

# Development of The Competence of Students of Creative Schools in Analysis of Artistic Works

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## ABSTRACT

This article presents information on the implementation of creative technologies in the educational process for developing students' creative competencies and improving their competence in analyzing works of art, providing students with a high level of complete mastery of educational material in teaching literature, and developing their skills in expressive and independent reading and creative response in the analysis and synthesis of works of art.

**Keywords:** Creativity, creativity, work of art, analysis, competence, plot of the work, technology, talent.

## INTRODUCTION

In our rapidly developing country, great attention is paid to the development of political, economic, social and especially educational systems. Therefore, it is necessary to form individuals who are comprehensively developed, able to think independently and find solutions to problem situations through skillful creative thinking.

In recent years, the Concept for the Development of the Public Education System until 2030 has been approved in our republic, five initiatives have been implemented, including a set of measures aimed at creating additional conditions for the education and upbringing of young people, and normative foundations are being created for the development of State Educational Standards and subject curricula for general secondary education based on a competency-based approach, and for participation in international research on assessing the quality of education. According to the results of research conducted by a number of psychologists, the main types of activity in the cognitive development of any person are play, study, labor and communication, which are the leading means of influence. Therefore, in the formation and development of children's cognitive processes, directing them to active activities, especially drawing, building, speech

development, modeling, can be successfully used to develop their creativity. The development of creativity in children requires the creation of certain conditions:

- the formation of conditions around the child for his development.

That is, providing the child with things that activate and direct his creativity;

- the early physical development of the child ensures the activation of creative thinking in him.

Physical exercises, which begin from the first months after birth, are the first steps in the development of the child's creative abilities;

- independence in choosing creative activities. The child should independently choose a direction, depending on what is interesting to him at the moment, what he wants to do;

- increasing the number and complexity of tasks set for the child. If the initial barriers to the development of creative abilities are constantly raised, the child's abilities will

increase and develop to a certain extent;

- perceived and imperceptible help from adults. The freedom given to children by adults should never turn into permissiveness;

- the formation of a favorable psychological climate. If a child is surrounded by warm and friendly relations in the family and in educational institutions, the tendency to creative abilities will develop better and more effectively.

To demonstrate the child's talent, creative schools were established by our President Sh. Mirziyoyev.

In order to select and educate talented young people who are interested in literature and other creative fields, to develop their talents, to prepare worthy personnel for Uzbek literature and art, the media in the future, to cultivate a new generation of mature creators loyal to our national identity, our Motherland and our people:

Improving the competence of analyzing a work of art plays an important role in the activities of students and determines the level of their artistic development. Developing the ability of subjects of the educational process to systematically work with a work of art in their educational activities requires the development and improvement of the competence of analyzing a work of art. As a definition of the competence of analyzing a work of art, according to the General Secondary Education Standards, students should be able to read works of art (prose, poetry, drama), understand, comprehend and perceive their social and artistic-aesthetic content-essence, explain to others the types of speech, images, and reflections reflected in the plot of a work of art, express their attitude to the system of depicted events and images, speak correctly and clearly from a personal point of view, adhering to the norms of the literary language, convey their thoughts to the listener, appropriately use folk proverbs, sayings, aphorisms in oral speech, and develop the ability to expressively and effectively recite 12-14 poetic texts or fragments of them from memory in various genres and volumes, using various didactic principles, subjectively interpreting vertical and horizontal connections. The main requirements of a developed society are explained not by the quantity of mastered works of art, but by the level of application of the acquired knowledge, skills, qualifications and competencies in the relevant areas and in life activities. Thus, along with the effectiveness achieved in education, it is determined by the ability of

students to use the acquired knowledge to take an active life position. Education based on a competency-based approach is characterized by preparing students to apply the acquired educational materials in standard and non-standard situations of educational, speech and life activities. In grades 10-11, it is relevant to improve the skills of artistic analysis in the context of competency-based education. Working on a work of art Improving students' competence in analyzing a work of art is one of the main directions of the teacher's educational and methodological activity. The issue of artistic analysis for students in grades 10-11 requires the identification of approaches to improving language, vocabulary, and speech culture in modern methodological literature. Today, the content of educational activities includes the acquisition of competencies by students along with knowledge, skills, and qualifications. Therefore, the main attention should be paid to developing the ability of secondary school graduates to apply the acquired knowledge, skills, and qualifications in their activities. The introduction of competency-based education allows secondary schools to teach students to use a set of knowledge to solve specific problems. Many scientific studies by foreign and domestic scientists are devoted to the problem of competence. There is a lot of debate in pedagogical circles about the theoretical understanding of the competency approach in education, the problem of defining the concepts of "competence" and "competence". In general education, the competencies of students are a set of knowledge, skills, qualifications and experience in relation to certain objects of real reality, necessary for the implementation of activities of personal and social significance, and "competence", that is, the possession of appropriate qualifications, personal attitude to them and activities. Thus, in our study, we understand competence as a set of knowledge, skills, abilities, experience, personal orientation. The organization of international research in the field of assessing the quality of education makes it possible to determine the level of preparation of students for life activities, ensure the competitiveness of the quality of education with world educational standards, and implement the results of international research in the educational process. Analytical research was conducted to determine the compliance of the level of mastering literature in grades 10-11 with international assessment programs, to study the dynamics of the level of development of students' competence in analyzing a work of art. It was found that there are a number of problems that need to be solved related to the educational and methodological support and organizational structures of

improving the competence of analyzing a work of art in grades 10-11. Competence represents the level of a person's possession of a certain competence. Under competence we understand the presence and active state of appropriate competencies, according to which a person practically solves certain problems and is able to do this in the future.

As is known, the academic subjects studied in grades 10-11 involve consolidating the topics studied at the lower stages of education. The main source of educational materials in literary education is the textbook. The improvement of the content of the textbook was carried out on the basis of determining the content and size of the topics in the setting and solution of the problem in science. Tasks related to the analysis of the work of art Assessment of the content and volume of the educational materials given in the textbooks on the development of the competence of the analysis of the work of art; Based on the visual-image character of the memories of the 10-11th graders, visual representation of educational materials; formation of practical skills based on educational materials in order to ensure unity of theory and practice; emphasis was placed on the fact that literature of different periods was used in the preparation of educational materials (integration, logical identity matching and subjective interpretation of vertical and horizontal connections). It is important for students to constantly analyze artistic works about objects of material existence, surrounding events, their behavior, social relations, to remember it based on evaluation, to be able to use it based on understanding, and to understand the importance of the studied artistic work. Therefore, in literature classes, the process of developing the competence of analyzing a work of art is a creative approach during independent life activities (analysis of works of art It is advisable to organize them on the basis of (remembering based on analysis, synthesis, evaluation, and application based on understanding). In teaching literature, in order to provide students with a high level of complete mastery of the educational material, in the analysis and synthesis of a work of art, their expressive and independent reading of the plot elements of the work and the understanding of the internal components of the composition develop the skills of analyzing works of art. Express the actions of the heroes of the work of art and the inner feelings of the lyrical hero figuratively. Independently expressively reading a work of art, creatively expressing the idea of a work of art in 2-3 sentences, expressing a subjective reaction to the events of a work of art improve the competence of students in

analyzing a work of art.

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