

PEDAGOGICAL BASES OF DEVELOPMENT OF CREATIVE ABILITIES OF TEACHERS IN FINE ARTS CLASSES

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Abstract: The role of teachers in visual arts education goes beyond imparting technical skills and knowledge; it includes fostering creativity, fostering artistic expression, and fostering a lifelong passion for the arts. Teachers play an important role in the formation of creative abilities of students as pedagogues in the field of visual arts. However, in order to effectively develop creativity in students, teachers themselves must embody and develop creative abilities. This article explores pedagogical principles aimed at developing teachers' creative abilities in visual arts classes.

Key words: images, graphics, educational environment, teaching methodology, positive thinking, creativity, creative abilities.

One of the main principles of developing creative abilities in teachers is to develop a growth mindset. Teachers need to believe in their own ability to learn, grow and adapt to new challenges. By supporting a growth mindset, teachers are more open to experimentation, risk-taking, and continuous improvement in their teaching practices should be encouraged. Through experimentation, teachers can expand their creative repertoire, discover new ways of expression, and inspire students to embrace a spirit of curiosity and innovation. Creativity thrives at the intersection of disciplines. Art teachers should use interdisciplinary approaches that integrate elements of literature, history, science, and technology into their curriculum. By connecting the arts with other areas of learning, teachers can develop a holistic understanding of creativity and encourage students to think critically and creatively in a variety of areas. Thinking is a powerful tool for personal and professional growth. Teachers should engage in reflective practice to evaluate their teaching methods, evaluate student learning outcomes, and identify areas for improvement.

By reflecting on their learning experiences, educators can refine their pedagogical strategies, adapt to the changing needs of their students, and enhance creative teaching practices. Creative growth thrives in a supportive and collaborative environment. In visual art classes, teachers should cultivate a sense of solidarity among their peers, in which it is necessary to exchange ideas, share ideas, and develop creative communication. By developing a supportive community, teachers can inspire each

other, learn from each other, and improve visual arts education together. Ultimately, teachers can learn creativity in their teaching practice. should include . From lesson planning to classroom activities, teachers need to infuse creativity into all aspects of teaching. By modeling creative thinking, problem solving, and artistic expression, teachers can help their students embrace their creative potential and develop a lifelong love of the arts.

Reflective practice is important in the development of teachers' creative abilities because it allows teachers to critically analyze their teaching methods, experiment with new ideas, and continuously improve their practice. Reflective practice encourages teachers to reflect on their teaching strategies, classroom interactions, and student outcomes. By examining their strengths, weaknesses, and areas for improvement, teachers can identify opportunities to enhance their creativity and adapt their teaching methods to better meet the needs of their students. Reflective practice allows teachers to experiment with new ideas, teaching methods, and interdisciplinary approaches. By reflecting on past experiences and results, teachers can find creative solutions to problems, try innovative teaching methods, and incorporate new technologies or resources into their lessons. Reflective practice develops critical thinking skills by encouraging teachers to analyze the effectiveness of instructional strategies, assess student engagement and learning outcomes, and identify areas for growth.

By reflecting on their practice, teachers can develop creative solutions to complex problems, adapt instruction to the diverse needs of students, and foster a culture of continuous improvement. Reflective practice allows teachers to collaborate with colleagues, seek feedback from mentors, and develop professionally encourages participation in opportunities. By sharing their reflections, insights, and creative ideas with others, teachers can learn from each other, share best practices, and inspire each other to think creatively and innovatively in their teaching practice. Reflective Practice ultimately benefiting students by enhancing the creativity of teachers and improving the quality of education. Creative teachers who engage in reflective practice are supportive and encouraging in designing engaging lessons, differentiating instruction to meet diverse learning needs, and developing students' creativity, critical thinking, and problem-solving skills well equipped to create a stimulating learning environment.

Incorporating interdisciplinary approaches into the curriculum can enhance students' learning experiences by connecting different subject areas and developing a holistic understanding of complex topics. PBL is an interdisciplinary approach that involves students working on projects that require them to apply knowledge and skills from multiple subject areas. For example, a sustainable living project might combine science (environmental impact), mathematics (data analysis), and social studies (policy implications). STEAM (Science, Technology, Engineering, Arts, Mathematics) Education combines art and design with traditional STEM subjects. Teachers can

create interdisciplinary projects that combine scientific inquiry, technological innovation, engineering design, mathematical thinking, and creative expression. Global Studies draws on multiple disciplines such as geography, history, economics, and cultural studies to explore global issues and interconnectedness includes. Teachers can develop interdisciplinary units on topics such as globalization, sustainable development, or human rights that require students to analyze issues from different perspectives. Integrating health and wellness education across disciplines can support students' physical, mental, and emotional well-being. Teachers can include interdisciplinary units in nutrition, fitness, mental health, and social-emotional learning to support the well-rounded development of students. Teaching entrepreneurship and innovation skills across a variety of subjects encourages students to think creatively, solve problems, and develop real-world solutions. Teachers can develop interdisciplinary projects that incorporate business concepts, design thinking, and collaboration to develop entrepreneurial mindsets can create engaging, relevant, and meaningful learning experiences that help students develop critical thinking skills and prepare for success in a diverse and interconnected world.

Conclusion:

In summary, reflective practice can enhance teachers' creativity through self-awareness, encouraging innovation, enhancing critical thinking, fostering collaboration, and ultimately improving student engagement and learning outcomes plays an important role in development. By engaging in reflective practice, educators can continually develop and adapt their teaching practices to meet the ever-changing needs of their students and the educational landscape.

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