

AROUSING STUDENTS' INTEREST IN ART THROUGH CREATIVE ACTIVITIES

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Annotation

This article provides a comprehensive analysis of the pedagogical, psychological and methodological importance of creative activities in the effective organization of fine arts classes in secondary general education institutions. The role of creative activities in the formation of students' aesthetic perception, artistic taste, imagination and creative thinking is covered in a scientifically and theoretically grounded manner. The study explores the potential of interactive methods, game technologies, an integrative approach and digital tools in art education. The article presents extended scientific conclusions on the role of creative activities in arousing students' sustainable interest in art, enhancing motivation and developing creative activity.

Keywords: creative activities, interest in art, creativity, fine arts, motivation, aesthetic perception, pedagogical technology.

INTRODUCTION

The globalization of the 21st century, the rapid development of the digital economy, and the processes of intercultural integration pose an urgent task for education to develop a person's creative thinking, independent decision-making ability, and aesthetic consciousness. Fine arts is considered a complex discipline that serves not only to master drawing skills, but also to form artistic taste, aesthetic perception, compositional thinking, creativity, and cultural awareness in students.

The role of creative activities in the educational process is especially important, because they transform the student from a passive learner into an active creative person. Psychologists (Vygotsky, 1978; Gardner, 1999) state that in the process of creativity, the student reveals his hidden abilities, generates knowledge through personal experience, and strives to express himself freely.

In our country, reforms such as the modernization of fine arts education, the introduction of creative pedagogy principles, and the implementation of the STEAM approach are further increasing the importance of creative activities. Therefore, the scientific analysis of creative activities and the determination of their impact on student interest are an urgent issue in pedagogical theory and practice.

Theoretical and pedagogical foundations of creative activities

Researchers interpret creative activities as a synthesis of the principles of activity-based learning, free search methods, person-centered education, and constructivism.

Pedagogical theoretical foundations. The principle of constructivism (Piaget, Bruner): The student forms knowledge not in a ready-made form, but independently in the process of creative activity. In fine arts activities, this principle is manifested through experimentation with colors, the process of finding forms, and compositional research. **Activity-oriented education:** The student creates new knowledge through his or her own activities. In art lessons, creative tasks, projects, and visual experiments ensure the student's personal activity.

Person-centered approach: The temperament, interest, and level of imagination of each student are taken into account. Creative activities create the most favorable opportunity for an individual approach.

Psychological foundations. Psychologists (Vygotsky, Leontiev) associate creative thinking with the following mental processes:

- imagination
- emotion
- perception
- memory
- divergent thinking

Creative activities are considered a universal tool that simultaneously activates these processes.

Fundamentals of aesthetic education. Art education forms the following aesthetic qualities in the student:

- color sensitivity
- perception of form and proportion
- understanding of beauty
- artistic depiction of real life

Creative activities are a natural and most effective form of aesthetic education.

The role of creative activities in students' interest in art. Interest in art is formed in the context of a combination of stable motivation, emotional state and practical activity.

Creative activities naturally stimulate this process.

Natural formation of interest. As the student creates a picture with his own hands, his internal motivation for art increases. The practical result encourages the student to new research.

Emotional-motivational impact. Working with colors, the structure of paint, the appearance of form evoke positive emotions such as joy, surprise, satisfaction in the student.

Development of aesthetic thinking. Analyzing works of art, thinking about one's own work, choosing colors - all this develops aesthetic consciousness.

Independence and free thinking. In creative activities, each student finds his own style. This forms the skills of free thinking and independent decision-making.

Increase self-confidence. Each creative work is a small achievement. As the student's work is recognized, his interest in art is further strengthened.

Methods of organizing creative activities. To effectively organize creative activities, the teacher must use a number of methods and technologies.

Interactive methods

“Brainstorming”

“Ladder-staircase”

“Gallery walk”

“Creative group projects”

“Color psychology” experiments

Interactive methods increase the creative activity of students, encourage free thinking.

Problem-based exercises

Students are given the following tasks:

- independently choose a color combination
- create an image appropriate to the topic
- find compositional solutions. This method requires research, experimentation, and creative decision-making.

Integrated lessons

Art:

- with music — harmony of rhythm and movement
- with literature — interpretation of images
- with history — depiction of cultural heritage
- with technology — design principles

Integration forms a comprehensive approach to art in students.

Digital technologies. In modern art education, digital tools create a wide range of opportunities: graphic tablets, Tinkercad, Sketchbook, Procreate programs, 3D modeling, creating images using artificial intelligence

Digital technologies are in line with the interests of young people and increase the motivation of the lesson. Game technologies: the game “World of Colors”, the competition “Create an Image”, “Fantasy Exercises”. Games based on the principles of creative pedagogy enhance creative activity in students.

Conditions for increasing the effectiveness of creative activities

In order for creative activities to yield high results, the following conditions must be met:

1. The lesson should be held in an emotionally positive atmosphere
2. Taking into account the abilities of students
3. Sufficient availability of practical tools
4. Artistic skills and methodological training of the teacher
5. Creative forms of encouragement
6. Organizing regular exhibitions of students' creative works
7. Supporting the student's individual style

These conditions strengthen creative activities as an effective pedagogical mechanism for arousing interest in art.

Conclusion. Creative activities not only develop the student's drawing skills, but also play a significant role in his personal, aesthetic and intellectual development. As analyzed in the article, creative activities:

- arouse a stable interest in art
- cultivate the student's creative thinking
- form aesthetic perception and artistic taste
- develop independent thinking
- reveal the creative potential of the individual

Therefore, the widespread use of creative activities in fine arts lessons is one of the most important factors increasing the effectiveness of education. Through them, students develop a love for art, artistic and aesthetic consciousness is formed, and a culture of creativity is developed.

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