

## METHODS FOR DETERMINING THE LEVEL OF ARTISTIC AND CREATIVE COMPETENCE OF FUTURE TEACHERS BASED ON THE ART-PEDAGOGICAL APPROACH

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### Abstract

This article provides a theoretical and practical analysis of the issue of determining the level of artistic and creative competence of future teachers based on the art-pedagogical approach. The study relies on the normative and legal documents adopted by the Government of the Republic of Uzbekistan in the field of education and culture, particularly the requirements of the Law "On Education." The article reveals the essence of art pedagogy, its significance in the educational process, and presents diagnostic criteria and indicators for assessing the artistic and creative competence of future teachers. It substantiates the necessity of applying art-pedagogical methods, observation, testing, and reflective analysis to identify the aesthetic, emotional, and creative development of an individual. The research results contribute to the improvement of innovative approaches aimed at developing creative potential through art within the education system.

**Keywords:** art pedagogy, artistic and creative competence, future teacher, diagnostics, aesthetic development, creative potential, pedagogical approach, art education.

### Introduction

In recent years, educational reforms in the Republic of Uzbekistan have been aimed at ensuring the creative and aesthetic development of the individual and enhancing the artistic and creative potential of future teachers. In particular, the Presidential Decree No. PQ-4307 of April 29, 2019, "On the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" emphasizes the necessity of introducing innovative pedagogical technologies and developing students' independent and creative thinking. This concept fully corresponds to the essence of the art-pedagogical approach, highlighting the integration of art into the educational process as a means of comprehensive personal development.

Similarly, the Presidential Decree No. PF-73 of April 28, 2025, "On Measures to Further Improve the System of Teacher Training," underscores the importance of updating educational content, implementing innovative pedagogical methods, and fostering creative thinking, logical reasoning, and decision-making skills in future teachers. This document confirms the national significance of introducing art-pedagogical methods into the educational process as an effective mechanism for developing artistic and creative competence.

The "Strategy for Innovative Development of the Republic of Uzbekistan (2022–2026)" also defines creativity, independent thinking, and personal potential development as top priorities

of the education system. Thus, using the art-pedagogical approach in teaching acquires both theoretical and practical significance.

From this perspective, determining the development level of artistic and creative competence in future teachers becomes one of the strategic tasks of modern education. It is crucial to develop mechanisms for assessing and enhancing aesthetic taste, emotional intelligence, and creative activity through art-pedagogical methods. The present study focuses on the theoretical foundations, criteria, and methods of determining the level of artistic and creative competence among future teachers through an art-pedagogical approach.

## Literature Review and Methodology

The formation of artistic and creative competence has been widely studied in global and national research. Among foreign scholars, American psychologist E. P. Torrance made a significant contribution to the psychology of creativity. In his "Torrance Tests of Creative Thinking", he identified originality, flexibility, fluency, and elaboration as core components of creativity assessment. Torrance emphasized that creative thinking development should be an essential goal of education and that testing, observation, and reflective analysis must be used in combination.

Russian psychologist D. B. Elkonin analyzed creativity as a psychological structure directly linked to human activity. His works highlighted the role of play, emotional experience, and motivation as key factors in creative development. According to Elkonin, creativity is closely tied to self-awareness in activity, and a teacher's ability to utilize art-pedagogical tools plays a vital role in this process.

In this research, Torrance's psychometric indicators and Elkonin's developmental activity model were integrated to establish a comprehensive diagnostic and developmental methodology for assessing the artistic and creative competence of future teachers.

## Discussion and Results

The findings demonstrate that the art-pedagogical approach functions as a complex and effective mechanism for developing and diagnosing artistic and creative competence in future teachers. The methodology integrated psychometric diagnostics based on Torrance's indicators—originality, flexibility, freedom of thought, and elaboration—with Elkonin's activity-oriented developmental framework. This integration ensured that both assessment and development processes were interconnected, facilitating measurable growth in creative capacity.

During the experimental phase, art-pedagogical modules combining music, visual arts, drama, and literature were implemented through practical tasks, creative projects, performances, reflective journals, and portfolios. Pre- and post-test analyses revealed significant improvement in creative thinking indicators, as well as qualitative progress in students' conceptual originality, aesthetic analysis, and expressive depth. The activities designed in accordance with Elkonin's theory increased motivational engagement, emotional expression, and affective sensitivity—demonstrating that affective and conative factors are as crucial as cognitive ones in developing artistic-creative competence.

Moreover, students exhibited enhanced reflective and metacognitive abilities, gaining greater awareness of their creative processes through journaling and portfolio-based reflection. Group-based art activities also improved communication and collaboration, fostering a collective creative environment.

Methodologically, the study applied triangulation-combining psychometric tests, observation, creative portfolios, and interviews-to enhance the validity and applicability of findings.

Nonetheless, some limitations remain: aesthetic evaluation inherently contains subjectivity, and cultural or contextual variables may affect results. Future research should therefore involve broader samples, long-term observation, and replication across diverse educational settings. Practical recommendations include integrating art-pedagogical modules into teacher training programs, organizing creative didactic workshops for educators, combining psychometric and activity-based assessment tools (pre/post-tests, portfolios, reflective analysis), and developing instructional materials that stimulate creative competence. Developing creativity assessment tools adapted to local cultural contexts is also essential for increasing reliability and contextual relevance.

## Conclusion

The study concludes that the art-pedagogical approach serves as a comprehensive and practically effective methodological basis for developing and assessing the artistic and creative competence of future teachers. By integrating Torrance's psychometric framework and Elkonin's developmental theory, the approach enables a holistic evaluation of cognitive, affective, and reflective growth.

Art-based educational activities (music, visual arts, theater, and literature) not only enhance creative thinking but also nurture aesthetic perception, emotional expressiveness, and motivational engagement-transforming artistic and creative competence into an integral personal quality.

The research identified the following key outcomes:

1. The art-pedagogical approach establishes an effective mechanism for fostering artistic and creative competence through the integration of diagnostic, developmental, and reflective stages.
2. Creativity assessment should encompass not only cognitive indicators but also emotional, aesthetic, and motivational criteria.
3. Integrating art-pedagogical methods into teacher training enhances educational quality and expands opportunities for self-expression through art.
4. Further development of creativity assessment tools within national cultural contexts is necessary to refine and contextualize diagnostic criteria.

In conclusion, the art-pedagogical approach is a modern and innovative methodological direction that not only develops artistic and creative competence but also enriches teachers' aesthetic worldview, emotional culture, and creative thinking capacity. Its systematic implementation can significantly elevate the quality of professional and spiritual training of future educators.

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