

THE CONCEPT AND SIGNIFICANCE OF ARTISTIC THINKING IN PRIMARY SCHOOL STUDENTS

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Abstract

This article extensively covers the concept of artistic thinking in primary school students, its psychological and pedagogical foundations, developmental characteristics, and significance in the educational process. Additionally, methods and tools serving the development of artistic thinking are analyzed, and its role in personal development is scientifically substantiated.

Keywords: artistic thinking, figurative thinking, aesthetic perception, creative development, primary education, imagination, creativity.

The modern education system aims to ensure the comprehensive development of the individual. In this process, not only the cognitive activity of students but also their creative thinking, aesthetic taste, and emotional development are of great importance. In particular, the primary education stage is of particular importance as a period during which the intellectual and spiritual foundation of the individual is formed.

During primary school age, a child actively explores the environment, their imagination expands, and their emotional perception deepens. It was during this period that artistic thinking developed rapidly. Artistic thinking allows a child to understand reality not only logically, but also figuratively, emotionally, and aesthetically. Therefore, its development is one of the important directions of modern pedagogy.

Artistic thinking is the ability to perceive, aesthetically evaluate, and creatively express reality through images. It is a unique form of human thinking, closely linked to sensory perception, imagination, and fantasy. Scientific research emphasizes that artistic thinking is linked to the following human activities:

- creating and processing images;
- imaginary modeling;
- emotional reflection;
- aesthetic assessment;
- expression through creative activity.

Artistic thinking is one of the important forms of human thinking, characterized by the understanding of reality through images, emotional experiences, and aesthetic perception. This type of thinking allows for the perception of reality not only through logical concepts but also in a figurative, emotional, and creative manner. Especially in primary school students, artistic thinking is a naturally active mental process. Because at this age, children absorb the environment more through sensations, emotions, and imagination. They perceive objects and phenomena not only as they are, but also as they can be imagined.

The formation of artistic thinking in primary school children is primarily linked to their figurative perception and imaginative activity. The child recreates real-life events and objects

through their inner imagination, enriching them with new content. For example, an ordinary tree can appear in a child's imagination as a magical tree, a speaking character, or an element of a fairy tale environment. This process activates the child's imagination and creative thinking. Thus, artistic thinking allows not only to receive existing knowledge, but also to creatively process it.

Another important aspect of artistic thinking is its emotional nature. Primary school students have a strong emotional reaction to artistic texts, pictures, music, or theatrical elements. They may sympathize with the characters' situation, be excited by events, or derive aesthetic pleasure. Such emotional experiences have a positive impact on the emotional development of the child's personality. The development of emotional perception, in turn, forms empathy, that is, the ability to understand the situation of others.

In the process of primary education, artistic thinking also significantly influences the general intellectual development of students. Figurative thinking facilitates the comprehension of abstract concepts and helps to assimilate complex knowledge in a simple and understandable form. For example, a text expressed through artistic images or a topic explained by figurative examples is perceived by children more quickly and deeply. For this reason, modern pedagogical approaches pay great attention to figurative teaching methods. Artistic thinking also directly affects the development of a child's speech. In the process of artistic activity, the student learns to use visual means of expression, their vocabulary expands, and their speech becomes figurative and expressive. Activities such as composing stories, telling fairy tales, and creating text based on pictures harmoniously develop the child's logical and figurative speech. This contributes to the formation of communicative competencies.

In the practice of primary education, it is necessary to use various pedagogical tools to develop artistic thinking. Expressive reading of literary texts, dramatization, role-playing games, fine arts classes, and creative writing work are among them. In particular, integrated lessons—that is, activities that combine elements of literature, music, and fine arts—strengthen children's figurative perception. Such activities stimulate students' independent thinking and encourage them to engage in creative research. Furthermore, the use of modern educational technologies also has a positive impact on the development of artistic thinking. Digital images, animations, and interactive programs enrich children's visual perception and expand the possibilities for creating new images. At the same time, creative tasks organized based on problem situations activate students' imagination and develop their ability to make independent decisions.

The development of artistic thinking is also closely linked to the formation of an individual's aesthetic culture. Such processes as understanding beauty, appreciating works of art, and enjoying natural landscapes enrich the child's spiritual world. Through aesthetic education, the student not only feels beauty but also strives to create it. This is one of the important conditions for the formation of a creative personality. In general, the development of artistic thinking in primary school students is a complex and multifaceted process that is formed under the influence of psychological, pedagogical, and social factors. Through the proper organization of the educational process, the creation of a creative environment, and the support of children's imaginative activity, it is possible to effectively develop artistic thinking.

Conclusion

Artistic thinking in primary school students is an important component of personal development, developing creative potential, aesthetic perception, emotional sensitivity, and speech culture. Imaginative thinking and imaginative activity allow children to creatively



reinterpret events, generate new ideas, and enrich emotional experiences. Pedagogical practice shows that expressive reading of literary texts, dramatization, fine arts classes, and creative writing are effective means of developing artistic thinking. Therefore, the systematic development of artistic thinking in primary education ensures the formation of students as comprehensively developed and creative individuals.

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