

THE IMPORTANCE OF TEACHING FINE ARTS IN SECONDARY SCHOOLS: DEVELOPING CREATIVE AND CRITICAL THINKING

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Abstract: *This article analyzes the socio-pedagogical significance of teaching fine arts in general secondary schools, in particular, its role in developing students' creative and critical thinking skills. The article shows effective pedagogical methods for developing a culture of reflection and individual creativity through fine arts education. At the same time, it is emphasized that examples from practice and the proposed approaches can serve to improve the quality of school education.*

Keywords: *fine arts, general secondary education, creative thinking, critical thinking, pedagogical approach, innovative education, visual culture, aesthetic education, quality of education, personal development.*

INTRODUCTION

Today, the reforms in the field of education being carried out in the conditions of New Uzbekistan are not limited only to providing knowledge, but also include the all-round development of the student as a person, the formation of the ability to think creatively and critically. The role of fine arts in the effective conduct of these processes is of particular importance. Because fine arts are an important tool that shapes human consciousness and thinking, emotional world, and aesthetic taste.

Through fine arts, students not only have the opportunity to participate in artistic activities, but also broaden their worldview, improve their independent thinking and problem-solving approaches. The main purpose of this article is to analyze on a scientific basis how creative and critical thinking can be developed through fine arts education, to review existing pedagogical experiences in this area, and to provide suggestions and recommendations for practice.

The relevance and scientific basis of the topic of our article is that in the modern education system, preparing students for a rapidly changing life, developing in them independent decision-making, innovative thinking, social responsibility, and a culture of communication has become one of the urgent tasks. Especially in today's increasingly competitive and rapidly changing world, the training of individuals with creative and critical thinking skills is a priority in education policy.

Studying the fine arts develops such abilities as figurative thinking, visual perception, and aesthetic perception in the minds of young people. This creates the basis for the

emergence of a creative approach and critical thinking. Scientific sources (Vygotsky, Dewey, Gardner, etc.) provide extensive analyses of the role of art education in personal development, and this is evidenced by the views on the formation of emotional intelligence and complex thinking in a person through fine arts.

Therefore, through effective teaching of fine arts in general secondary schools, not only artistic skills can be formed, but also broad intellectual abilities. This also has a positive effect on the overall effectiveness of education.

We can state the following about the study of the topic.

Fine arts education and its role in personal development have been studied by many pedagogical and psychological scientists. In particular, L.S. Vygotsky emphasized the role of cultural means, in particular art, in the development of human consciousness. In his opinion, the process of artistic creativity forms the child's ability to re-express his inner world and external reality.

John Dewey, in his work "Art as Experience", interpreted art not only as an aesthetic or visual impression, but also as a means of knowledge based on experience. He emphasized that through art, students can develop the ability to actively think in the educational process.

Howard Gardner, in his "Theory of Multiple Intelligences", noted artistic intelligence - a special type of visual-spatial thinking. According to him, through fine arts education, not only skills are developed, but also the ability to see alternative solutions to problematic situations.

A number of works have also been carried out on this topic among Uzbek researchers. For example, Doctor of Pedagogical Sciences S. Safarov has deeply studied the influence of fine arts on creative activity, its educational and educational functions. In the works of Sh. Bobojonov and G. Muhammedova, the formation of visual culture and its influence on critical thinking were scientifically analyzed.

Also, international studies conducted by UNESCO and OECD have highlighted the importance of forming 21st century skills (critical thinking, creativity, collaboration) through art education.

At this point, we continue with our thoughts on the role of fine arts in general secondary education.

Fine arts are an integral part of the general secondary education system, which serves to develop the aesthetic taste, emotional intelligence and figurative thinking of students. Through this subject, students visually perceive the environment, acquire sensitivity to color, shape and composition. In addition, it would not be wrong to say that fine arts are becoming the central point of interactive and integrative approaches in school education.

It is also worth mentioning the role of fine arts in the development of creative thinking.

Creative thinking is the ability to create new ideas, take an unconventional approach to a problem and freely express one's thoughts through visual means. When students are given the opportunity to create independently in visual arts classes, they have the opportunity to freely express their worldview, emotional state, and fantasy. This process strengthens the student's ability to develop active inspiration, emotional sensitivity, and aesthetic perception.

For example, through drawings on the theme of "Fantastic Nature Landscape", students visualize the landscape in their minds, which requires a new imagination and creative approach.

Regarding its importance in the formation of critical thinking, the following can be repeated.

Critical thinking is the ability to analyze information, ask questions, evaluate, and draw conclusions. During visual arts classes, students are tasked not only with creating, but also with analyzing various works, compositions, and styles. They ask questions such as "Why is this picture made like this?", "What does the author mean?", "What effect does this work have?" develop the ability to reason, argue, and express opinions by searching for answers to such questions as:

For example, one of the schoolchildren analyzes Van Gogh's "Starry Night" and expresses his opinion about the inner mood, color harmony, and what he wants to convey through the composition, which indicates the development of critical thinking.

Therefore, it is important to use interactive methods for effective teaching of fine arts in general secondary schools. They can be:

The "Observation and Analysis" method - viewing the work, understanding its content, and expressing an opinion;

"Creative tasks" - drawing or creating a visual composition based on a scenario;

"Using multimedia tools" - organizing lessons in an interesting and innovative way through modern animation and digital art;

"Working in a group" - drawing together, exchanging ideas.

These methods not only form fine arts skills, but also develop a culture of communication, understanding, support and debate among students.

In conclusion, it can be said that effective teaching of fine arts in general secondary schools is not only an aesthetic education, but also an important factor in the development of creative and critical thinking. Activities that combine visual expression, reflection and analysis in the educational process form the student's independent thinking, emotional awareness and social position.

The results of the study show that by teaching fine arts based on interactive, integrative and innovative methods, the student develops a new way of thinking, aesthetic culture and a high level of social awareness. At the same time, critical thinking forms the potential for an analytical and reasoned approach to various problems.

The analysis and practical recommendations presented in the article play an important role in improving the quality and productivity of visual arts teaching in school practice, enriching the content of education, and comprehensively developing the student's personality.

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