

**SCIENTIFIC AND THEORETICAL ANALYSIS OF DEVELOPING STUDENTS'
CREATIVE COMPETENCIES BASED ON ART TECHNOLOGIES**

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Abstract: This article analyzes the scientific and theoretical foundations of developing students' creative competencies based on art technologies in the higher education process. The study reveals the pedagogical essence of the concept of creative competence, its structural components, and its role in the context of modern educational requirements. In addition, the didactic potential of art technologies in the educational process and their importance in shaping students' creative thinking, independent reasoning, and innovative approaches are highlighted based on scientific sources. The article theoretically substantiates the integrative characteristics of art-based pedagogical technologies in the development of creative competencies and justifies the necessity of their implementation in higher education practice from a scientific perspective. The research results serve to increase the effectiveness of applying art technologies when working with students in pedagogical specialties.

Keywords: art technologies, creative competence, creative thinking, innovative approach, higher education, pedagogical technologies, student personality.

Art pedagogy as a basis for increasing students' creativity is becoming one of the necessary conditions for adapting the pedagogical process to modern educational standards and assessing students' creative character. Education is now considered not only as a means of providing knowledge but also as a tool for developing the creative potential of the individual and forming the ability to make independent and innovative decisions in problem situations. The main characteristic of 21st-century specialists is creative competence, that is, the ability to generate new ideas, solve problems using various approaches, and think creatively. Therefore, the issue of developing students' creative competence in higher education institutions is considered a topical issue from the perspective of modern pedagogy and state policy.

The Law of the Republic of Uzbekistan "On Education" (September 23, 2020) defines the development of an individual's creative and innovative potential in the educational process as a priority task of education. Article 7 of the Law identifies the formation of creative thinking and the development of knowledge, skills, and competencies at the level of modern requirements as the main goals of education. In addition, special attention is paid to increasing students' creative competence in higher education through the application of innovative pedagogical technologies.

The Decree of the President of the Republic of Uzbekistan No. PF-6106 (November 6, 2020), which approved the "Concept for the Development of Education and Science in the Republic of Uzbekistan," defines the following tasks for the higher education system:

1. Development of students' creative thinking and formation of innovative approaches;
2. Wide implementation of modern pedagogical technologies in the educational process;
3. Development of individual abilities, creative potential, and the ability to make independent decisions in problem situations;
4. Renewal and improvement of pedagogical methodologies in higher education institutions.

The "New Uzbekistan Development Strategy" for 2022–2026 also identifies teaching young people creative thinking and training them as competitive and innovative specialists as a priority task. As emphasized in the strategy, specialists who meet the demands of the 21st century should

not be limited to possessing knowledge alone but should also have creative thinking, initiative, and the ability to solve problems in new ways.

Scientific research shows that creative competence is the ability of an individual to solve problems in different ways based on knowledge, skills, experience, and personal motivation. In this regard, scholars such as J. Guilford, E. Torrance, K. Robinson, and R. Sternberg define creativity as an activity carried out through the development of innovative thinking and creative approaches. From this perspective, developing creative competence in the educational process is not merely an additional goal but a key professional characteristic of a specialist.

Art-pedagogical technologies are recognized as effective tools in this process. Through art pedagogy, the emotional, aesthetic, imaginative, and creative potential of the individual is activated, which enhances creative thinking and the ability to solve problems through diverse approaches. In this regard, scholars such as L. S. Vygotsky, D. B. Elkonin, V. A. Slavenin, and I. Ya. Lerner have provided scientifically grounded conclusions on the pedagogical significance of creative activity and artistic means in personality development. At the same time, pedagogical practice shows that art-pedagogical technologies make it possible to systematically form students' creative competence.

Art pedagogy is considered a scientific and practical field that studies the development of a person's creative, aesthetic, and intellectual potential through the synthesis of knowledge in art and pedagogy.

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The development of students' creative competencies is one of the most urgent tasks of modern education. These competencies consist of creative thinking, searching for innovative solutions, independent reasoning, and the ability to solve problem situations, and they play an important role in preparing students for professional activities in the higher education process.

In forming creative competencies, the pedagogical approach as a theoretical basis includes the following elements: first of all, the essence of the concept of "competence," which is understood as a system that integrates knowledge, skills, values, and the individual's creative potential.

In modern education, art technologies (art-based pedagogical approaches, multimedia, elements of creative practice, aesthetic activity technologies) serve as important tools in developing creative competence among students. These technologies support students' creative thinking, orient them toward finding innovative solutions, and enrich the pedagogical process interactively and aesthetically.

Theoretical studies show that the formation of creative competencies among students does not occur spontaneously; this process must be purposefully implemented through special pedagogical conditions, technological tools, and methodological approaches. For example, the concept of creative pedagogy is a comprehensive approach aimed at developing students' exploratory abilities through creative approaches, problem-based tasks, innovative technologies, and artistic means.

Nevertheless, at present, the opportunities of art-pedagogical technologies to purposefully and methodically develop students' creative competence are not sufficiently implemented in higher education institutions of Uzbekistan. Many studies focus mainly on the educational or aesthetic aspects of art-pedagogical activity, while its methodological model, pedagogical conditions, and effective technological tools have not been sufficiently developed.

Therefore, the topic "Methodology for Improving Students' Creative Competence Based on Art-Pedagogical Technologies" is not only a topical scientific issue in pedagogy but is also

directly connected with the priority directions of state educational policy. This research will have scientific and practical significance in developing students' creative potential, introducing innovative pedagogical approaches, and systematically forming creative competence in modern higher education.

In addition, the research results can be used as a practical guide in improving pedagogical processes in higher education institutions based on modern standards, enhancing teachers' methodological capacity, and developing students' creativity. At the same time, the scientific results will contribute to aligning Uzbekistan's education system with international standards and effectively organizing the training of innovative and creative personnel.

Therefore, the topic of this research is highly relevant in terms of scientific novelty, practical significance, and its connection with state policy.

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