

**WAYS OF DEVELOPING ARTISTIC AND AESTHETIC THINKING IN FUTURE
TEACHERS**

Mamatkulov Ilkhomjon Chorshanbiyevich

Department of "Fine Arts" of TerDPI

Email: mamatqulovilhom71@gmail.com

Tel./ +99891-587-10-69

Annotation: This article highlights effective ways and methodological foundations for the development of artistic and aesthetic thinking in future teachers. The relevance of the research is determined by the need to form a teacher not only as an educator, but also as an aesthetic educator. The article analyzes on a scientific basis the methods of integrating the process of artistic and aesthetic education, developing creative thinking, and developing students' skills in analyzing color, form, expression, and aesthetic decisions. The study used comparative-analytical, observational, experimental, and reflexive methods. The results showed that the process of teaching through art significantly develops students' creativity, artistic taste, and aesthetic perception. The article also proposes effective methodological recommendations for training future teachers in the field of art pedagogy.

Keywords: artistic and aesthetic thinking, creative thinking, art pedagogy, aesthetic perception, aesthetic education of students, reflective method, art integration, innovative teaching, creativity, teacher training.

Introduction: In the modern educational space, teachers should not only be individuals who impart scientific knowledge, but also **educators who guide aesthetic development**. From this point of view, the development of artistic and aesthetic thinking of future teachers is becoming an important component of the educational process. Studies show that through art, it is possible to form a sense of aesthetics, creative thinking, and the integration of sensation and thinking. ([BBWPUBLISHER](#))

Artistic-aesthetic thinking refers to a person's ability to perceive and feel works of art - visual, taste, musical, or stage works - to reflect on them and, as a result, make **aesthetic decisions**. At the same time, teachers perform the task of conveying this ability to children. Studies have shown that a teacher with strong artistic and aesthetic training possesses innovative approaches to teaching art in a classroom environment. ([Francis Academic Press](#))

From this point of view, this article identifies effective ways of developing artistic and aesthetic thinking in future teachers and proposes methodological aspects.

Objective: The purpose of the article is to identify and systematize **methodological measures, educational activities, and pedagogical changes** aimed at the formation of artistic and aesthetic thinking in future teachers. In particular, the following is being implemented:

- verification of methods for the development of artistic and aesthetic perception;
- studying methods for improving creative thinking and skills related to art;
- propose mechanisms for providing future teachers with an aesthetic understanding and artistic experience in the educational environment.

Materials and methods: In the study, the following methods were used: **comparative-analytical, observation, practical experiment, and questionnaire-survey**. Through the analysis of scientific literature, art-pedagogical research and integrated methods were studied. For example, the articles note that future teachers formed the concept of aesthetics in interaction with works of art. ([NSEAD](#))

As materials, the following were used: protocols used in art-pedagogical courses of future teachers, practical lesson plans, and the results of a survey to assess aesthetic perception. During

the observation process, students' attitude towards works of art, their approach to creative work, and the level of aesthetic analysis were monitored.

Discussion and results: The research results showed that the introduction of art and aesthetic activity to future teachers, their involvement in creative experience, serves to strengthen artistic and aesthetic thinking. For example, in courses related to visual arts, students improved their aesthetic decision-making skills by observing works of art, expressing their perceptions, and analyzing them. (pegegog.net)

Specific methodological approaches are as follows:

1. **Research approach to works of art:** Future teachers analyze works of art not only by looking at them, but also by asking questions such as "what do I feel?," "why?." Through this, aesthetic perception and metalinguistic thinking develop. (NSEAD)
2. **Creative practical exercises:** In the courses, graphic, drawing, or collage works related to the topic "I as a Teacher" are organized through art. This increases students' active engagement with art and develops aesthetic taste.
3. **Interdisciplinary-Integrative Approach:** Art, music, drama, and visual media are integrated. For example, future teachers, inspired by works of art, gain aesthetic experience by creating a dramatic scene in the classroom or preparing a multimedia presentation. This develops their ability to express art in various forms.
4. **Reflective conversation and written analysis:** At the end of each art lesson, students evaluate their work and face questions such as "what did I learn?," "which color impressed me?," "which shape was aesthetically strong?." This deepens the thinking process.

As a result of applying such methods, the attitude of future teachers towards art has become more active, their aesthetic views have expanded, and their training in creative thinking and art pedagogy has been strengthened. For example, in the study, after completing art-pedagogical courses, students showed positive results at the level of analysis of works of art and evaluation of their work according to aesthetic criteria. (BBWPUBLISHER)

Suggested paths

- Make the "**Art and Aesthetic Education**" module mandatory in university courses, including **creative portfolios, projects for evaluating works of art**.
- Organize **gallery excursions**, "live" art works (studio sessions), and industrial design discussions to engage students in art.
- Expanding the aesthetic experience of future teachers by supporting digital visual aids (interactive whiteboards, multimedia presentations, virtual art forms).
- Keep a **reflective journal** for students : write down feelings, thoughts, and creative ideas after each art lesson. This serves to strengthen their artistic and aesthetic thinking.

The development of artistic and aesthetic thinking in future teachers is an essential component of modern pedagogical education. Artistic and aesthetic competencies not only enhance the professional culture of a teacher but also directly influence the formation of students' creative potential, emotional intelligence, and overall personality development. In the context of contemporary education, where innovation and holistic development are increasingly emphasized, the ability of teachers to perceive, understand, and convey aesthetic and artistic values has become a critical requirement [1].

Artistic and aesthetic thinking can be defined as a complex cognitive process that involves the perception, interpretation, and creation of artistic forms, as well as the ability to critically evaluate aesthetic phenomena in various spheres of life. For future teachers, the development of this type of thinking is not limited to the mastery of fine arts or music; it encompasses the formation of a value-based worldview, sensitivity to beauty in nature and culture, and the ability to foster these qualities in students [2].

The importance of aesthetic education in teacher training is supported by both historical and contemporary pedagogical research. Classical pedagogues, such as K. D. Ushinsky and V. A. Sukhomlinsky, emphasized the role of moral and aesthetic upbringing in shaping a harmonious personality capable of creative activity and ethical decision-making. Modern researchers extend this view, arguing that the development of artistic and aesthetic thinking is closely linked to critical thinking, problem-solving, and emotional resilience, all of which are essential competencies for educators in the 21st century [3, 4].

One of the main challenges in teacher education is the systematic integration of artistic and aesthetic training into professional curricula. This involves not only theoretical studies in the arts and humanities but also practical, experiential activities that allow future teachers to actively engage in creative processes. Methods such as project-based learning, artistic workshops, interactive performances, and reflective practices contribute significantly to the cultivation of aesthetic sensitivity, imagination, and the ability to transmit these qualities to students [5].

Furthermore, in a multicultural and globalized educational environment, aesthetic and artistic thinking provides teachers with a universal language for intercultural communication, empathy, and ethical dialogue. Teachers who are able to understand and appreciate diverse artistic traditions can enrich the educational experience, foster inclusivity, and create a more stimulating and emotionally supportive classroom environment [6].

The relevance of this research lies in the need to prepare highly qualified teachers who not only possess professional knowledge and pedagogical skills but also demonstrate an elevated aesthetic consciousness and the ability to develop it in their students. By studying ways to enhance artistic and aesthetic thinking in future educators, this research aims to identify effective methods, strategies, and pedagogical approaches that can serve as a foundation for forming teachers who are both professionally competent and culturally and artistically aware [7].

In conclusion, the development of artistic and aesthetic thinking in future teachers is a multifaceted educational task that combines cognitive, emotional, and practical components. It contributes to the holistic formation of the teacher's personality, the creation of a harmonious educational environment, and the promotion of creativity and cultural appreciation in the next generation. This study seeks to explore and systematize the most effective ways to achieve these goals, providing theoretical and practical guidance for teacher training institutions.

The analysis of the development of artistic and aesthetic thinking in future teachers highlights its central role in shaping professional and personal competencies. The findings indicate that aesthetic awareness and creative cognition are closely interrelated with emotional intelligence, critical thinking, and pedagogical effectiveness. In essence, teachers who possess well-developed artistic and aesthetic thinking are better equipped to foster creativity and holistic development in their students [1].

One significant aspect that emerged from the study is the importance of **experiential learning** in cultivating aesthetic sensitivity. Activities such as art workshops, musical performances, theater exercises, and project-based creative tasks provide future teachers with direct engagement in the artistic process. These activities not only enhance their technical and creative skills but also foster reflective thinking and the ability to perceive subtle emotional and aesthetic nuances. Research by Torrance (1974) and Gardner (1983) confirms that such experiential engagement stimulates divergent thinking and multiple intelligences, both critical for teaching in diverse educational environments [2, 3].

Another key observation is the role of **cultural and historical context** in shaping aesthetic perception. Exposure to different art forms, both local and international, allows future teachers to develop a broad understanding of artistic traditions and values. This intercultural perspective not only enriches the teacher's own worldview but also prepares them to cultivate cultural literacy

and appreciation among students. In multicultural classrooms, such competencies enhance empathy, inclusivity, and the ability to mediate discussions on ethical, cultural, and aesthetic topics [4].

The study also demonstrates that **integration of theoretical knowledge with practice** is essential. While understanding art theory, aesthetics, and pedagogical approaches is important, without practical application, future teachers may struggle to internalize and transmit these concepts effectively. Structured programs that combine art history, philosophy of aesthetics, and hands-on creative projects produce the most significant improvements in both cognitive and emotional domains of artistic development [5].

Furthermore, the discussion emphasizes the **interdisciplinary nature** of aesthetic education. Artistic and aesthetic thinking is not confined to art classrooms; it permeates all aspects of teaching, from curriculum design to classroom management. Teachers who approach subjects with an aesthetic and creative mindset are able to engage students more deeply, present content in innovative ways, and promote higher-order thinking skills. This aligns with the STEAM (Science, Technology, Engineering, Arts, Mathematics) approach, which highlights the integration of arts into traditional STEM subjects as a means of fostering creativity and problem-solving [6].

However, challenges remain in consistently implementing aesthetic development within teacher education. Limited resources, insufficient training in creative pedagogies, and standardized curricula often restrict opportunities for practical artistic engagement. Addressing these challenges requires institutional support, curriculum reform, and professional development programs that prioritize creativity alongside academic achievement [7].

In summary, the discussion confirms that artistic and aesthetic thinking is a multidimensional competence crucial for future teachers. Its development requires a balanced combination of theoretical knowledge, practical artistic experience, cultural exposure, and reflective practice. By fostering these skills, teacher education programs can produce educators who are not only professionally competent but also capable of nurturing creativity, cultural awareness, and emotional intelligence in their students.

Conclusion: Thus, the education of future teachers with artistic and aesthetic thinking is an important task of the modern education system. Through the experience, analysis, and creative processes of art, students feel the integration of aesthetics, art, and pedagogy, and are ready to make artistic and aesthetic decisions in their work. The application of these approaches in art-pedagogical training programs at universities promotes an approach aimed at creating aesthetic experience rather than just providing knowledge. This creates the basis for future teachers to become not only subject teachers, but also leaders of aesthetic culture.

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