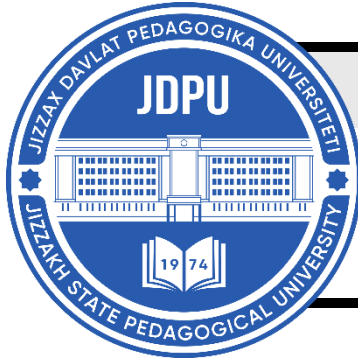


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METHODS, FORMS, TOOLS, AND TECHNOLOGIES FOR ENGAGING STUDENTS WITH ARTISTIC VALUES

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ABOUT ARTICLE

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Abstract: The article discusses the role of artistic expression in shaping the worldview of students (through studying concepts such as “art” and “artistic values of visual arts”). It emphasizes the need for a scientifically grounded system, its structure, and a content-based phased approach, while reflecting on methods for achieving these objectives.

Artistic values are deeply intertwined with human spiritual needs and, through their content and functions, positively influence people's emotions, consciousness, and will, contributing to their spiritual development. These values represent a collection of works of art that have a profound impact on individuals.

Artistic value is defined by the emotional, psychological, and ideological content of a work, expressed through its system of images, meanings, and the interpretations created. This composition is materialized by what the author refers to as a “carrier structure” (constructed in accordance with the laws of this type of art). Consequently, the qualities resulting from the artistic processing of this material are equally valuable. These qualities—such as the organic unity of form and content, compositional harmony, completeness, expressiveness, artistic authenticity, and linguistic clarity—hold aesthetic significance as evidence of achieved perfection, the manifestation of talent, and mastery.

In the context of educational processes, the methods, techniques, forms, tools, and technologies used to teach artistic values to future educators play a vital role.

Key Concepts Related to Teaching Methods

1. **Method:** Derived from the Greek word “*methodos*” (meaning way or approach), a method refers to a systematic approach or means of exploring natural and social phenomena. In pedagogy, a teaching method is defined as a regular practice employed by educators to engage students in developing intellectual abilities, fostering curiosity, acquiring knowledge, and applying skills effectively. It is a structured system of techniques that facilitates mutual activity between educators and learners to achieve specific educational goals.

2. **Methodology:** This term encompasses a system of methods, approaches, and techniques designed to achieve a particular purpose. In pedagogy, it includes the study and application of teaching methods specific to a discipline, such as language teaching methodology or arithmetic methodology.

3. **Technique:** Techniques involve specific procedures or processes for studying or implementing a phenomenon or activity. They are integral to ensuring that educational goals are met efficiently.

In conclusion, integrating artistic values into educational processes requires well-structured teaching methods and methodologies. These methods should aim to cultivate an appreciation for artistic excellence and enhance the holistic development of students, especially future educators.

Teaching artistic values to students involves more than just literature; it encompasses visual arts, music, choreography, folk arts, cinema, and stage arts. This multidimensional approach can be effectively implemented within pedagogical disciplines. For instance, artistic values can be explored during lessons on the methodology of educational activities, in folk oral literature, or by interlinking various academic subjects. Incorporating artistic values into elective course blocks is also a purposeful strategy.

Methods for Teaching Artistic Values

Artistic values can be taught and made engaging for students through diverse pedagogical and psychological approaches. Below are various educational methods categorized based on their relevance to teaching artistic values:

1. **Didactic Game Methods** – Use of playful activities to stimulate learning and creativity.
2. **Problem-Based Learning Methods** – Encouraging critical thinking and problem-solving through real-world scenarios.

3. **Student-Centered Learning Methods** – Focusing on individual students' interests, needs, and talents.
4. **Heuristic Learning Methods** – Promoting discovery and innovation through guided exploration.
5. **Productive Learning Methods** – Encouraging practical and tangible outcomes in the learning process.
6. **Creative Teaching Methods** – Fostering imagination and originality.
7. **Artistic Teaching Methods** – Using art forms as primary teaching tools.
8. **Aesthetic Education Methods** – Developing appreciation for beauty and artistic excellence.
9. **Physical Education and Sports Methods** – Integrating physical activities with artistic elements.
10. **Labor Education Methods** – Teaching through hands-on craftsmanship and practical arts.

Integration of Artistic and Educational Processes

Since the educational process is inherently connected with upbringing and moral development, teaching artistic values to students must integrate seamlessly with methods of upbringing. This integrated approach ensures that the teaching of artistic values resonates deeply with students' personal and emotional development.

Traditional Methods in Folk Pedagogy

Folk pedagogy offers diverse methods for moral and aesthetic upbringing, which can be summarized as follows:

1. **Explanation** – Storytelling, instruction, and guidance.
2. **Habit Formation through Practice** – Developing skills through repetition and drills.
3. **Role Modeling** – Providing examples through advice, apologies, and discussions about virtues.
4. **Admonition and Advice** – Persuasion, requests, blessings, and expressing goodwill.
5. **Criticism and Punishment** – Using rebuke, warnings, shame, or disciplinary measures to instill values.

Unified and Comprehensive Approach

The five folk pedagogy methods mentioned above represent a holistic framework. When applied thoughtfully, they provide an effective foundation for instilling artistic values in students. This approach underscores the necessity of aligning educational methods with

artistic and moral values to nurture well-rounded individuals who appreciate and embody artistic and aesthetic excellence.

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Let us refer to the views of some researchers on the criteria of artistic values. Yu. V. Matskevich outlined the following criteria for artistic values: 1) technical literacy; 2) originality; 3) social significance; 4) imagery [---, pp. 13-16].

O. V. Volobuev and V. A. Pesotsky proposed the following criteria for evaluating the quality of literary works:

1. historical;
2. gnoseological;
3. logical;
4. ideological;
5. methodological;
6. moral;
7. aesthetic;
8. cultural [1, pp. 10-20].

According to B. S. Mikhailichenko:

1. the richness of the text's content;
2. the predominance of universal pathos;
3. the system of unreal actions based on plot motifs;
4. the presence of reality;
5. incompleteness;
6. heuristic, extraordinary elements, and so on [---, pp. 153-154].

Thus, the definition of artistic value is examined based on various criteria. In conclusion, to evaluate artistic values and identify their qualitative characteristics, we propose the following criteria:

- imagery in the literary work;
- the ideality of the work of art;
- the harmony between the form and content of the work of art;

- the aesthetics of the work of art;
- the author's talent;
- the author's innovation;
- the linguistic criterion or the language of the work of art;
- the stylistic criterion or the style of the work of art;
- the historicity of the work of art.

All these criteria together help in assessing the artistic value of a literary work.

Adaptive educational technologies used in the learning process play a vital role in educating individuals with disabilities. These technologies are specifically applied in working with children who require special education and include:

- Provision of specialized teaching aids and didactic materials;
- Use of special technical training tools, both for group and individual use;
- Assistance services offering necessary technical support tailored to the individual characteristics of students.

When students with disabilities are present, the educational process is organized based on programs aimed at addressing issues such as psychological-pedagogical support, social adaptation, and inclusion of disabled students.

Adaptive Methods and Technologies

To facilitate information perception for students with disabilities, the following methods and technologies can be employed:

- Creating opportunities for students to perceive the same information through different sources, such as providing alternative methods for skill acquisition to individuals with hearing impairments;
- Utilizing software tools designed to support learning for individuals with disabilities;
- Incorporating distance learning technologies to deliver information and enable interactive communication between students and teachers.

These technologies include webinars, seminars, presentations, training sessions, group projects, and virtual lectures, which foster interaction among all participants in distance education. Distance learning technologies are also used to organize current and interim assessments, including extending the time allotted for exams and other forms of interim certification for students with disabilities.

Coaching in Education

Coaching focuses on unlocking an individual's potential to maximize their effectiveness. It creates a fulfilling environment through dialogue and behavior that facilitates progress toward desired goals. Coaching emphasizes:

- Developing the collective social, personal, and creative potential of participants;
- Engaging all participants actively in the educational process.

Requirements for Training Sessions

- Optimal group size: 15-20 participants;
- Clear explanation of goals and objectives before the session begins;
- Conducting an introductory "get-to-know-you" exercise in the first session and establishing agreed-upon group rules;
- Creating and maintaining a friendly and trusting environment throughout the session;
- Actively involving all participants in the training process;
- Respecting each participant's opinions and ideas;
- Encouraging and motivating participants;
- Guiding participants toward the session's objectives without imposing decisions;
- Ensuring adherence to the time allocated for each stage of the session;
- Effectively combining theoretical materials with interactive exercises;
- Providing a mandatory summary at the end of the session.

Four Main Stages of Coaching

1. Setting goals;
2. Verifying the current situation;
3. Identifying ways to achieve the goals (also known as the "Will" stage);
4. Implementing and monitoring the progress.

This structured approach ensures that educational processes are inclusive, effective, and adaptable to the needs of all participants.

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