

**O'RTA OSIYODA IJTIMOIIY VA GUMANITAR
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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR
CREATING A CREATIVE ENVIRONMENT IN ART EDUCATION.**

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ANNOTATION This article explores the psychological and pedagogical conditions for creating a creative environment in the system of art education. It highlights the importance of developing students' creative potential, artistic thinking, and emotional perception through favorable learning environments. The study emphasizes that the formation of a creative atmosphere in art classes depends on the teacher's professional competence, pedagogical culture, motivation, and the use of interactive and innovative teaching methods. Drawing on the works of S.A. Shovdirov and other modern researchers, the article discusses how a psychologically safe, emotionally supportive, and aesthetically rich environment contributes to the effective development of students' creative abilities and artistic literacy.

KEYWORDS: Art education, creative environment, psychological conditions, pedagogical competence, motivation, artistic thinking, innovative methods, creativity, student development, aesthetic perception.

In the modern educational system, the creation of a creative environment in art education has become one of the most important psychological and pedagogical issues. The effectiveness of teaching fine arts largely depends on the extent to which teachers can create a favorable atmosphere that encourages students' imagination, emotional responsiveness, and independent artistic expression.

A creative environment is a pedagogical space where students feel psychological comfort, intellectual freedom, and aesthetic satisfaction. It motivates them to think independently, take artistic risks, and develop a personal sense of beauty. According to S.A. Shovdirov (2017, 2025), the creative environment in art education should be designed in such a way that it integrates emotional experience, cognitive activity, and practical artistic performance.

The role of the teacher in establishing such an environment is crucial. The art educator should act not only as an instructor but also as a mentor and creative partner who stimulates the learners' aesthetic perception and creative initiative. Using interactive and innovative teaching methods such as project-based learning, brainstorming, and visual analysis, the teacher can transform traditional lessons into engaging creative experiences.

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Therefore, the psychological and pedagogical conditions for creating a creative environment in art education require a comprehensive approach that combines motivation, emotional support, freedom of expression, and the development of artistic competencies. This article examines these conditions and their impact on the holistic development of students' creative personalities in art schools.

Creating a creative environment in art education is one of the fundamental tasks of modern pedagogy. It is not limited to providing technical knowledge and practical skills in drawing, painting, or design but involves fostering the students' inner creativity, aesthetic perception, and emotional intelligence. The psychological and pedagogical conditions for this process include a well-organized educational atmosphere, the teacher's professional competence, the use of interactive and innovative teaching methods, and the development of students' motivation and self-expression.

A creative environment in art education serves as a bridge between cognitive activity and emotional experience. It provides learners with opportunities to explore, imagine, and create. According to S.A. Shovdirov (2017, 2025), the teacher's task is to establish a learning context where students can not only master artistic techniques but also express personal ideas through creative work. In such an environment, art becomes a means of self-discovery, reflection, and communication.

One of the key psychological conditions for a creative learning environment is ensuring emotional safety. Students should feel free from fear of making mistakes or being judged. The teacher must cultivate a supportive and respectful atmosphere that encourages experimentation and risk-taking. When learners are emotionally comfortable, their cognitive and creative processes become more active, enabling them to generate original ideas and artistic solutions.

Another important factor is **motivation**. Motivation in art education can be intrinsic or extrinsic. Intrinsic motivation arises from students' natural interest in creativity and the joy of artistic expression, while extrinsic motivation can be supported by encouragement, recognition, and public exhibitions of their work. Teachers should balance both types of motivation to maintain continuous creative engagement. As noted by Shovdirov and Ibraimov (2023), properly structured motivation enhances not only creative productivity but also emotional satisfaction and confidence in one's artistic abilities.

Pedagogical competence is also a decisive condition for fostering a creative environment. An art teacher must possess not only professional skills in drawing, composition, and color theory but also methodological knowledge and pedagogical tact. The teacher's ability to inspire, to guide without imposing, and to evaluate constructively is essential. The process of creating art is highly personal; thus, the

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teacher should recognize individual differences in perception, imagination, and creative expression.

In this regard, innovative and interactive teaching methods play a central role. Methods such as “brainstorming,” “cluster mapping,” “case studies,” “role play,” and “project-based learning” are effective tools for engaging students in the learning process. They transform passive learning into active exploration. For example, during a brainstorming session on “Color and Emotion,” students can collectively analyze how different colors affect mood and meaning in visual art. Similarly, project-based learning encourages them to design and present their own artistic concepts, which fosters autonomy and collaborative creativity.

The integration of **digital technologies** has further expanded the possibilities of creative education. Using digital drawing tablets, design software, and online art platforms, students can explore modern visual techniques and participate in global art communities. Shovdirov (2024) emphasizes that digital tools not only enhance artistic skills but also develop analytical thinking and media literacy—skills essential for the modern creative professional.

From a psychological perspective, the development of creativity is linked with self-expression and emotional regulation. Through artistic activities, students learn to convey emotions, resolve inner conflicts, and reflect their worldview. The teacher’s role is to guide this process with sensitivity and understanding, helping students to channel their emotions into artistic form. This aligns with Vygotsky’s theory of creativity, which views imagination as a higher mental function developed through social interaction and cultural experience.

Furthermore, the **aesthetic dimension** of the creative environment should not be underestimated. The physical space of the classroom—its lighting, colors, artworks, and visual materials—should stimulate inspiration and artistic curiosity. A visually rich and orderly environment has a positive effect on students’ emotional state and cognitive engagement. When the learning space itself embodies beauty and harmony, it naturally promotes aesthetic education.

The teacher’s **personality and pedagogical culture** are also integral to the creation of a creative environment. A teacher who demonstrates enthusiasm, empathy, and creativity becomes a role model for students. According to Shovdirov (2018), the emotional connection between teacher and students forms the foundation of successful art education. It transforms the traditional teacher-centered approach into a dynamic, interactive, and humanistic process.

An important pedagogical condition is the inclusion of **collaborative learning**. In group art projects, students exchange ideas, provide feedback, and learn from one another. This social interaction enhances creative thinking and communication skills.

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It also reflects the real-world nature of artistic collaboration found in design studios, galleries, and creative industries.

Assessment in a creative environment should also differ from traditional grading systems. Instead of focusing solely on technical precision, evaluation should consider originality, effort, and personal expression. Constructive feedback helps students understand their progress and motivates them to continue exploring. Such an approach aligns with the principles of formative assessment and supports lifelong creative development.

Another psychological condition is the **teacher's belief in each student's creative potential**. Every learner, regardless of ability level, possesses some form of creativity that can be developed through encouragement and proper guidance. The teacher's faith in the student's abilities often becomes the key factor that unlocks creative confidence. As research by Baymetov and Shovdirov (2023) indicates, the teacher's positive expectations significantly influence students' motivation and artistic growth.

Moreover, the creative environment must reflect cultural and national identity. Incorporating elements of traditional and folk art into the curriculum not only preserves cultural heritage but also enriches students' understanding of beauty, symbolism, and craftsmanship. When students see their own culture represented in the learning process, their sense of belonging and pride strengthens, which further enhances motivation and creativity.

In conclusion, the creation of a creative environment in art education requires a complex interplay of psychological and pedagogical conditions. These include emotional safety, motivation, professional competence of teachers, innovative teaching strategies, supportive physical space, and a humanistic approach to learning. A truly creative classroom is one where students feel inspired, confident, and free to explore their artistic ideas.

When these conditions are met, art education transcends the limits of mere technical training—it becomes a process of personal growth, aesthetic refinement, and emotional enrichment. Teachers in art schools, therefore, must continuously develop their pedagogical skills, embrace innovation, and nurture the creative spirit of each learner. Only then can art education fulfill its true mission: shaping individuals who not only appreciate beauty but also contribute to its creation in the world around them.

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