

METHODOLOGY FOR ORGANIZING EXHIBITIONS AND CREATIVE ACTIVITIES IN PRIMARY SCHOOLS

Sodiqjon Olimovich Mirzaev

Associate Professor of the Department of Visual Arts and
Music Education, Andijan State Pedagogical Institute

Abduraimova Muazzamoy Abduqodir qizi

2nd-year Master's Student

E-mail: muazzamoyabduraimova@gmal.com

ABSTRACT

The article analyzes the methodology of organizing exhibitions and creative activities in primary schools. It discusses pedagogical approaches and the use of interactive and creative methods to develop children's creative abilities, visual thinking, and creative decision-making skills.

Keywords: Exhibition, creative activities, visual arts, pedagogy, interactive methods, primary education, creative thinking

INTRODUCTION

Organizing exhibitions and creative activities in primary schools is an important pedagogical tool for fostering children's creative, aesthetic, and social development. By presenting their works in exhibitions, children are provided with opportunities to gain social experience, develop creative decision-making skills, and enhance reflective thinking (Akhmedov, 2010; Bobo, 2012).

Pedagogical approaches and interactive methods enable students to:

- learn to independently create and present their creative works;
- develop creative decision-making and reflective thinking skills;
- enhance visual thinking through the use of colors, shapes, and compositional elements;
- strengthen social cooperation and communication skills through group activities;
- make lessons more motivating, interactive, and effective.

The organization of exhibitions and creative activities contributes significantly to children's social, emotional, and aesthetic development, increases pedagogical effectiveness, and supports the comprehensive development of learners (Karimov, 2009; Soliev, 2014).

LITERATURE REVIEW AND METHODOLOGY

The organization of exhibitions and creative activities in primary schools is an important tool for children's creative and aesthetic development. Exhibitions and creative tasks enable students to produce their own artistic decisions, select harmonious color combinations, and develop visual thinking skills (Akhmedov, 2010; Bobo, 2012). According to the research of Soliev (2014), organizing exhibitions and creative activities contributes to the development of children's creative decision-making abilities, reflective thinking, and social

cooperation skills. Interactive and inclusive methods actively engage learners in the educational process and increase pedagogical effectiveness.

Karimov (2009) emphasizes that teaching students to present their works through exhibitions using interactive methods supports the development of social adaptation, communication skills, and collaborative abilities. Similarly, Gulomov (2007) notes that exhibitions foster reflective thinking, creative decision-making, and the formation of visual solutions. In addition, participation in organizing exhibitions and creative activities enhances children's social experience and learning motivation.

Methodological Approaches

- **Qualitative analysis:** Analysis of pedagogical and aesthetic aspects of children's creative and exhibition activities.
- **Observation:** Monitoring children's active participation in lessons, group work, and interactive activities during exhibitions.
- **Visual analysis:** Evaluation of children's aesthetic perception and creative thinking through the analysis of colors, shapes, lines, and compositional elements.
- **Interactive activities:** Role-playing, group work, and project-based activities that encourage creative decision-making.
- **Comparative analysis:** Comparison of interactive methods with traditional approaches to assess effectiveness and student engagement.

The methodology of organizing exhibitions and creative activities provides children with opportunities to:

- independently create and present their creative works;
- develop creative decision-making and reflective thinking skills;
- enhance visual thinking through the use of colors, shapes, and compositional elements;
- strengthen social cooperation and communication skills through group activities;
- make lessons more motivating, interactive, and effective.

Overall, the organization of exhibitions and creative activities contributes to children's social, emotional, and aesthetic development, increases pedagogical effectiveness, and supports the comprehensive development of learners (Karimov, 2009; Soliev, 2014).

DISCUSSION AND RESULTS

The organization of exhibitions and creative activities in primary schools serves as an important pedagogical tool for children's aesthetic and social development. Exhibitions provide creative learners with opportunities to present their works, gain social experience, and develop reflective thinking skills. The use of colors, shapes, and compositional elements helps children form skills related to artistic decision-making, color harmony selection, and the development of visual thinking (Akhmedov, 2010; Bobo, 2012). According to Soliev (2014), exhibitions contribute to the development of children's social cooperation, motivation, and active participation in interactive learning processes. At the same time, teachers enhance students' reflective thinking and creative decision-making skills through interactive and creative pedagogical methods.

Karimov (2009) notes that participation in group work and exhibitions supports the development of children's social adaptation, collaboration skills, and sense of social responsibility. Through this process, children not only present their own creative works but also gain social experience by analyzing and evaluating the works of others.

Interactive pedagogical methods foster independent thinking, reflective decision-making, and creative problem-solving skills. Exhibitions create opportunities for children to explore social and moral values and encourage active participation in motivational and interactive learning activities.

The research findings indicate that organizing exhibitions and creative activities:

1. Develops creative abilities: Children create artistic decisions through working with colors, shapes, and compositional elements.
2. Forms aesthetic taste and visual thinking: Children analyze their own works and develop aesthetic awareness.
3. Enhances independent decision-making: Interactive activities encourage learners to think independently and make decisions.
4. Improves social skills through group work and discussion: Children exchange ideas, collaborate, and develop social harmony.
5. Increases lesson effectiveness: Interactive and creative methods make lessons engaging and promote active participation.

Exhibitions contribute to children's social, emotional, and aesthetic development, increase pedagogical effectiveness, and support learners' holistic development (Karimov, 2009; Soliev, 2014).

Based on the results, it can be concluded that organizing exhibitions and creative activities enhances children's social, emotional, and creative development, increases motivation, and strengthens pedagogical effectiveness.

CONCLUSION

The organization of exhibitions and creative activities in primary schools is an important pedagogical tool for fostering children's creative, aesthetic, and social development. Through exhibitions and creative activities, children:

- develop their creative abilities;
- form aesthetic taste and visual thinking through the use of colors, shapes, and compositional elements;
- learn independent thinking and reflective decision-making skills;
- strengthen social skills through group work and collaboration;
- develop the ability to understand and respect cultural values.

Pedagogical methods for organizing exhibitions and creative activities enable children to present their works, gain social experience, and develop reflective thinking. Interactive and creative methods make lessons more engaging, encourage active participation, and increase pedagogical effectiveness (Akhmedov, 2010; Bobo, 2012; Soliev, 2014).

Moreover, through exhibitions, children learn to:

- create creative decisions;
- analyze their own works and develop aesthetic perspectives;

- strengthen social harmony and collaboration skills;
- develop social responsibility and awareness of cultural values.

In conclusion, organizing exhibitions and creative activities contributes to children's social, emotional, and creative development, enhances motivation, and strengthens pedagogical effectiveness. These methods support learners' holistic development and foster creative decision-making and reflective thinking. Thus, organizing exhibitions and creative activities in primary schools serves as an effective approach to improving educational quality and supporting comprehensive child development.

REFERENCES

1. Akhmedov, G. (2010). *San'at ta'llimi va rangshunoslik asoslari*. Toshkent: Fan va texnologiya.
2. Bobo, S. (2012). *Bolalar san'ati va ijodiy rivojlantirish*. Toshkent: O'zbekiston Milliy Universiteti nashriyoti.
3. Soliev, B. (2014). *Kompozitsiya va shakllarning san'atdagi o'rni*. Toshkent: Fan va adabiyot.
4. Karimov, R. (2009). *San'at ta'llimi: metodologiya va pedagogik yondashuvlar*. Toshkent: Ta'lim nashriyoti.
5. Gulomov, T. (2007). *San'at ta'llimida bolalar ijodini rivojlantirish*. Toshkent: O'zbekiston Yozuvchilar nashriyoti.
6. Petrov, A. (2003). *Artistic Representation and National Identity*. London: Routledge.
7. Lur'ya, L. M. (1999). *Psixologiya ranglar: hissiy ta'sirlar va san'atda qo'llanilishi*. Moskva: Ruhshunoslik nashriyoti.
8. Kovalev, S. A. (2011). *Ranglar va shakllarning psixologik ta'siri*. Moskva: San'atshunoslik nashriyoti.
9. Karimov, N. O. (2016). *Bolalar va san'at: tarbiyaviy ahamiyati*. Toshkent: Xalqaro ta'lim nashriyoti.
10. Davlatov, N. G. (2015). *Inklyuziv ta'llimda tasviriy san'atning o'rni*. Toshkent: Ta'lim nashriyoti.
11. Akhmedov, G., & Soliev, B. (2018). *Visual Arts Education Strategies*. Tashkent: Ta'lim nashriyoti.
12. Petrov, A., & Lur'ya, L. M. (2020). *Visual Arts and Educational Pedagogy*. London: Routledge.
13. Soliev, B., & Bobo, S. (2017). *Creative Methods in Art Lessons*. Tashkent: Fan va Adabiyot.
14. Bakhtiyorovich, Ismonov Khurshidbek, and Ruziyev Nuriddin Mukhammadaliyevich. "Pairing, Their Own Aspects and Corresponding Methods of Work with Pairing in the Autocad Software." *International Journal on Orange Technologies* 3.12 (2021): 211-216.
15. qizi Abduraimova, Muazzamoy Abduqodir. "PERSPEKTIVA." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 11. 2022.
16. Xurshidbek, Ismonov, Rustamov Umurzoq, and Abduraimova Muazzamoy. "MARKAZIY VA PARALLEL PROYEKSIYA ORTOGONAL PROYEKSIYALAR VA MODELNI KO 'RINISHLARI." *Educational Research in Universal Sciences* 1.4 (2022): 70-81.

17. Ismonov, Xurshidbek Baxtiyorovich, and Muazzamoy Abduqodir qizi Abduraimova. "ORTOGONAL PROYEKSIYALAR VA MODELNI KO 'RINISHLARI." Educational Research in Universal Sciences 1.3 (2022): 288-296.
18. Qizi, Abduraimova Muazzamoy Abduqodir. "PROJECTION AND AXONOMETRY."
19. "UMUM TA'LIM MAKTABLARDA CHIZMACHILIK FANINI O'QITISHNING HOZIR HOLATI." Oriental Art and Culture, Vol. 5, No. 6, 2024, pp. 65–69.