

Model Of The Technology For Engaging Students In Artistic Values

Soliyeva Maftuna Tirkash kizi

Tutor, Faculty of Pedagogy, Psychology and Inclusive Education, Jizzakh State Pedagogical University, Uzbekistan

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ABSTRACT

This article analyzes the theoretical and practical aspects of the technology for engaging students in artistic values. It highlights the role of artistic values in personal development and explores the possibilities of using information and communication technologies in the teaching process. Furthermore, the article presents a pedagogical technology model aimed at fostering artistic values and outlines the criteria for evaluating its effectiveness.

Keywords: Artistic value, pedagogical technology, students, aesthetic thinking, creativity, digital education, cultural heritage.

INTRODUCTION

Today, the causes of conflicts and instability occurring around the world are largely due to the lack of attention given to the spiritual sphere and the lagging behind of social and humanitarian sciences from real life. The fact that the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, emphasized the importance of social and humanitarian sciences among the key tasks defined in the New Uzbekistan Strategy in the areas of fair social policy and spiritual development, demonstrates the urgency of addressing this issue.

Within the New Uzbekistan Strategy, the need to develop and implement a law “On the Procedure and Principles of Teaching Social Sciences in the System of Continuous Education” and the creation and realization of the “2022–2030 Strategy for Humanizing the Field of Continuous Education and Upbringing in the Republic of Uzbekistan” indicate that a new approach to teaching social and humanitarian disciplines is required. The President stresses that it is necessary to strengthen the foundations of moral education in the system of continuous education, taking into account the age characteristics and aspirations of the younger generation. He also highlights the vital role of social and humanitarian sciences in developing national

spirituality and embedding it in the lives of our people, especially the youth.

Every nation must focus on explaining its history, culture, and socio-political life to the younger generation, fostering in them a sense of responsibility for their country’s destiny, and teaching them to preserve their rich cultural and spiritual heritage. Artistic values play a central role in this process. Artistic creativity, as a phenomenon of literature and art, is one of the spiritual manifestations connected with inspiration and serves as a form of aesthetic creativity. It has historical significance and is related to various genres of art and literature. Throughout human history, artistic movements such as classicism, romanticism, critical realism, and naturalism have developed and flourished.

Artistry is considered a fundamental category of literary studies; it is a unique form of reflecting reality, expressing a person’s aesthetic attitude toward the world, comprehending and perceiving reality through artistic imagery.

Today, the main focus in educational institutions is on providing students with a deep and comprehensive education and upbringing — shaping individuals who are

spiritually mature, capable of independent thinking, and resistant to false ideologies. The idea of nurturing a well-rounded generation, as reflected in literary interpretations, serves not only to illuminate both national and universal values but also to increase students' interest in artistic values and fulfill their aesthetic needs. Artistic education thus becomes a path leading humanity toward enlightenment, virtue, and perfection.

In this regard, the New Uzbekistan vision emphasizes the development of a spiritually mature generation — the foundation of the Third Renaissance. The ideas “From National Revival to National Prosperity” and “Enlightenment Against Ignorance”, as well as the initiative “One Intellectual – One Neighborhood’s Spiritual Mentor”, aim to transform enlightenment and creativity into a nationwide movement and strengthen cooperation between higher education institutions and communities.

Although several research projects have been implemented in the education system to foster students' spiritual development and expand their scientific worldview, there remains a need for technologies that enhance students' interest in artistic values. Such technologies should expand the inner potential of the individual, integrate education and culture in the digital space, and combine person-centered and creative thinking approaches. The presence of these challenges makes research in this area highly relevant.

In developing a model of technology for engaging students in artistic values, it is appropriate to first define what a model is.

The term model (from Latin *modulus* — “measure, standard”) has several meanings:

1. In engineering — a prototype or standard used for mass production (e.g., a car or clothing model);
2. In art —
 - a) a sample made of clay, wax, plaster, or wood used to create a durable copy in materials like bronze or marble;
 - b) a person or object depicted by an artist;
3. In construction — a small-scale or full-scale version of a structure or mechanism used for practical

study;

4. In mathematics and logic — an object or system that satisfies certain axioms and relationships;
5. In linguistics — an abstract concept representing the standard of a morphological or grammatical system.

In a broader sense, a model is an image or representation of an object or system. For example, a globe is a model of the Earth, and a planetarium represents the model of the sky and stars.

In French, *modèle* (from Latin *modulus*) means “measure, analogy, sample” — a system used as a tool for obtaining information about another system; a way of expressing a process, mechanism, or concept.

Thus, a model is a representation of an object or phenomenon in some form (mathematical, physical, symbolic, graphic, or descriptive) that allows one to examine specific aspects of the object and obtain answers to certain questions.

In pedagogy, the systematization of models is of great importance since it is aimed at the core categories of pedagogy — education and upbringing. This helps to analyze, conceptualize, and define models in pedagogical research, ensuring their purposeful use in educational practice. A pedagogical model can take different forms depending on the viewpoint and purpose — it can be seen as a “variable” concept that adapts to the context of observation.

As mentioned above, the main categories in pedagogy include education and upbringing. Pedagogical research and models are closely linked to these concepts. Pedagogical models may be developed in the following ways:

- through observation and understanding of a phenomenon;
- through deduction, as a specific case of a general model;
- through induction, by generalizing certain observations.

Our research has shown that in the process of engaging students in artistic values, all three approaches —

observation and understanding of phenomena, deduction, and induction — can be effectively applied. For instance, encouraging students to explore artistic values through Anvar Obidjon’s poem “The Veil of Night Slowly Lifts...” proved to be both simple and effective.

Universal human values are the totality of material and spiritual values of global significance, connected to the progress of civilization. They include the advancement of science and knowledge, maintaining peace and stability in the world, addressing environmental challenges, halting the nuclear arms race, preventing global threats and diseases, protecting nature, eradicating poverty and illiteracy, improving industrial and energy resources, and mastering space and ocean resources.

These issues form the foundation of universal values that unite humanity in its pursuit of moral, intellectual, and cultural perfection.

Within the framework of higher education, the implementation of the technology for engaging students in artistic values depends on several conditions: organizational, managerial, and psychological.

Target block:

Goal: To engage students in artistic values through pedagogical means.

Objectives: To increase students’ interest in artistic values; to develop and improve professional qualities and skills related to pedagogical activity; to expand the opportunities for nurturing interest in artistic values.

Methodological basis: Systemic, art-activity-based, culturological, ethnopedagogical, and axiological approaches.

Principles: General didactic principles; principles forming the pedagogical basis of students’ professional training; and principles that enable the application of artistic values in pedagogical practice.

When discussing the socio-cultural needs of the state and society, it should be taken into account that both are interested in the flourishing of social life. Therefore, they constantly mobilize all available means to ensure the moral and spiritual growth of the younger generation. If all forms of upbringing are not developed among young people, the

state and society risk facing decline. Taking this into account, during the process of implementing the technology for engaging students in artistic values in higher education, we identified and integrated the following conditions, which, to a certain extent, found their practical solution.

In the era of globalization and digital technologies, the education system is undergoing profound transformations. Under such conditions, it is especially important to engage young people — particularly students — in national and universal artistic values and to foster their aesthetic education. Artistic values ensure the spiritual and moral perfection of the individual, broaden their worldview, and develop creative potential. The process of shaping artistic values should be organized in harmony with modern technologies.

1. The Pedagogical Essence of Artistic Values

Artistic values reflect a person’s inner world, aesthetic taste, and attitude toward beauty. They are expressed in art, literature, music, theatre, and visual arts. Engaging students in artistic values plays an important role in their personal development, moral qualities, and cultural thinking. From a pedagogical perspective, artistic values enrich not only the aesthetic but also the moral and educational aspects of the learning process. Teachers should use interactive methods, discussions, creative projects, and visual technologies when working with students.

2. The Theoretical Foundations of Engaging Students in Artistic Values

The process of engaging students in artistic values is based on the integration of didactic, psychological, and technological foundations. The psychological basis involves developing students’ aesthetic perception, emotional responsiveness, attraction to beauty, and creative thinking. The didactic basis focuses on orienting educational content toward artistic values and applying an integrative approach. The technological basis emphasizes the use of ICT tools — multimedia, virtual galleries, electronic literature, and interactive learning modules — in the teaching process.

3. The Model of the Technology for Engaging Students in Artistic Values

This model consists of the following stages:

1. Motivational stage — awakening students' interest in artistic values and creating positive motivation;
2. Practical stage — analyzing works of art, engaging with artistic samples, and conducting creative workshops;
3. Reflection stage — expressing personal opinions, aesthetic evaluation, and analyzing one's own activity.

At each stage, teachers and students cooperate actively: the teacher acts as a facilitator, and the student takes an active participant's role.

4. The Role of Modern Information and Communication Technologies

Digital technologies create new opportunities for teaching artistic values. Virtual museums, online theatre performances, electronic textbooks, and audiovisual materials allow students to gain a deeper understanding of artistic heritage. Moreover, promoting artistic content through social networks increases young people's cultural engagement.

5. Evaluating the Effectiveness of the Model

To assess the effectiveness of the technology model for engaging students in artistic values, the following criteria were developed:

- Level of aesthetic perception;
- Development of artistic thinking;
- Student's creative activity;
- Participation in cultural events.

Experimental results showed that students taught using this model demonstrated a higher interest in artistic works, improved aesthetic evaluation abilities, and enhanced creative thinking skills.

CONCLUSION

In conclusion, the technology of engaging students in artistic values represents an important pedagogical direction in modern education. This model contributes to the formation of students' aesthetic taste, creative thinking,

and cultural worldview. When integrated with digital tools, its effectiveness significantly increases. Therefore, implementing such technologies widely in higher education is of great importance. The ultimate goal of engaging students in artistic values is to develop their thinking in this sphere, reflected in the content of education and upbringing — fostering critical and independent thinking, the ability to perceive real-world challenges, and to find rational solutions using modern technologies, thus nurturing a self-developing personality capable of making creative, non-standard decisions.

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