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ORIGINAL

Contents and methods of developing creative abilities of college students in educational activities

Contenidos y métodos de desarrollo de las capacidades creativas de los estudiantes universitarios en actividades educativas

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ABSTRACT

Introduction: the study relevance is primarily due to the increasing demand for the education of creative people capable of creative problem-solving and in demand in the modern labour market.

Aims: the study aimed to assess the effectiveness and frequency of specific methods for enhancing students' creative abilities in Chinese and Kyrgyz educational institutions, with measurable outcomes such as student participation in creative projects and competitions.

Method: the following methods were used to realize the mentioned goal: comparative-comparative, statistical, graphical, analytical-synthetic, pedagogical methods, and questionnaire survey.

Results: it was shown that Chinese and Kyrgyz education systems, particularly in the direction of creative skills' development, have differences. According to the results of the conducted questionnaire, pedagogical work in Chinese educational institutions at classes on fine arts and artistic crafts was most often carried out using problem-heuristic and project methods, while in Kyrgyz colleges - using verbal-illustrative and problem-heuristic methods. The most popular among them were the following: participation in competitions, conducting trainings, implementing creative projects, visiting excursions, making products, conducting video lessons, creating presentations, visiting museums. The questionnaire survey confirmed that the lowest indicators of both Chinese and Kyrgyz students were fixed for the comparative methods. It was found out that in order to realize creative potential, it is necessary to combine group form of work with extracurricular work, and academic activities with artistic activities.

Conclusions: based on the information collected about pedagogical institutions, it was concluded that the formation of a creative personality is one of the priority tasks of the educational process in both China and Kyrgyzstan.

Keywords: Teacher; Creativity; Artistic Crafts; Fine Arts; Education.

RESUMEN

Introducción: la relevancia de este estudio se debe principalmente a la creciente demanda de formación de personas creativas capaces de resolver problemas de forma creativa y demandadas en el mercado laboral moderno.

Objetivo: el estudio pretendía evaluar la eficacia y la frecuencia de métodos específicos para potenciar la

capacidad creativa de los estudiantes en centros educativos chinos y kirguises, con resultados mensurables como la participación de los estudiantes en proyectos y concursos creativos.

Método: para lograr el objetivo mencionado se utilizaron los siguientes métodos: comparativo-comparativo, estadístico, gráfico, analítico-sintético, pedagógico y encuesta por cuestionario.

Resultados: se demostró que los sistemas educativos chino y kirguiso, en particular en la dirección del desarrollo de habilidades creativas, tienen diferencias. Según los resultados del cuestionario realizado, el trabajo pedagógico en las instituciones educativas chinas en las clases de bellas artes y artesanías artísticas se llevó a cabo con mayor frecuencia utilizando métodos de problemas-heurísticos y de proyectos, mientras que en las universidades kirguisas, utilizando métodos verbales-ilustrativos y de problemas-heurísticos. Los más populares entre ellos fueron los siguientes: participación en concursos, realización de capacitaciones, implementación de proyectos creativos, visitas de excursiones, fabricación de productos, realización de lecciones en video, creación de presentaciones, visitas a museos. El estudio de los resultados de las encuestas realizadas ha confirmado que los resultados más bajos de los estudiantes chinos y kirguises se obtuvieron en el método comparativo. Se ha descubierto que para desarrollar el potencial creativo es necesario combinar el trabajo en grupo con el trabajo extracurricular y las actividades académicas con las artísticas.

Conclusión: a partir de la información recopilada sobre las instituciones pedagógicas, se ha llegado a la conclusión de que la formación de una personalidad creativa es una de las tareas prioritarias del proceso educativo tanto en China como en Kirguistán.

Palabras clave: Profesor; Creatividad; Artesanía; Bellas Artes; Educación.

INTRODUCTION

The study of methods to improve students' creative abilities is relevant, because the development of creativity has a positive effect on thinking activity in general, and creative skills open new opportunities for the implementation of not only artistic, but also scientific, technical and information projects. Thus, the more a person has developed creative thinking, the more prepared they are for the realities of modern life, the higher their potential in their field of employment. The educational system of each country is unique in its own way, but one of the priority tasks in the learning process is the development of creative thinking and the ability to analyse information independently.

The formation of an idea about the content and methods of creative skills' development taking into account the national factor is relevant, as the adoption of best practices and exchange of experience between countries is necessary to improve creative skills. Arts and crafts and visual arts classes provide the widest space for the introduction of various methods, such as verbal-illustrative, comparative, problem-heuristic and project-based methods.⁽¹⁾ It is also relevant in the study of the strategy of creative skills' development to conduct questionnaires, surveys to understand the effectiveness of the implemented technologies and to present their results.

The development of creative talents is inextricably related to their application in the classroom, since nurturing creativity necessitates both organised opportunities and supportive environments in which students may actively participate in creative activities. Students may transfer their creative talents into real achievements when they are developed through well designed pedagogical techniques such as project-based learning, problem-solving activities, and collaborative art projects.^(2,3) This not only improves their critical thinking and innovation skills, but also allows students to apply creative methods to academic obstacles and real-world circumstances, improving their whole educational experience.^(4,5)

The development of creative thinking in students, particularly those studying pedagogical specialities, is crucial for fostering innovation in educational practices.^(6,7,8) O.S. Abilmazhinova et al.⁽⁹⁾ emphasise the importance of art technology in developing creative talents. Their study showed substantial findings on enhancing creative talents, but it left unresolved the key question of how frequently these strategies are used in educational contexts.

Building on this concept, N.Kh. Talipov and N.N. Talipov⁽¹⁰⁾ discuss the larger context of fine arts instruction in all educational institutions, emphasising the importance of a thorough reorganisation of both content and teaching techniques. While their work emphasises the necessity of patriotic education and the establishment of unique programs for profile schools, it does not go into detail into how these approaches are applied in individual institutions, instead focussing on broad issues of art instruction.

Similarly, I. Rudenko et al.⁽¹¹⁾ investigate the issues of fostering creative talents through fine arts education. Although their approach for incorporating creative tasks greatly enhanced students' creative activity, the study did not examine the usage of particular strategies to maximise individuals' creative potential. This gap

indicates the necessity for more research into targeted methodologies.

Expanding the subject to a larger cultural framework, T.V. Urazimova⁽¹²⁾ investigates the development of artistic and creative talents in higher Uzbek educational institutions. This work emphasises the importance of intellectual, ethical, and aesthetic education in developing a creative personality, with art education classes serving as a vital link between culture, art, and education. However, T.V. Urazimova's study focuses on universal strategies for improving creative skills, without taking into account the distinct peculiarities of other nations' educational systems.

Finally, M. Mamatkulova and G.O. Holmatova⁽¹³⁾ explore the role of research organisations in enhancing students' creative skills within the educational process. They investigate how these abilities are diagnosed and seek new solutions and pedagogical opportunities for fostering creativity. Yet, this study did not focus on specific groups of methods and the frequency of their use in pedagogical practice.

The purpose of this study was to examine the key methods and technologies used in creative activities of Chinese and Kyrgyz liberal arts and pedagogical colleges, in particular, in fine arts and arts and crafts classes, to form an idea of supporting creative self-expression among students in the educational process. The subject of this study was the activities of Kyrgyz and Chinese educational institutions related to the realization of students' creative potential.

METHOD

The theoretical basis of this comparative educational research was the works of modern Chinese, Kyrgyz, British, Turkish, Spanish, Polish, Uzbek, Ukrainian scientists-pedagogues who consider the problematics of revealing the creative potential of the individual on the example of experimental data. The information about the main methods of work that promote the development of creative skills of students was also collected.

To analyse the pedagogical work the data presented on the websites of the following colleges: Agricultural School of Zhumadian City, Heilongjiang Preschool Teachers College, Guiyang Preschool Teachers College (China), Humanitarian and Pedagogical College of the Kyrgyz State University named after I. Arabaev, Jalal-Abad Humanitarian-Pedagogical College, Issyk-Kul Industrial and Pedagogical College (Kyrgyzstan) was used. On the basis of these educational institutions, a questionnaire survey was conducted, the participants of which were 20 students.

Pedagogical analysis was used to study the practice of working with students in Chinese and Kyrgyz pedagogical institutions, in particular, in the study of methods necessary for the development of creative skills. Based on the analysis of pedagogical activities in educational institutions, the most relevant methods that promote the development of creative thinking and enhance artistic activities outside the classroom were identified.

Comparative analysis was used in the study of the educational system of China and Kyrgyzstan, in particular, paying attention to the following parameters: effective methods and forms of work in fine arts and crafts classes, extracurricular art activities, priority tasks of educational institutions. The degree of implementation of verbal-illustrative, comparative, problem-heuristic and project methods in the modern educational process was also assessed.

Graphic analysis was used to present the methods of work in educational institutions of China and Kyrgyzstan, in particular verbal-illustrative, comparative, problem-heuristic and project methods, as well as to demonstrate the results of questionnaire survey of two groups of students (Chinese and Kyrgyz) about effective methods of work that contribute to the discovery of creative potential. The results of the study were presented in tabular form.

The statistical method was used to present the questionnaire data as a percentage of each method for the Chinese and Kyrgyz groups of students. The questionnaire was designed with both closed and open-ended questions. Students were informed about the study's purpose and assured of their anonymity. A stratified random sampling technique was employed to ensure representation from different programs within the colleges. This approach allowed for a balanced view of the effectiveness of teaching methods across various disciplines, particularly in fine arts and crafts education. The results (in %) were presented for:

- verbal-illustrative (attending excursions, video lessons);
- comparative-comparative;
- problem-heuristic (participation in competitions, holding seminars and trainings, solving problem tasks);
- project (realization of creative projects, making of products) methods.

The analytical and synthetic method was used in the study of theoretical aspects related to the main groups of methods used in the educational process, as well as forms of work aimed at developing the creative potential of the individual in modern educational conditions in different countries of the world. Also, the results of research studies were studied, which provided experimental data regarding the dynamics of students' creative skills' development.

RESULTS

Art education in teacher training colleges is necessary to improve thinking, academic performance, relieve psychological pressure and self-expression. In order to develop creative skills, it is necessary to give students full freedom to realize artistic intent.⁽¹⁴⁾ The key characteristics of creativity are considered to be the following: originality of thinking beyond the standard, comprehensiveness through the integration of different elements in the process of creating an art object, use of multiple patterns, and non-standard combination of information.⁽¹⁵⁾

When creating an art object, it is necessary to use the strategy of conveying one's own emotional state through the artwork. The tones, colours, and lines should primarily combine harmoniously. Before starting an art project, it is necessary to choose colours and composition, to imagine how they will be combined on the canvas. Thus, the main strategy for developing creative skills is to convey one's own emotions through the canvas and to work out all the technical aspects to better embody the psychological state of the author of the painting.⁽¹⁶⁾ The main working methods in art craft and visual arts classes are as follows:

- verbal-illustrative (demonstration of multimedia presentations, slide shows, videos);
- comparative-comparative (comparing paintings of the same genre in different techniques, searching for correspondence between paintings);
- problem-heuristic methods (discussions, crossword puzzles, quizzes);
- project methods (realization of information, creative, and research projects).

One of the priority pedagogical areas in Chinese colleges is the development of creativity and innovative technologies. The most important strategy for improving creative skills in China is the application of extracurricular activities, which include such methods as realizing projects and demonstrating one's own work, holding competitions, and obtaining student patents. Extracurricular activities are characterized by an emphasis on applying theoretical knowledge to practice, including the use of innovation, attention to the value of results. The introduction of teamwork allows with the help of team efforts to realize voluminous projects that could not be done by one person.⁽¹⁷⁾

Extracurricular activities not only promote the development of creative skills, but also allow for the realization of communication between the participants in the process.^(18,19) When integrated into such activities, Chinese students change the vector of their creative thinking from passive learning of theoretical foundations to practical realization of knowledge and become creators of artistic creativity.⁽²⁰⁾ Thus, the main areas that contribute to the improvement of creative skills are: realizing the importance of implementing the strategy of combining classroom and extracurricular activities, establishing specialized departments in colleges to implement art projects, integrating business into creativity, expanding international communication and sharing experiences.^(21,22)

In China, the birth of agricultural schools is associated with the "Great Leap Forward" policy (1958-1960), in which education was decentralized to the people's communes representing the public interest. Labour time was greatly increased in agricultural secondary schools, in particular 6-8 hours per week, which led to a decline in the level of knowledge among students. Today, various student clubs function on the basis of the educational institution: hip-hop club, vocal and instrumental music, Chinese and Latin American dances, animation club, graffiti club, crafts workshop, comedy performance club, sign language club. The college has 16 art communities which actively participate in student events, exhibitions, and competitions. The priority tasks of Zhumadian City Agricultural School of Zhumadian City are to introduce innovative models to improve cooperation between schools and enterprises to deepen the training of talents, to strive for the improvement of methods and forms of work, to actively conduct competitions, in particular, to apply the model of "competition + training" to improve professional skills.

Heilongjiang Preschool Teachers College is actively engaged in education reform, in particular, in the development of innovative talent training in Heilongjiang Province. In particular, the college has departments of music and dance, art education, such as art design, calligraphy, and painting. The main directions in Heilongjiang Preschool Teachers College are the following:

- building a training model;
- creating a methodology for training talents and practising a combination of morality and skill, education and upbringing;
- cooperation between schools and businesses.

The development of creative skills of Guiyang Preschool Teachers College students is carried out in the following areas: participation in professional skills competitions (national, provincial), in particular dance, music, art, formation of creative personality through maximum involvement of parents in learning activities, creation, and presentation of creative and information projects. Table 1 summarizes the main methods used in Chinese colleges in teaching arts and crafts and fine arts that promote the development of students' creative skills.

Table 1. Methods for improving creative skills in arts and crafts classes in China

The name of the institution	Verbal-illustrative	Comparative	Problem-heuristic	Design
Agricultural School of Zhumadian City	Creating presentations by creative groups, participating in creative exhibitions, student events	Conducting a comparative analysis between the works of artists (for example, landscape painters Guan Tong and Mei Qing)	Conducting quizzes and competitions	Implementation of art projects in creative clubs and artistic communities (craft workshop, graffiti club)
Heilongjiang Preschool Teachers College	Use of video materials demonstrating a certain style of Chinese painting (gongbi and se-yi)	Analysis and comparison of the work of Chinese and foreign artists according to the following parameters (technique of execution, color scheme, composition, and content of the painting or artistic composition)	Discussions on various topics (for example, “The best portrait painters of China”), posing a problematic problem (question) and searching for its solution	Implementation of creative projects by groups of artistic design or painting
Guiyang Preschool Teachers College	Creation by students individually or in groups of slide shows on a given topic (for example, analysis of Qi Baishi’s painting “Shrimp”)	Comparison of methods and techniques for processing metal, leather or fabric, review and comparison of the best craft works of college graduates	Participation in professional skills competitions (national and provincial)	Production of ceramic products, in particular porcelain, and presentation of their projects by students

At the end of the 19th century, agricultural schools began to open in Kyrgyzstan, where students received a four-year four-class education. But already in 1914, these institutions were reorganized into primary educational institutions, after graduation from which one could get a job as a clerk, translator, or clerk. Thus, the transformation of agricultural schools played a huge role in the formation of the intelligentsia. Today, the education system in Kyrgyzstan is structured as follows: compulsory education for 9 years (4 years of primary and 5 years of secondary school), followed by 2 years of senior general, secondary specialized school or vocational school.⁽²³⁻²⁷⁾

Students of the Humanitarian and Pedagogical College of the Kyrgyz State University named after I. Arabaev, Jalal-Abad Humanitarian-Pedagogical College are actively involved in the life of the university, in particular, excursions to the Kyrgyz State Museum of Literature and Art named after T. Satylganov, exhibitions (e.g., for example, exhibitions at the Kyrgyz State Museum of Literature and Art named after T. Satylganov, exhibitions (for example, “Baary bizdin kolubuzda” (Everything is in our hands) on the 140th anniversary of I. Arabaev) and public speaking contests. Students can attend the defence of qualification works of students studying at the university.

The main values of Jalal-Abad Humanitarian-Pedagogical College are freedom of creativity, manifestation of individuality, uniqueness and identity, as well as social activity. The college constantly organizes activities that promote creative skills. For example, the celebration of the traditional holiday Nooruz, which marks the arrival of spring, called “Salam saga sanzhyraluu nooruzum” (Greetings to you, my dear Nooruz), where students were able to show their creativity in preparing national costumes. In the competition dedicated to Ch. Aitmatov’s birthday, students had the opportunity to present their artistic and literary talents. Students competed in drawing, acting, writing essays. The annual Students’ Day is necessarily accompanied by various cultural and entertainment programmes, contests, sports competitions, art exhibitions and musical performances.

Issyk-Kul Industrial and Pedagogical College constantly hosts various events that develop creative skills. One of the brightest events was the celebration of Ch. Aitmatov’s birthday, and educational video lessons on the life and work of the author were held. Table 2 demonstrates the key methods used in Chinese colleges in teaching arts and crafts and fine arts that contribute to the development of students’ creative skills.

When conducting a survey of students at Chinese and Kyrgyz pedagogical colleges, the following results were obtained. Among Chinese students, the most popular methods of work were problem-heuristic (43 %) and project-based (31 %), while among Kyrgyz students, high rates were assigned to verbal-illustrative (34 %) and problem-heuristic (29 %) methods. Both experimental groups had the lowest rates using comparative methods: Chinese students: 11 %, Kyrgyz students: 15 %. The detailed table is presented below (table 3).

Table 2. Methods for improving creative skills in arts and crafts classes in Kyrgyzstan

The name of the institution	Verbal-illustrative	Comparative	Problem-heuristic	Design
Humanitarian and Pedagogical College of the Kyrgyz State University named after I. Arbaev	Conducting excursions, exhibitions	Studying the history of the formation of the art school in Kyrgyzstan, comparative analysis of creative achievements of different historical periods	Participation in seminars, trainings, conferences discussing current issues	Implementation of joint design work in fine arts
Jalal - Abad Humanitarian-Pedagogical College	Visiting art exhibitions, demonstrating products made by college students	Comparative analysis of themes, motives, and techniques for painting paintings by Kyrgyz and Chinese (Kazakh, Japanese and other) artists	Drawing competition, participation in fine arts competitions	Preparation of national costumes
Issyk-Kul Industrial and Pedagogical College	Conducting video lessons on given topics with presentation of materials on fine arts and artistic crafts	Comparison of creative methods and techniques of portrait artists	Holding a competition for modelling the best sewn product	Implementation of artistic and creative projects

Table 3. Percentage of methods that promote the development of creative skills in China and Kyrgyzstan, %

Group of methods	Verbal-illustrative		Comparative	Problem-heuristic			Design	
Method name	VE	VL		C	CST	S	CP	P
Chinese group	8	7	11	6	18	9	9	2
Total	15		11		43		31	
Kyrgyz group	21	13	15	5	8	6	3	9
Total	34		15		29		22	

Note: VE - Visiting excursions; VL - Video lessons; PC - Participation in competitions; CST - Conducting seminars and trainings; PS - Problem-solving; ICP - Implementation of creative projects; MP - Manufacturing of products.

Thus, in the course of studying the content of creative development and methods for improving artistic skills, it was found that both Kyrgyz and Chinese educational institutions, namely teacher training colleges, are implementing a strategy of active implementation of verbal-illustrative, design and problem-heuristic methods, which are comparatively less popular - comparative methods. Creative thinking is formed on the basis of creating individual or group projects, solving creative problems by searching and collating information, creating presentations to demonstrate creativity, holding competitions, visiting exhibitions and events.

DISCUSSION

There is a reciprocal relationship between the realization of artistic activities and the development of creative skills. H. Chacon-Lopez and A. Maeso-Broncano⁽²⁸⁾ examine how creative skills are developed in Spanish teacher education students. Thus, the authors examine the relationship between participation in artistic activities, self-esteem and internal barriers to creativity. The results of the study confirmed that those who participated in artistic activities improved their narrative and pictorial abilities. In studying the Chinese and Kyrgyz education system, particularly teacher training in teacher training colleges, the main methods that promote creativity were identified. It should be noted that the profession of a teacher requires creativity and the use of various methods (search, comparative, project, verbal-illustrative) and forms of work (individual, group) for the comprehensive development of students.

In the study by S. Le,⁽²⁹⁾ the influence of creative thinking on the process of information assimilation was considered. The experimental process of teaching digital art was conducted using teamwork and online mode.⁽³⁰⁾ A sociological questionnaire conducted among painting students in China showed the following results: after the training, 88 % of students performed well in creative disciplines and 83 % improved their performance in general disciplines. Thus, the development of creative skills helps to increase the level of critical thinking and creativity, positively influencing the whole educational process. That is why, for each professional direction, its own methods and strategies should be developed in order to realize the creative potential of students.

Surveys of teachers, according to A. Kasirer and S. Shnitzer-Meirovich,⁽³¹⁾ in two research groups, showed that the majority of teachers consider the most important educational goal to be the development of creative skills in students. The study took into account two parameters: convergent and divergent thinking creativity. 58 teachers of special education and 58 teachers of general education were interviewed. For the considered humanities and pedagogical colleges in China and Kyrgyzstan, the realization of creative freedom in teaching

and the expression of students' creative potential are among the priority tasks, as there is an urgent need for specialists who possess creative thinking skills and are productive in terms of creating new proposals in the market.

A.M. Ali Alzoubi *et al.*⁽³²⁾ examine the relationship between creativity and emotional creativity and develop strategies to integrate the findings into programmes that promote creative skills. In arts and crafts and visual arts classes, the accurate communication of emotion through colours, tones, shapes, and lines plays an important role. Thus, the development of a creative personality is impossible without realizing one's own feelings, experiences and translating them into creativity. In order to improve creativity, it is necessary to hold regular exhibitions of works.

The need to improve the creative abilities of students studying in higher education institutions is emphasized by A. Egan *et al.*⁽³³⁾ The authors developed a system of criteria for determining creativity. Based on the analysis of the work of teacher training colleges in China and Kyrgyzstan, the following conclusion can be made: students are actively involved in social activities, in particular, they take part in various competitions and exhibitions. University-based colleges also involve students in university activities.

As noted by M.G. Sotiropoulos and M. Anagnostouli,⁽³⁴⁾ creativity depends on genetic influences, which is due to the location of genes in certain loci associated with cognitive development. Thus, it is not possible to improve students' creative skills without involving perception and analysis of information about the world, attention, memory, and speech. Creating a talented artistic work is often associated with experiencing strong emotional upheavals and being able to express them in one's work.

Visual art has a direct impact on learning, as argued by F. Akca and G. Kavak,⁽³⁵⁾ but currently there is no mechanism to measure the level of creativity in Turkish sources. After conducting the survey, it was found that visual creativity depends on the perceptual criterion (perception of art). Creative thinking consists of conveying one's own feelings through the involvement of artistic techniques. Based on people's perception of creativity (perceptual criterion), it can be determined how much the relationship between content and expression in art is preserved.

Modern digital design improves students' autonomy in creating art objects.^(36,37) M.D. Gonzalez-Zamar and E. Abad-Segura⁽³⁸⁾ point out that digital technologies have completely changed the approaches and methods of teaching, so builds a strategy for the development of art education in the years 2000-2020. The authors show that at this point, art should be considered in the context of education and technology. The development of creative skills today is closely connected with information technologies that allow creating interactive canvases, selecting colours, zooming in and out of an art object.^(39,40) Therefore, mastery of digital tools contributes to the development of creative thinking skills and opens up additional opportunities in the field of contemporary art.

Aesthetic education and art literacy, according to M. Wang,⁽⁴¹⁾ can help to develop creative skills and realize maximum creative potential in the future to create higher quality art objects. The basics of art literacy are a necessity for students because without basic skills, creativity cannot be developed.⁽⁴²⁾ Thus, theoretical fundamentals (art techniques, placement of objects on canvas, genre and compositional features) are mandatory to study.

The main task of modern teaching, according to A. Freiberg-Hoffmann *et al.*,⁽⁴³⁾ the main task of modern teaching, according to the researchers, has become the involvement of creative techniques and methods together with a deep study of theoretical parameters. The authors point out that the combination of fundamental education and creative skills will increase competition in the labour market. The results of the study showed that for Chinese and Kyrgyz colleges the maximum involvement of students in various activities, art clubs, competitions are the basis for the realization of students' creative potential.

Creative problem-solving contributes to solving complex problems, but the integration of creative thinking models into the educational process is limited.^(44,45) B.A. Saeed and T. Ramdane⁽⁴⁶⁾ indicate that it is effective to introduce methods for developing creative skills along with traditional teaching methods. The strategy of combining traditional and innovative teaching methods enables students in teacher training colleges to acquire theoretical knowledge and practical skills to realize their creative potential, particularly through problem-heuristic and project-based learning methods.⁽⁴⁷⁻⁴⁹⁾

Creative thinking is one of the necessary elements of sustainable education in the modern world.⁽⁵⁰⁻⁵²⁾ The article by A. Mróz and I. Ocetkiewicz⁽⁵³⁾ is based on an analysis of Polish teachers who work with adolescents. The results of the study showed that teachers use only part of the recommended methods for developing creative abilities. Based on the work of Chinese and Kyrgyz teachers, it can be concluded that a wide variety of teaching methods that promote the development of creative skills are implemented in the classroom:

- verbal-illustrative (visiting exhibitions, demonstrating masterpieces of world culture);
- comparative (comparison of painters' techniques);
- problem-heuristic (holding various competitions);
- project-based (presentation of art and information projects).

The problem of creating an introductory college course that combines creative problem-solving with the use

of artificial intelligence is addressed by S. Yalazi-Dawani.⁽⁵⁴⁾ This approach will foster interdisciplinary thinking. At the current stage of digitalization, artificial intelligence has also achieved significant results in terms of creating art objects, but only with the help of human beings can a full creative process be ensured. Therefore, innovative technologies can only serve as an additional tool for creating creativity.

One of the fundamental shortcomings of modern education, researchers S.A. Damanik et al.⁽⁵⁵⁾ consider the lack of creative and innovative methods that promote the development of creative thinking. Thus, the main pedagogical efforts should be directed to a variety of methods and forms of work in the classroom, focusing on the development of effective strategies for the development of creative thinking and creativity.

Thus, when comparing the results of my own study with those of other researchers, it was learnt that the main areas of interest are the effectiveness of different methods for realizing students' creativity and ways of developing creative thinking by involving emotional experience, information technologies. Also, relevant is the issue of improving educational strategies that foster the discovery of students' creative abilities. Chinese and Kyrgyz colleges have demonstrated high performance in the area of creative skills' development.

CONCLUSIONS

The educational process must actively incorporate creative elements and individual potential to ensure high qualifications for the labor force in the era of technologization and globalization. The development of creative skills improves thinking processes, readiness to accept new ideas, and search for creative solutions. Promoting the development of creative skills and fostering creative thinking in students is a priority direction in the educational process.

The study reveals that in educational institutions, fine arts and crafts classes use various methods, including verbal-illustrative, comparative-comparative, problem-heuristic, and project-based approaches. In Chinese students, problem-heuristic methods were found to be most effective for developing creative skills, while in Kyrgyzstan, verbal-illustrative methods and problem-heuristic methods were the most effective. This suggests that in Kyrgyzstan, teaching is more focused on visual methods, while in China, teaching is more focused on setting and solving creative problems. The findings suggest that the Chinese approach to teaching is more focused on problem-solving than the Kyrgyz approach.

Further research should focus on developing effective methods and programs for developing creative skills for all age groups. Comparing experiences from various countries is crucial for revealing and nurturing individual creative potential. Strategic introduction of new technologies, such as digital tools and software, in education can help solve creative problems and expand students' creative capabilities, such as in fine arts classes.

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