should be far from the idea that the result will be achieved at the end of the practice. In this case, the student performs tasks quickly and without any results, and in general, all experimental work has a negative effect. self-directed as an opportunity for self-examination, self-awareness and interesting activity, then the quality of the work performed and the indicators of the studied concept are at the level of growth will be

*3. The principle of integrity and consistency.*

This principle requires the integrity, consistency, and completeness of the creativity development program structure. Only in this case it is possible to talk about the expediency of choosing tools and methods to achieve the set goal. Creativity should be considered as a component of the system of qualities accompanying the overall image of the student.

*4. The principle of individualization.*

The main aspect of this principle is to take into account the individual educational work style of each student, the unique trajectory of his personal development and the working characteristics of mental processes. Then the individual result of each participant of the program will be a creative achievement corresponding to the level of formation of creativity as personal characteristics. The main goal of creativity development is to develop mental activity and logical thinking of students. For this, we need to take a step ahead and make demands that are a little higher than the student's ability to think.

Also, the development of creativity helps to solve the following tasks:

1. Teaching students to think in different directions;
2. Teaching how to find solutions to problems in non-standard situations;
3. Development of the uniqueness of mental activity.
4. To teach students to analyze the existing problematic situation from different angles;

5. It is necessary for a more effective life and adaptation in a rapidly changing world development of thinking characteristics.

At the same time, the development of pedagogical creativity serves to implement the principles of humanitarian psychology in the interaction between students. These principles include:

1. Appreciating each student's idea, this implies positive reinforcement of all ideas and answers, using mistakes as an opportunity to look at something familiar in a new way.
2. Creating an environment of mutual trust and psychological safety.
3. Ensuring independence in choosing and making decisions.

A student with creative potential will have the following qualities:

- Creative thinking expands;
- Has good research skills;
- Independently analyzes the possibilities of using scientific achievements and best practices;
- Actively participates in the implementation of creative projects and scientific research.

It is clear from this that art classes can serve as an important factor and basis for the development of students' creativity. Therefore, the pedagogical conditions for the development of creativity depend on the purposefully created creative educational environment in the classroom, and this can be effectively implemented through visual arts classes.

The existence of a sample of the student's creative behavior as an expression of his creative abilities, the personality of the student, his subjective role in creative activity, maintaining a creative environment and creating situations of success can also be successfully organized in visual arts classes.

The most effective development of students' creativity is provided by targeted, all-round pedagogical influence in the conditions of a continuous system of creative education. Creative pedagogy, as a field of fundamental practical pedagogy, should deal with the development of these and other issues. Also, the important tasks before the society are to train potential specialists who think non-standardly, are calm in difficult situations, and have a multi-faceted approach to finding a solution to the problem.

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