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Problems of Ensuring the Harmony of Scientific Research and Creative Activity in Fine Arts Education

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Abstract: This article examines the problems of ensuring the harmony of scientific research and creative activity in fine arts education. The study emphasizes that in modern conditions, higher education alone is not enough to prepare competitive specialists in the field of art. The research highlights the need for integration of scientific and creative processes in teaching, the importance of interdisciplinary connections, and the role of mentorship in forming a research environment. Based on international and Uzbek scholarly studies, the paper argues that the combination of theory and practice strengthens students' critical and creative thinking, fosters their research skills, and contributes to the preparation of well-rounded teachers-researchers in fine arts. The author proposes practical recommendations such as establishing professor-student cooperation, introducing scientific projects in curricula, and actively applying information technologies in the learning process. These measures will ensure that students not only become creative artists, but also researchers with deep scientific knowledge and innovative thinking.

Keywords: Fine arts education, creativity, scientific research, interdisciplinary integration, mentorship, innovative pedagogy, STEAM, professor-student cooperation, creative thinking, higher education.

Introduction: Today, it is not enough to be limited to having a higher education. In the fields of science and art, managers are looking for professionals with a ready-made profession, analytical thinking, and an innovative

approach to ensure healthy competition. For example, according to a recent study by Goldman Sachs, by 2025 the employment rate between people with higher education and those without a diploma will almost equalize - the difference is only 0.9 percent. This situation should be a warning sign, especially for graduates working in creative industries, and also requires a review of the quality of personnel training in the education system. After all, the development of modern industry and service industries requires not only practical skills, but also new ways of thinking and the ability to creatively search. In particular, in the field of fine arts, the need for specialists who can apply not only technical excellence, but also a scientific and analytical approach, and who have a deep understanding of the content is obvious.

In practice, current changes in faculties and curricula are manifested in a form that is not in line with the social environment and market demands. For example, the three-year period of study for a bachelor's degree in fine arts is considered insufficient to meet the complex requirements of the field. The small number of hours allocated for specialized subjects in higher education institutions limits the possibility of in-depth acquisition of specialized knowledge that meets current requirements. At the same time, the general education subjects introduced into the curriculum place a heavy burden on students' schedules, reducing their ability to fully focus on creative processes. In short, students pay more attention to creative activities, which pushes their interest in scientific research to the back burner.

Literature review

As studies have shown, in order to achieve meaningful results in the field of education and art, a combination of creative and scientific approaches is necessary. For example, researchers Yuan Sh.M., Karabalaeva G., Baygajanova G., drawing attention to the fact that “the profession of a teacher requires a creative attitude and the use of various methods,” and this approach is an important factor in the development of new ideas in students, draw attention to the fact that the development of creative skills serves to strengthen critical thinking in students. As can be seen from these instructions, special importance is attached to the integration of creative, analytical and experimental methods in the process of teacher training based on world experience.

Chinese researcher Junpeng Zhao, who has conducted research on modern art education, noted that interdisciplinary cooperation and an open educational environment are necessary to overcome barriers and problems between disciplines and areas in the educational process . A study conducted by X. Chacon-Lopez and co-authors noted that students who participated in visual arts courses improved their presentation skills and broadened their attitude to traditional rules. Also, studies conducted using new technologies showed that a multimedia-based learning environment stimulates students' research, creative activity, independence, and the creation of new ideas. Thus, innovative teaching methods allow students to develop creative thinking and research processes in a harmonious way.

Studies in the conditions of Uzbekistan also emphasize the importance of involving students in science. In particular, in the monograph prepared by S.N. Allayarova, involving students in research projects at the initiative of professors and teachers in higher educational institutions significantly increases their interest in scientific activities. Allayarova also emphasizes that a teacher who not only teaches but also conducts research is of particular importance in guiding students towards scientific activity. That is, in daily practice, it is observed that a teacher who is not engaged in scientific research cannot interest students in scientific work. This situation indicates the need to pay attention to experiential learning and the scientific environment.

DISCUSSION AND RESULTS

In practice, it was found that a number of measures are necessary to combine students with scientific research and creative activities. First, it is necessary to strengthen the connection between disciplines in the educational process. For example, integrating the visual arts lesson with other disciplines (history, psychology, etc.) can expand the student's ideas and inspiration. In this regard, studying new topics on a research basis and analyzing works allows the student to combine not only creative, but also theoretical knowledge. For example, Professor Sultanov Kh.E. in his research substantiates the effectiveness of teaching visual arts and music on an integrated basis. Such integration develops students’ aesthetic taste, enriches their means of visual expression, and develops their ability to perceive art in various artistic forms. The study notes that the combination of music and visual arts enhances students’ creative thinking, emotional sensitivity, and interest in creative activities. Classes organized in a combination of science, technology, engineering, art, and mathematics not only expand students’ knowledge, but also increase their interest in scientific research activities. In particular, the close connection of fine arts with other disciplines serves to form a new approach to solving problem situations, innovative thinking and practical skills in students. After all, integrative education is the main foundation of modern education - involving the

teacher and the student in cooperation, creative and active participation. It shows each subject not separately, but as a means of forming creative and analytical thinking in future teachers of fine arts.

Secondly, it is necessary to strengthen the scientific activity of professors and teachers. In our opinion, it is important to work with several students, each professor being assigned to work on scientific and creative projects. Scientific cooperation between professors and students in a higher educational institution creates a real research environment. For example, the qualification works (scientific and creative works) of graduate students should be the result of combining all the knowledge and skills of the student in theory and practice. However, the current implementation of the state certification test system instead of defending graduation qualification works in our country does not support such research. This leads to the fact that a potentially creative student enters the workplace with little scientific preparation.

A student who creates a creative work also protects it scientifically. Before that, the student should be directed to scientific and research activities.

As we noted above, in order to effectively combine art and scientific research in the educational process, it is first of all necessary to form a scientific environment. Because no student will become interested in scientific research on their own. This interest is formed through inspiration, encouragement, environment and scientific guidance. Each teacher is assigned 10 students, and not only teaches them the technique of drawing, but also shares their methodological research, analysis of thematic compositions, and methodological studies with the student.

Thematic seminars, interactive discussions, and scientific master classes should be organized by professors and teachers who have conducted scientific research. These seminars will teach students to see and formulate a scientific problem, and increase their experience in conducting research based on works of art.

Through the scientific activity of professors, seminars, scientific circles and the tradition of mentor-student, students can acquire not only practical skills, but also the foundations of solid scientific thinking.

The tradition of mentor and student is also reflected in this. The student identifies pedagogical problems in his field, acquires research skills such as writing a thesis and scientific article, and later writing a methodological recommendation. The skill of writing scientific articles is a preparatory process for the graduation thesis.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, it can be said that the combination of theory and practice in fine arts education is a priority task. In order to prepare not only creative, but also deeply knowledgeable, critically thinking specialists, the following measures are necessary:

- Formation of a scientific environment. Strengthen interdisciplinary connections between disciplines in higher education institutions and study lab experiments and lab programs with students on a large scale. Introduce scientific topics related to creative processes (composition of a visual work, color psychology, art history, etc.), create opportunities for students to study and apply theoretical foundations in these processes.

- Introduction of mentorship and professor-student cooperation. Each professor should be assigned 8-10 students, who should teach not only the method of drawing, but also the work of the professor in the scientific and research direction. This method will be the most effective tool for involving students in scientific projects and inspiring scientific research.

- Scientific and creative implementation of ideas. Introduce a mechanism for students to carry out projects on scientific topics related to art, from coursework to graduation qualification work. It is necessary to defend graduation qualification works not only by creating a work, but also on the basis of scientific coverage of the creative work.

- Active use of information technologies. The introduction of digital tools for fine arts education and the involvement of computer graphics in the educational process will strengthen students' independent innovative creativity and research.

Strong methodological and scientific training will not only ensure effective teaching, but also strengthen the self-confidence and professional maturity of young teachers. If theory and practice are harmoniously organized in pedagogical education, students will have the opportunity to develop not only as skilled artists, but also as deeply knowledgeable teachers-researchers.

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