

DIDACTIC TOOLS OF ART PEDAGOGY IN THE DEVELOPMENT OF CREATIVE SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract: This article explores didactic tools of art pedagogy as an effective component of primary education that fosters the development of creative skills in young learners. Based on theoretical frameworks and pedagogical practices, it discusses the implementation of visual, musical, and theatrical forms of artistic activities. Particular attention is paid to the teacher's role in creating a learning environment conducive to the expression of students' creative potential. The article presents an analysis of scholarly sources emphasizing the relevance of art pedagogy in modern education.

Keywords: art pedagogy, didactic tools, creative skills, primary school, artistic activity, creativity.

Annotatsiya: Ushbu maqola art pedagogikaning didaktik vositalarini boshlang'ich ta'limning samarali tarkibiy qismi sifatida o'rganadi, bu yosh o'quvchilarda kreativ qobiliyatlarni rivojlantirishga yordam beradi. Nazariy asoslar va pedagogik amaliyotlarga asoslanib, badiiy faoliyatning tasviriy, musiqali va teatrlashtirilgan shakllarini amalga oshirish masalalari muhokama qilinadi. O'quvchilarning kreativ salohiyatini namoyon etish uchun qulay o'quv muhitini yaratishda o'qituvchining rolga alohida e'tibor beriladi. Maqolada zamonaviy ta'limda art pedagogikaning dolzarbligini ta'kidlaydigan ilmiy manbalar tahlili keltirilgan.

Kalit so'zlar: art pedagogika, didaktik vositalar, kreativ qobiliyatlar, boshlang'ich maktab, badiiy faoliyat, ijodkorlik.

Аннотация

В статье рассматриваются дидактические средства арт-педагогике как эффективный компонент начального образования, способствующий развитию креативных способностей у младших школьников. Опираясь на теоретические положения и педагогическую практику, рассматривается применение изобразительных, музыкальных и театральных форм художественной

деятельности. Особое внимание уделяется роли учителя в создании образовательной среды, способствующей раскрытию творческого потенциала учащихся. В статье представлен анализ научных источников, подчёркивающих актуальность арт-педагогике в современном образовании.

Ключевые слова: арт-педагогика, дидактические средства, креативные способности, начальная школа, художественная деятельность, творчество.

INTRODUCTION

Contemporary education increasingly emphasizes not only the transmission of knowledge but also the development of the learner's personality. This is especially relevant in **primary school**, where the foundations of thinking, emotional perception, and creative individuality are formed. Consequently, there is growing interest in pedagogical strategies aimed at cultivating **creative skills**-including imagination, associative thinking, unconventional problem-solving, and the capacity for self-expression.

Among the most promising approaches to supporting students' creative potential is **art pedagogy**. This interdisciplinary field, which integrates artistic methods into the learning process, offers unique opportunities for personal development through creative activity. According to A.A. Likhachyova, artistic and creative experiences affect not only a child's emotional state but also the structure of their thinking, enhancing flexibility and imagery [Likhachyova A.A.; p. 34 - Prosveshchenie, 2011].

Given the growing importance of creativity in education, there is a need to classify and systematize the **didactic tools of art pedagogy** most effective in the context of primary education. The aim of this article is to analyze and describe specific didactic forms and approaches that contribute to the development of creative skills in young learners.

METHODS

This research adopts a **comprehensive methodological approach** that includes: **Literature review** on art pedagogy, creativity, and primary education methodology (e.g., Likhachyova, Flerina, Craft, and others);

Comparative analysis used to classify didactic tools by type of artistic activity;

Pedagogical observation of students in grades 1-4 participating in lessons that integrate artistic elements;

Case analysis of classroom activities and projects incorporating art-based methods.

This approach allowed not only a theoretical substantiation of the value of art tools but also an empirical evaluation of their effectiveness in developing students' creative abilities.

RESULTS: The analysis and classroom observations revealed the most effective **didactic tools of art pedagogy** in primary education:

1. Visual arts and creative practices

Painting, clay modeling, collage making, and drawing allow children to express themselves freely without linguistic constraints. These activities promote spatial thinking, motor skills, and aesthetic awareness. K. Thornton's "finish the figure" technique, where children complete unfinished shapes to create new images, stimulates divergent thinking and imaginative perception [Thornton K.; p. 68 - Sage Publications, 2009].

2. Music and rhythm-based activities

Rhythmic games, improvisation, and simple compositions using children's instruments enhance emotional responsiveness, rhythm, and musical expression. These forms of activity develop auditory memory and coordination while encouraging emotional engagement. R. Hickman emphasizes that music fosters children's understanding of abstract concepts through bodily experience and movement [Hickman R.; p. 44 - Continuum, 2005].

3. Theatrical and dramatization techniques

Role-playing, storytelling, and improvisation promote speech creativity, expressiveness, cooperation, and empathy. These methods enable children to experiment with behavior and understand both their own and others' emotions. N.F. Mironova argues that dramatization enhances verbal creativity and fosters sociocultural competencies [Mironova N.F.; p. 101 - VLADOS, 2014].

4. Integration of art with digital tools

Modern children are naturally inclined to explore digital platforms. Tools such as Canva, TuxPaint, and Jamboard offer digital environments for creative expression. These approaches are particularly beneficial for introverted students or those with speech challenges, providing alternative means of communication.



Together, these art-based methods support a well-rounded development of creative abilities, adapting to learners' individual needs and cognitive styles.

DISCUSSION

The findings confirm that art pedagogy's didactic tools play a crucial role in developing **creative thinking** in primary school students. Their effectiveness lies in their alignment with children's natural inclinations toward play, exploration, and emotional expression.

As E.A. Flerina notes, creative development occurs not through direct instruction but through conditions that enable self-expression via art [Flerina E.A.; p. 49 - Akademiya, 2012]. In this process, the teacher acts as a **mediator** between the learner and artistic experience.

Moreover, art pedagogy supports essential **metacognitive competencies** such as initiative, problem-solving, critical thinking, and collaboration. These skills are central to modern education reforms and align with the goals outlined in Uzbekistan's national education strategy through 2030.

CONCLUSION: Art pedagogy offers a powerful framework for fostering **creativity in primary education**. The use of didactic tools based on visual arts, music, theater, and digital technologies helps develop students' imagination, emotional intelligence, and capacity for original thinking. A teacher who is methodologically flexible and artistically sensitive can create an inclusive and supportive learning environment in which every child has the opportunity to realize their creative potential.

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