



STUDENT ARTISTIC THINKING AND ITS COMPONENTS

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Annotation

In this article, the components of student artistic thinking are described in a logical, coherent, continuous, and integral way, based on didactic principles.

Keywords: thinking, component, education, upbringing, process, activity, nature, society, essence, approach knowledge, skill, competence, cooperation, method, methodology.

Introduction

Artistic thinking is manifested in the orientation, ensuring continuity, continuity, connection and integrity between nature and social relations as an indicator of the level of imagination and activity mastered by the student in historical-objective conditions. Theoretical and methodological bases of student artistic thinking are characterized by:

- The student's artistic thinking is manifested as a result of a well-organized artistic education;
- The student's artistic thinking is formed on the basis of the content of socio-artistic relations, determined in the historical-gradual, socio-objective conditions;
- The student's artistic thinking depends on the level and content of development of the socio-historical society to which he belongs;
- The student's artistic thinking is reflected in the process of organization of socio-artistic relations, his approach to the environment;
- Guarantees the formation of artistic thinking of the student, the purity and viability of the natural environment, as well as the development of social life.

The Main Part

Artistic thinking means the organization of socially, morally and spiritually values, as well as reasonably deep and broad-minded, measured behavior in relation to nature and society in the organization of student activities.





Interdisciplinary development of student artistic thinking is based on the following principles:

consistency, coherence, scientific, gradual, historical, humanistic, continuity and continuity, succession in the process of studying artistic knowledge; the necessity for all to study artistic knowledge, as well as to obtain artistic information; scientific substantiation of the content of art education, the establishment of strong interaction and cooperation between the family, community, educational institutions in the development of artistic thinking in students; that art education is based on national and universal values.

In our opinion, the student's artistic thinking is manifested in the manifestation of the following cases:

Knowledge of social and art education, interest and need to learn the basics of socio-ethical, spiritual and artistic knowledge, thorough acquisition of socio-artistic knowledge, skills, competencies and competencies to apply the acquired theoretical and artistic knowledge in practice; to adequately assess the interrelationships between social relations, to have social activism in the organization of the promotion of artistic knowledge.

Based on the generalization of the above ideas, the student's artistic thinking can be divided into the following parts:

artistic thinking; artistic activity.

Student artistic thinking is characterized by the interdependence, interconnectedness, continuity, continuity, and level of development of these two aspects.

Artistic thinking takes place in the process of approaching the environment, establishing socio-artistic relations.

Artistic thinking has a complex structure. A person's artistic thinking is a system of views, imagination, feelings and beliefs formed through the study of structured artistic knowledge, understanding the content of past values in this regard, ideas and theories of artistic thinking, acquaintance with the content of concepts.

The following aspects of artistic thinking are noteworthy:

the aspect of emotional perception of the student's artistic thinking - is reflected in the content of the emergence and combination of artistic feelings, intuition, mood and needs that arise in the process of the subject's approach to the environment; The intellectual aspect of artistic thinking is formed on the basis of artistic knowledge, worldview, intellectual and practical skills, acquisition of skills and competencies, the study of theoretical and practical artistic knowledge, artistic knowledge that leads to the acquisition of artistic perception and consciousness; the personal aspect of artistic



thinking is manifested as the motives of socio-artistic activity, attitude to the environment, its evaluation. The volitional aspect of artistic thinking is to have a careful approach to the artistic system, not to disturb the artistic balance, to preserve nature, to be responsible for increasing its riches, to have the need to implement one's point of view in social and artistic activities and actions.

This aspect of artistic thinking is characterized by the student's persistent perspective, strong character, and level of strong will (Figure 1).

The final form of analytical thinking takes the form of deductive reasoning (from general to specific).

Analytical thinking. Each stage of analytical thinking is clearly articulated and the thinking student can tell them to another student. The analytical thinker has a clear idea of his opinion and the content of its constituents.

Intuitive and analytical thinking complement each other. With the help of intuitive thinking, a person can solve or solve problems in such a way that a person would not or could not solve these problems or issues through analytical thinking.

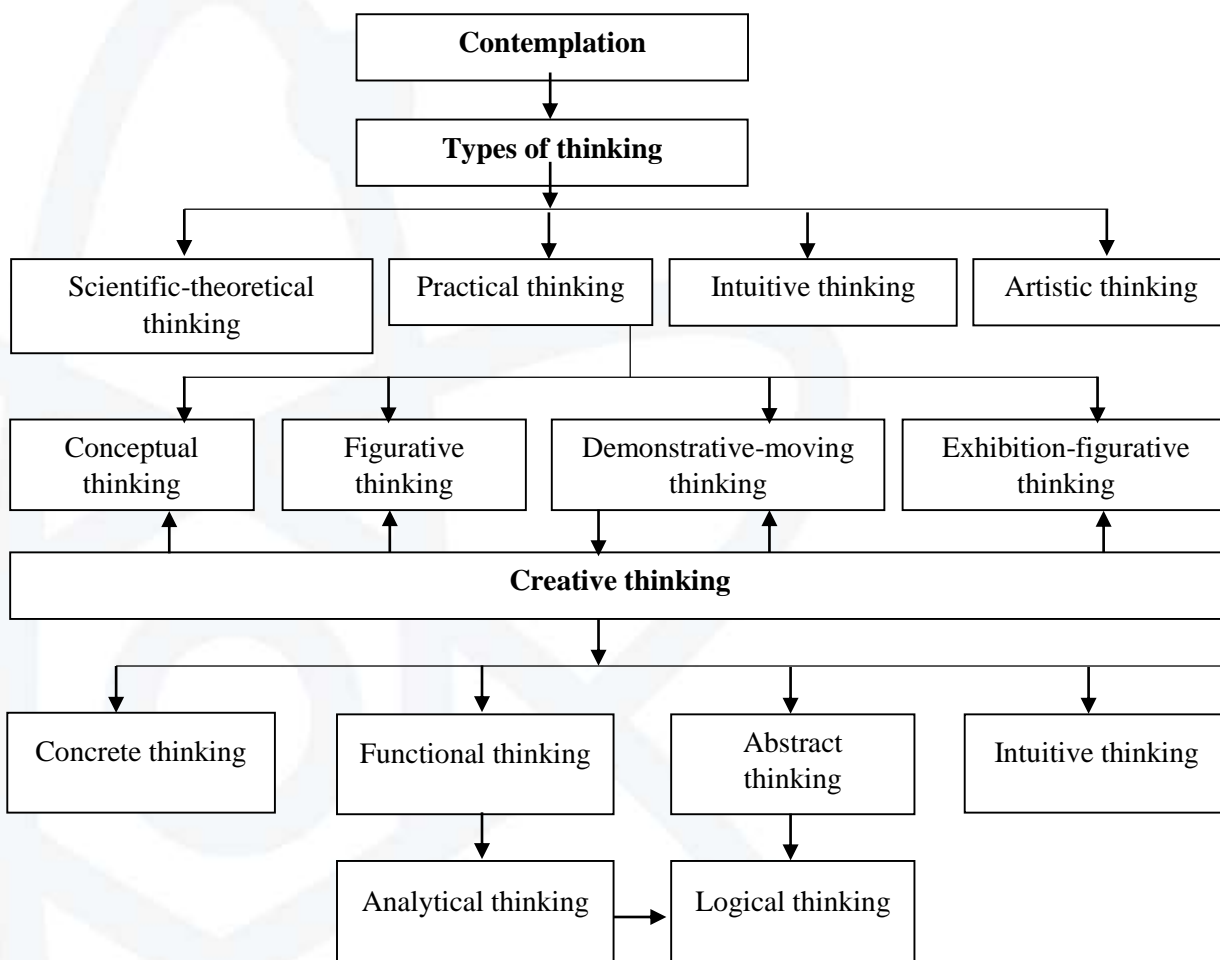


Figure 1. Block diagram of the components of the structure of artistic thinking.



Intuitive thinking. It is characterized by the absence of clear stages. It is based on comprehension, shortening all problems. In other words, the study of a concept and its structure is done in the form of skipping (jumping) certain joints. Therefore, conclusions drawn using intuitive thinking should be verified by analytical means.

Abstract thinking. Abstraction is one of the main types of thinking, in which the student distinguishes one feature of the object of study and does not look at the rest. The result of this process is a mental product (concept, model, theory, classification, etc.).

Practical thinking. It is one of the manifestations of thinking and is usually compared to theoretical thinking. This thinking is directly related to goal setting, plan and project structure.

Interdisciplinary development of artistic thinking in students is based on the following components and characteristics (Figure 2).

Table 2. Components and symptoms of student artistic thinking

| S/N | Components of artistic thinking | Signs (criteria) of artistic thinking |
|-----|---------------------------------|--|
| 1 | Reproductive thinking | <ol style="list-style-type: none">1. Compilation of interdisciplinary art questions.2. Application of interdisciplinary artistic knowledge in practice.3. Reconstruction of certain algorithms and methods of writing exercises, essays, essays in the interdisciplinary artistic context.4. Mental activity within the minimum level and limits of basic knowledge.5. Solve the problem without going beyond the known limits.6. Inability to adapt interdisciplinary artistic knowledge to changing conditions. |
| 2 | Productive thinking | <ol style="list-style-type: none">1. Independent performance of new interdisciplinary art exercises.2. Deep and thorough mastering of interdisciplinary artistic knowledge.3. The rate of rapid acquisition of interdisciplinary artistic knowledge.4. The scale of interdisciplinary artistic knowledge.5. Transfer of interdisciplinary artistic knowledge to new conditions.6. Ability to acquire new knowledge in the process of interdisciplinary art education.7. Acquisition of new knowledge by applying existing knowledge in practice. |
| 3 | Functional thinking | <ol style="list-style-type: none">1. Dynamic depiction of artistic objects.2. A dynamic and practical approach to artistic facts.3. Identify cause-and-effect relationships between artistic facts.4. Transfer artistic concepts to the action plan.5. Availability of methods that refer to materials of artistic content. |
| 4 | Analytical thinking | <ol style="list-style-type: none">1. Expression of some stages of artistic thinking.2. Exercise or statement, essay writing Multiple ideas and the presence of a new approach. |



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| | | 3. Full understanding of the content and essence of the exercises performed. |
| 5 | Logical thinking | <ol style="list-style-type: none">1. The existence of several known types of considerations, definitions, conclusions.2. The existence of the basis of interdisciplinary artistic knowledge, which forms a logical construction.3. The functioning of generalizations of various kinds. |
| 6 | Theoretical thinking | <ol style="list-style-type: none">1. Creating a theory for solving the problem of artistic knowledge.2. Development of personality related to interdisciplinary artistic cognitive activity.3. A form of analysis that takes internal communication and internal relationships in the performance of interdisciplinary art exercises.4. Generalization within the framework of known artistic facts.5. Discover the laws and properties of artistic objects.6. Trying to solve fundamental artistic problems. |
| 7 | Intuitive thinking | <ol style="list-style-type: none">1. The rate at which mental processes flow into each other.2. Lack of clearly separated stages.3. Minimal awareness.4. Get acquainted with the basic artistic concepts and their structure.5. Use analog and heuristic methods of exercise that do not guarantee the correctness of the answer. |
| 8 | Creative thinking | <ol style="list-style-type: none">1. Creation of a subjective new product (experience) in artistic activity.2. Perform problem tasks independently.3. Ability to think deeply and comprehensively, to prove.4. Speed of performing complex exercises.5. The existence of divergent thinking.5. Description of scientific research work. |

Conclusion

When we think about the means of developing artistic thinking, how, on what means and on what basis is thinking formed and developed? What are the specific features of the factors influencing its formation and development? It is important to find answers to these questions and use them in the process of educational relations that serve to form and develop a culture of independence in students, because, as mentioned above, the process of formation and development of artistic thinking in students is a process of intellectual and analytical actions. , in the process, students learn and analyze the causes of certain events and happenings that are new to them. This innovation may already exist, that is, it may be subjective. But this is a novelty for students, because students rediscover the causes, features and significance of the origin of this novelty on the basis of study, analysis. This process can be called the process of formation and development of thinking. Hence, imagination,



understanding and worldview serve as the main tools in the process of formation and development of artistic thinking.

Based on the above, it can be said that artistic thinking serves as the main means to give students an idea of its content, importance and necessity, to form their vision in this area, to inspire confidence in the future, to broaden their worldview, to form and develop art culture.

Literature

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