

**PROBLEMS OF MOTIVATION FORMATION FOR VISUAL ART CREATIVITY
AMONG STUDENTS IN THE PROCESS OF INDEPENDENT EDUCATION**

Abdullaev Sayfulla Faizullayevich, Doctor of Pedagogical Sciences, Professor of the Department of Music and Visual Arts, Bukhara State Pedagogical Institute, Republic of Uzbekistan.

Mamatov Dilshod Kadirovich, Doctor of Philosophy (PhD), Professor of the Department of Music and Visual Arts.

Nurmurodova Sevara, Doctoral Candidate, Department of Music and Visual Arts.

Abstract

This article considers some aspects of the problem of forming motivation in future artist-teachers in the process of their creative activity. The necessity of development of corresponding educational and scientific apparatus (training programs and methodical recommendations to them) is grounded in theoretical plan.

Key words: motivation, visual activity, creativity, personal qualities, creative imagination, artistic thinking, visual memory, sensorimotor qualities.

The main task of the modern school is not so much teaching and transferring specific knowledge, but developing independent thinking, creative mastery of the basics of visual arts, and the approach to artistic activities. The teacher is the key figure who determines the state of artistic education and aesthetic upbringing. From this perspective, the development of the teacher's culture becomes the main link in the professional-pedagogical preparation of future visual arts teachers.

At the current stage of implementing the systemic tasks set out in the "Uzbekistan-2030" national program for training specialists, the main goal is to prepare professionals capable of creatively and non-standardly solving the changing and fast-moving problems of the modern profession. Therefore, the formation and development of motivation for creative activity, including visual art, is relevant in artistic pedagogy.

Thus, the task of the researcher of artistic abilities and creativity in students lies not only in clarifying and structuring the list of qualities necessary for working in any specific area of visual and decorative applied arts, but also in understanding the psychological and pedagogical essence and conditions of those transformations that various qualities and aspects of the psyche undergo, becoming abilities for artistic creativity.

When talking about abilities for visual activity, especially in independent education, it is necessary to address the motivational aspects of this personal quality. Sergey Rubinstein, when discussing the relationship between abilities and motivation, believed that in order to form any significant ability, it is necessary, first and foremost, to create a life need for the corresponding type of activity. In this case, abilities and needs do not simply interact externally, helping or contradicting each other; the very emergence of ability is conditioned by the corresponding need (1).

As noted by the famous artist-teacher V.S. Kuzin, successful visual activity requires developed artistic abilities. The leading properties of artistic ability primarily include:

- Properties of artistic creative imagination and thinking, which ensure the selection of the most important, essential, and characteristic features in phenomena of reality, the concretization and generalization of the artistic image, and the creation of an original graphic composition;
- Properties of visual memory that contribute to the creation of vivid visual images in the mind of the graphic artist and help in their successful transformation into artistic and graphic images;
- Emotional attitude toward the perceived and depicted phenomenon;
- Volitional properties of the artist-teacher's personality, ensuring the practical realization of creative ideas. (2)

Of particular importance, from the perspective of developing motivation for independent visual activity among students, is the development of sensorimotor qualities, which involve mastering technical techniques in drawing, painting, the basics of composition, and ultimately instilling a sense of color aesthetics in students.

A person's ability to aesthetically transform impressions of reality, i.e., to engage in artistic creativity, manifests itself in the corresponding need. In turn, the need for aesthetic experiences and creativity becomes evidence of the corresponding ability, the energy for its actualization and development. In visual activity, students must develop the need to aesthetically transform life's impressions, to "seriously translate their life into an image" and into the material of plastic arts.

Thus, the activity of an artist and visual arts teacher, as well as the results of this activity, which in modern cultural and historical conditions concentrate the "aesthetic potential" of humanity, can, in turn, contribute to awakening and developing an aesthetic attitude toward life in people.

The task of artistic-pedagogical science, from the perspective of forming and developing motivation for independent creative activity, is the development and improvement of curricula and textbooks, the creation of teaching materials for students and teachers, based on the development of new forms of introducing individuals to the world of beauty in life and art, and their aesthetic education. Strengthening and developing the trend of new forms and methods of students' independent artistic-creative activity, as a system of additional education, is of particular importance. Of course, the creative education of artist-teachers capable of leading independent creative activities and applying a creative approach to solving painting and graphic tasks is crucial. As a result of prolonged and serious engagement with visual arts, particularly with contemporary artistic sketching, which is especially important for students' independent artistic development, not only those aspects of the student's personality that primarily feed on the figurative and emotional content of works of art (aesthetic feelings, needs, attitudes, artistic taste) are developed, but the entire personality structure is formed (worldview, personal as well as public representations of the surrounding reality). This forms their moral and aesthetic ideals, and spatial representations.



Fig. 1 Analysis of Students' Motivational Works. Supervisor: S.A. Nurmurodova

The formation of motivation for visual and applied plastic activities in students during independent creative work is closely related to the development of their conscious and stable creative qualities. The concept of aesthetic education is organically connected with the term "aesthetics," which denotes the science of beauty. The word aesthetics comes from the Greek (aisthesis), which translates to sensation or feeling in Russian. Therefore, in general terms, aesthetic education refers to the process of forming feelings in the realm of the beautiful. However, in aesthetics, beauty is primarily associated with spatial thinking, with art, graphics, and the artistic reflection of reality in the consciousness and feelings of a person, with their ability to understand beauty, follow it in life, and create it. In this sense, the essence of aesthetic education is the formation of students' abilities to fully perceive and correctly understand beauty in art and life, the development of aesthetic concepts, tastes, and ideals, the cultivation of creative abilities and talents in the field of art, including decorative applied arts. Creativity, in turn, implies the creation of something new, in this case, compositional ideas in graphics, painting, sculpture, and applied arts. This, in a certain sense, is a synthesis of all the beautiful elements in art..



Fig. 2 Old Bukhara

An equally important aspect of the content of aesthetic education is its focus on personal development.

It should be noted that for this, it is necessary to form aesthetic needs in students in the field of art and plastic arts, as well as a desire to understand the artistic and cultural values of society.

A significant part of the content of aesthetic and creative development is the formation of high artistic tastes. Students need to be taught to feel the beauty and harmony of a true work of art, to demonstrate artistic discernment and an aesthetic need for graphic activities, which can be achieved through independent education.



Fig. 3 Motifs of Bukhara

Thus, the formation and development of motivation for visual and applied activity among students during independent creative work involves:

- Defining effective ways to shape professional orientation in teaching artistic and applied disciplines, and the didactic means for achieving their quality implementation.
- Developing a model of joint productive activity between teachers and students during independent study sessions, based on the unity of goals, which allows solving both artistic and creative, as well as pedagogical tasks—the researcher's objective.
- Developing programs and scientific-methodical complexes to ensure the improvement of the process of forming motivational orientation in teaching artistic and, in general, plastic arts within the framework of independent education.

Literature

1. Рубинштейн С. Основы общей психологии. М. : 1940. 280 с.
2. Кузин В.С. Психология. Изд; 2-е, перераб. и дополн. – Москва. Высшая школа, 1982.
3. Абдуллаев С. Ф., Муродова М. Х. Методические особенности методов обучения рисованию по памяти и представлению //Universum: общественные науки. – 2022. – №. 2 (81). – С. 21-24.
4. Абдуллаев С. Ф., Умарова С. М. СКЕТЧ–ЗАРИСОВКИ КАК ИННОВАЦИОННОЕ НАПРАВЛЕНИЕ В ПОДГОТОВКЕ УЧИТЕЛЕЙ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА: //Образование и инновационные исследования международный научно-методический журнал. – 2023. – №. 10. – С. 85-88.

5. Абдуллаев С. Ф. Формы организации самостоятельного образования студентов направления изобразительное искусство и инженерная графика //PEDAGOGS journali. – 2022. – Т. 1. – №. 1. – С. 271-273.
6. Абдуллаев С. С. и др. Эстетика цвета в воспитании пластической культуры архитектора //PEDAGOGS journali. – 2022. – Т. 1. – №. 1. – С. 384-386.
7. Абдуллаев С. С. и др. Орнаментальная символика в народном декоративно-прикладном искусстве Бухары //European science. – 2021. – №. 2 (58). – С. 17-19.
8. Шавдиров С. А. Подготовка будущих учителей к исследовательской деятельности //Педагогическое образование и наука. – 2017. – №. 2. – С. 109-110.
9. Shavdirov S. A. Selection Criteria of Training Methods in Design Fine Arts Lessons //Eastern European Scientific Journal. – 2017. – №. 1.
10. Абдуллаев, Сайфулла Файзуллаевич, and Ситора Мухлисовна Умарова. "СКЕТЧ–ЗАРИСОВКИ КАК ИННОВАЦИОННОЕ НАПРАВЛЕНИЕ В ПОДГОТОВКЕ УЧИТЕЛЕЙ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА: Абдуллаев Сайфулла Файзуллаевич, доктор педагогических наук, профессор кафедры педагогики и гуманитарных наук Туркестанского университета новых инноваций (Бухара), Абдуллаев Сайфулла Файзуллаевич, доктор педагогических наук, профессор кафедры педагогики и гуманитарных наук Туркестанского университета новых инноваций (Бухара)." Образование и инновационные исследования международный научно-методический журнал 10 (2023): 85-88.
11. Абдуллаев, С. Ф. (1996). Восточная миниатюра в системе высшего художественно-педагогического образования. Москва: СФ Абдуллаев.
12. Дустова, Дилдора Собиржановна, and Сайфулла Файзуллаевич Абдуллаев. "Взаимосвязь педагогического и художественно-творческого компонента в системе эстетической подготовки учителя начального образования." PEDAGOGS journali 1.1 (2022): 84-86.
13. Abdullaev S., Mamatov D. Pedagogical foundations in the teaching of folk arts and crafts of Uzbekistan in the training of teachers of fine arts //E3S Web of Conferences. – EDP Sciences, 2023. – Т. 420. – С. 10019.
14. Djalolovich, Y. N., Kodirovich, M. D., Ruziboevich, S. A., & Islomovna, M. D. (2021). Improving the professional training of fine art teachers. *European science*, (2 (58)), 44-46.
15. Аминов, А. Ш., Мамурова, Д. И., Маматов, Д. К., & Собирова, Ш. У. (2021). Проблемы организации самостоятельной работы студентов в высших учебных заведениях. *European science*, (2 (58)), 77-79.
16. Шукуров, А. Р., Ядгаров, Н. Д., Маматов, Д. К., & Аминов, А. Ш. (2021). Методика использования компьютерных программ на уроках рисования в средней школе. *European science*, (2 (58)), 47-50.
17. Mamatov D. PROJECTS OF MAKING CLAY AND PLASTIC TOYS IN PRE-SCHOOL EDUCATION //Theoretical & Applied Science. – 2019. – №. 9. – С. 281-285.
18. Dilshod, Mamatov. "IMPROVING THE COGNITIVE-COMPETENCE APPROACH TO TEACHING DRAWING AND DESCRIPTIVE GEOMETRY. "Proceedings of Scientific Conference on Multidisciplinary Studies. Vol. 3. No. 3. 2024.

19. Mamatov, Dilshod Kadirovich. "The importance of teaching architecture drawing in secondary schools." *E-Conference Globe*. 2021.
20. Mamatov, Dilshod Kadirovich. "THE IMPORTANCE OF DISTANCE LEARNING IN THE DEVELOPMENT OF COGNITIVE COMPETENCIES OF STUDENTS." *Educational Research in Universal Sciences* 2.14 (2023): 437-444.