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ABSTRACT

of the Dissertation for the Degree of Doctor of Philosophy

THE IMPACT OF USING ART SAMPLES IN PRIMARY GRADES ON IMPROVING THE QUALITY OF EDUCATION

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and the degree of research of the topic. One of the fundamental objectives confronting the Azerbaijani educational system is the cultivation of a patriotic individual possessing a well-rounded cultural identity, capable of appreciating national and universal human values. The relevance of this study derives from the contemporary imperative to reassess and analyze existential, artistic, and aesthetic values in primary education. The formation of a culturally refined individual is unattainable without leveraging the globally recognized artistic and aesthetic masterworks generated by our nation throughout its history. Consequently, integrating diverse forms of art into both curricular and extracurricular activities becomes paramount to shaping and refining primary school students' aesthetic tastes and conduct, as well as fostering high proficiency and skill in their practical pursuits.

A paramount responsibility of the contemporary school centers on the development of students' creative capacities and overall growth, the foundations of which are established in the primary grades.

These dynamics necessitate comprehensive theoretical analysis and empirical substantiation. To this end, it is pertinent to investigate the phenomenon of creative capacity while simultaneously examining the holistic development of primary school learners. Therefore, in the current era, nurturing students' creative abilities in alignment with their interests and inclinations constitutes a critical task for ensuring their proper orientation within the contemporary information space. The utilization of artistic masterpieces plays an instrumental role in the successful realization of this task.

Undeniably, national and universal values encompass the culture and art of every nation. An individual who possesses a profound understanding of their own national culture and art should likewise approach universal human values with respect and demonstrate the capacity to appreciate them.

In the "State Strategy for the Development of Education in the Republic of Azerbaijan," the main tasks of the education system are defined as follows:

– to raise a citizen and a personality who is aware of their responsibility, respects the principles of democracy, national traditions of their people, human rights and freedoms, remains loyal to the ideas of Azerbaijanism, and thinks independently and creatively;

– to prepare modern-thinking and competitive personnel who preserve and develop national, spiritual, and universal values, possess a broad outlook, are capable of appreciating initiatives and innovations, and have mastered theoretical and practical knowledge.[1]

It is evident that realizing these objectives would be highly challenging without fostering cultural habits and enriching the moral character of students. The purposeful and systematic use of art samples not only improves the quality of teaching but also creates a foundation for the development of the student's personality.

Regarding this issue, valuable academic works have been produced by prominent scholars in our country who have rendered exceptional services in this field, such as V.C. Khalilov, O.M. Rajabov, F.B. Sadigov, K.R. Mammadova and others. Furthermore, several significant research studies have been conducted, providing both theoretical and practical recommendations on the utilization of various art forms in primary school settings. These include: F.I. Zeynalov's "Interdisciplinary teaching of visual arts in primary grades," A.V. Huseynova's", A.V. Huseynova on "The system of work for the formation of knowledge, skills, and habits of students in primary school music lessons", F.Sh. Hidayatova's "Opportunities for civic education of students in primary school music lessons,", S.H. Atayev's on "Ways of using Azerbaijani decorative-applied art materials in the aesthetic education of primary school students," and Sh.S. Valiyeva on "Possibilities and ways of utilizing visual art masterpieces in the aesthetic education of young schoolchildren". As can be seen, although research has been conducted on the promotion and application of various art forms, the impact of the systematic use of art forms in the teaching of various subjects on the quality of education has not been investigated. all of whom have produced scientific-

[1] State Strategy for the Development of Education in the Republic of Azerbaijan // Azerbaijan Teacher “Azərbaycan müəllimi”, – 2013, October 25. No. 41.

theoretical and practical research and recommendations on the use of art types in primary classes.

At the same time, the study of scientific-pedagogical sources shows that since the issues of using art samples in primary grades have not been sufficiently studied, there are contradictions between the level of development of pedagogical theories in this field and practical requirements:

– between the existence of pedagogical and psychological ideas about the possibilities for the effective application of art samples in primary grades and the insufficient development of pedagogical conditions and circumstances;

– between the rapidly developing creativity of children and the lack of reflection of the problem in programs and recommendations regarding the impact of various types of art samples on personality development, as well as on improving the quality of teaching.

As an integral part of the spiritual culture of humanity, art encompasses visual activities, music, dance, theater, cinema, and its other forms. Considering the interest of young students in various types of art, paying attention to these fields in their education and using art samples in the teaching of various subjects proves the relevance of the topic "The impact of using art samples on improving the quality of teaching in primary grades" and necessitates research in this direction.

The object and subject of the research. The object of the research is the process of improving the quality of teaching by using art samples in primary grades.

The subject of the research is the impact of using art samples on improving the quality of teaching in primary grades.

The aim and objectives of the research. The aim of the research is to theoretically substantiate the impact of utilizing art examples in primary classes on improving the quality of education, as well as to develop the organization, structure, content, and teaching methods and techniques of the instruction process in this direction.

To achieve this purpose, the following *objectives* of the research have been identified:

1. To clarify the issues regarding art samples and the impact of their use on the quality of teaching.

2. To determine the level of development of the problem in scientific-pedagogical and methodical literature.

3. To study school practice regarding the problem.

4. To develop a systematic approach model for the impact of using art samples on improving the quality of teaching in primary grades.

5. To prepare scientifically grounded recommendations for primary school teachers on the impact of using art samples toward improving the quality of teaching.

6. To organize and conduct the pedagogical experiment.

Research methods. To address these objectives, the following research methods were used:

1. *Theoretical methods:* analysis of pedagogical, psychological, and methodical literature, as well as specialized literature written on the problem.

2. *Empirical methods:* observation of the teaching process and the creative activities of teachers and students in various art forms, questionnaires, interviews, and discussions.

3. Comparison, generalization, and statistical evaluation of the results.

The main provisions for defense:

1. The application of art examples in teaching various subjects in primary classes enhances the quality of education and develops students' emotional intelligence, creative thinking, and cognitive activity. Art examples help students better grasp key topics, relieve tension, and stimulate self-expression.

2. Applying art therapy methods to students who experience apathy or hyperactivity, aggressiveness, depression, and communication difficulties helps them socialize, facilitates interaction with their peers, and increases their active engagement.

3. Creating pedagogical conditions for the application of art forms used to improve the quality of education and placing special emphasis on teacher preparation are essential prerequisites.

4.When utilizing art examples, it is considered appropriate to assign relevant tasks, scenarios, and games by taking into account

which intelligence type each student belongs to (according to H. Gardner's theory).

5.Implementing a structural model for utilizing art examples in teaching various subjects in primary classes positively impacts the enhancement of students' cognitive activity, their intellectual, emotional, and social development, and the formation of their independent creative abilities.

Scientific novelty of the research is that when art examples are differentially adapted to students' individual psychological intelligence types (based on H. Gardner's theory) both during the instructional process and outside class hours, they transform into a fundamental pedagogical mechanism that alters the cognitive structure of learning and directly enhances academic quality.

The purely theoretical and conceptual aspects of the scientific novelty are as follows:

1.The developmental potential of art and the interplay between the cognitive activity and psychological adaptation of primary school students (through pedagogical art therapy) have been synthesized into a unified conceptual system.

2.The pedagogical conditions, principles, and criteria ensuring the implementation of this integration have been scientifically determined and applied in the study. In pedagogical science, defining principles and criteria requires the existence of an entire scientific idea and conceptual model.

3.The multifaceted structural model we propose encompasses not only practical methods, but also the scientific unity of the content, methodological, and outcome components of the instructional process.

4.Thus, the scientific novelty of our research lies in a conceptual idea that thoroughly elaborates the scientific and theoretical foundations of artistic-aesthetic integration within the modern primary education model and reveals the regularities influencing educational quality.

Theoretical and practical significance of the research. The theoretical significance of the research lies in the theoretical-practical substantiation of the psychological and pedagogical conditions

required for utilizing artistic masterpieces in primary grades, and the identification of objective and subjective factors influencing the formation of students' knowledge and skills in this direction, thereby introducing novel contributions to the theory of pedagogy. **The practical significance** of the research entails the development of specific methods and techniques for the application of artistic masterpieces across various disciplines, and the systematization of instructional materials focused on developing the artistic-creative activities of primary school students. The findings of this research can be utilized in the development of educational resources and within curricular and extracurricular pedagogical processes.

Approbation and application. The content of the research, its main scientific ideas, and the obtained results are reflected in 7 articles (including 2 articles published abroad) and 8 conference materials (including 2 conference materials published abroad) published by the applicant**.**

The name of the organization where the dissertation work has been carried out. The work was performed at the Department of Psychology and Pedagogy of Azerbaijan University of Languages.

The total volume of the dissertation in characters, with the volume of each structural component indicated separately. The dissertation consists of an introduction, 3 chapters, a conclusion, a list of references, and appendices. The "Introduction" section comprises 7 pages, 11,590 characters; Chapter I comprises 49 pages, 91,237 characters; Chapter II comprises 24 pages, 42,610 characters; Chapter III comprises 50 pages, 86,215 characters; and the "Conclusion" section comprises 4 pages, 6,015 characters. The total volume of the work is 237,667 characters.

THE MAIN CONTENT OF THE RESEARCH

The **Introduction** of the dissertation substantiates the relevance of the topic, defines the object and subject of the research, establishes the research aim and objectives, presents the propositions to be defended, clarifies the scientific novelty as well as the theoretical and practical significance, delineates the research

methods, and provides comprehensive information regarding the approbation and overall structure of the study.

Chapter I of the dissertation is titled **"Statement of the problem regarding the use of art examples in primary classes.**" The first paragraph of this chapter elucidates "***The essence and significance of utilizing artistic masterpieces in primary grades.***"

In the contemporary era, learners heavily engaged with digital environments and computer programs are predominantly oriented toward global events, technological innovations, and interactive gaming. Consequently, stimulating cognitive wonder and academic curiosity in these students presents a distinct pedagogical challenge. However, empirical experience demonstrates that integrating artistic masterpieces into both curricular and extracurricular activities not only enhances primary school students' intrinsic motivation to learn but also fosters a positive disposition toward school life.

Nonetheless, creating the necessary pedagogical conditions to cultivate these competencies, selecting appropriate materials, and teaching students to derive aesthetic pleasure from their endeavors demands rigorous and intensive labor. Implementing diverse activities centered on the utilization of artistic masterpieces across various disciplines – such as Azerbaijani Language, knowledge of the world, the English language, technology, mathematics, and physical upbringing - exerts a fundamentally positive impact on the socialization of young learners regarding the formation of cultural values, while simultaneously enhancing their cognitive activity.

The empirical research conducted within primary educational settings aims to elucidate the operationalized essence of the concept of culture to young learners, while simultaneously enhancing instructional quality through the systematic integration of artistic masterpieces across diverse disciplines.

“The value of the psychological impact of art lies in its ability to eliminate tension that disturbs internal balance, helps develop the skill of stabilizing reactions to real events through evaluation, and assists individuals in freeing themselves from negative emotions that could lead to unpleasant states. Art can transform these emotions into a creative impulse and volitional effort. Thus, art exerts a

psychotherapeutic effect, which is particularly important for schoolchildren, especially adolescents". These ideas precisely express the goals and objectives we have set. The acquisition of national and universal values by students, and the formation of competencies in this field, is a requirement of the modern era.

It is well-established that at the primary education level, children are often not fundamentally prepared for formal schooling from both physical and psychological perspectives. The requisite level of readiness develops progressively as the learning process evolves into their primary leading activity. Throughout this transitional phase, young learners' motivation toward educational activities is systematically cultivated. However, relying solely on core subjects such as Azerbaijani, mathematics, informatics, and knowledge of the world to stimulate this motivation does not yield entirely successful outcomes. Incorporating music, visual arts, and other artistic modalities into the instruction of these disciplines mitigates cognitive fatigue and prevents the dispersion of attention among students. Furthermore, it inspires enthusiasm, fosters a profound interest in school life, and shapes cognitive activity, individual capacities, and creativity. Concurrently, this integrative approach enables students to engage in closer and more effective interpersonal communication with both their peers and educators.

The second paragraph of Chapter I is titled ***"Pedagogical and psychological foundations of utilizing artistic masterpieces in primary grades".*** Prominent scholars of our Republic, such as Academician M.M. Mehdizade, A.Sh. Hashimov, and V.J. Khalilov have articulated highly valuable insights regarding the essence, content, aims, objectives, possibilities, means, and pathways for implementing aesthetic education.

A.S. Bayramov and A.A. Alizade, who researched the psychological aspects of preparing students for learning in primary classes, noted that the number of children facing difficulties in mastering the curriculum has increased over the last twenty years. There are many reasons, but the most significant is the weakening of mental development. For this reason, parents turn to tutors and psychotherapists. Analysis shows that modern children move 2-3

times less than children from the 1950s and 60s. The primary cause of the lag in children's mental development lies specifically in the lack of an adequate level of motor activity.

Observations show that it is precisely the use of art samples in this matter that helps students adapt to the learning process. In addition to increasing activity, these eliminate fatigue and psychological barriers while providing knowledge. By providing information about Azerbaijani and world music, painting, and folklore samples, the learning process is enriched, and students' interest in school life is enhanced.

Upon reviewing the pedagogical and psychological literature relevant to the research problem, Howard Gardner's paradigm emerged as highly pertinent and was subsequently integrated as a core theoretical framework for this study. The Theory of Multiple Intelligences was initially conceptualized in 1983 within the American psychologist's seminal publication, "Frames of Mind: The Theory of Multiple Intelligences". Gardner posits that rather than possessing a unitary, general cognitive capacity, human intellect comprises a constellation of relatively autonomous modalities. He identifies these cognitive dimensions as *verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences*. Grounded in this theoretical construct, the empirical phase of this research explicitly accounted for individual leanings toward specific artistic mediums, thereby prioritizing the strategic differentiation of instructional tasks to optimize each learner's distinct intellectual profile.

"Thus, from a psychological and pedagogical perspective, the positive impact of using art samples in primary classes on improving the quality of education is explained by the following factors:

1) identifying each student's interest in a specific type of art;

2) supporting inclinations and interests in creative activity;

3) ensuring the connection between art samples and subject topics in the learning process;

4) development of aesthetic feelings and abilities

5) analysis and presentation of works of art relevant to the topics".

The third paragraph of Chapter I is dedicated to the ***"Analysis of programs, textbooks, and scientific-methodical literature on the utilization of artistic masterpieces in primary grades."***. In the contemporary era, the instructional technologies deployed in primary grades are diverse, encompassing business games, project-based methods, role-playing activities, and other collaborative frameworks. Within this paradigm, the educator shifts from being a mere source of knowledge to acting primarily as a facilitator of the cognitive process. In pedagogical practice, the textbook remains the teacher's fundamental instrument.

Concurrently, the "Subject curricula for General Education Schools of the Republic of Azerbaijan (Grades I–IV)" provide the essential framework for the visual arts and music curricula. These regulatory documents elucidate the defining characteristics of visual arts and music, while explicitly articulating the overarching significance, aims, and objectives of these disciplines.

We believe that the development of aesthetic education can be ensured not through complex terminology, but through visual materials suited to students' understanding, beautiful national and world music, as well as figures they create with their own hands and patterns they apply to fabrics.

The renewal of content for primary grades is explained by the transition from reproductive and instructive activities to exploratory and research activities. In this case, the student manifests themselves not merely as a spectator, listener, or repeater, but as a researcher.

Thus, when designing textbooks, importance should be given to the inclusion of materials that ensure the development of independent abilities in students.

The fourth paragraph of Chapter I addresses the ***"Investigation of school practices regarding the utilization of artistic masterpieces in primary grades."*** Empirical observations indicate that certain primary school educators achieve enhanced instructional outcomes by integrating various art forms. Specifically, the strategic application of visual arts, music, cinema, and theater within subjects such as Azerbaijani, Russian, English, knowledge of the world, technology, and physical upbringing fosters the development of

imaginative thinking. Furthermore, encouraging students to draw comparative analyses between textual material and artistic adaptations elucidates complex concepts, cultivates mutual respect for divergent perspectives, shapes independent cognitive faculties, and refines aesthetic tastes.

The period during which the conducted research was carried out coincided with events of significant importance in the history of the Azerbaijani people. Thus, the conclusion of the Patriotic War – which arose as a result of the long-standing Azerbaijan–Armenia conflict - with Azerbaijan's victory, as well as the impact of the global COVID-19 pandemic on the educational system, were reflected in students' creative activities. Observations demonstrated that these events significantly influenced the formation of children's creative thinking and the expression of their attitudes toward various topics.

Objects and figures made from colored paper develop students' thinking and imagination, encouraging them toward interesting and unique creative activities. Fourth-grade students of general education schools, using colored paper, draw pictures, create applications, and showcase national costumes reflecting themes such as “Heroes of the Karabakh Battles”, “Karabakh Carpets”, “Shusha Fortress” and “Azerbaijani National Costumes.” It should be noted that during online lessons, students showed greater interest in these topics and demonstrated their inner joy and excitement through their handicrafts.

Students invariably encounter innovations with heightened enthusiasm. Primary school students are inspired by the victory gained in the Patriotic War and strive to depict our heroic soldiers in their works. This motivates them toward more dedicated endeavors. Handcrafted works depicting the "Shusha Fortress," "Khari Bulbul," "Azokh Cave," and "Heroic Azerbaijani Soldier" enhance the patriotic spirit among children.

Thus, the positive impact of using art samples in teaching various subjects in primary classes on improving the quality of education is explained by the following factors:

a) considering intelligence types, individual interests, and inclinations;

b) creating interest and inclination toward creative activity;

c) instilling aesthetic feelings and abilities;

ç) analyzing works of art;

d) perceiving the content of art samples and the aesthetic value of the activity;

e) purposeful and consistent organization of leisure time".

Chapter II of the dissertation is titled **"Possibilities and pathways for utilizing artistic masterpieces in primary grades."** The first paragraph of this chapter explains the ***"The principles and criteria for utilizing artistic masterpieces in primary grades."*** Through rigorous theoretical analysis, the following pedagogical principles governing the positive impact of utilizing artistic masterpieces on instructional quality have been established:

1. The unity of artistic perception and creative imagination in the educational process.

2. Ensuring the moral, spiritual, aesthetic, and artistic education of students alongside knowledge, skills, and practical experience in the process of teaching subjects.

3. Taking into account the age characteristics and individual interests of students in the presentation of individual and collective forms of work.

4. Creating an imaginative atmosphere across fine arts, music, literature, cinema, and other types of art in the teaching of 'Azerbaijani language,' 'Knowledge of life,' 'English language,' and 'Technology' subjects, and developing students' artistic thinking.

Tools:

1. Presentation of artistic materials.

2. For this purpose, during the educational process and extracurricular hours, showing reproductions corresponding to relevant topics, presenting musical and literary works, demonstrating fragments from films, utilizing ICT resources, etc.

Methodological requirements for instructional content and pedagogy.

The foundational requirements governing the content and pedagogical methods for integrating artistic masterpieces into the primary educational process are formulated as follows:

1.The organic integration and structural unity of the educational process: Ensuring the holistic synthesis of moral, spiritual, aesthetic, and artistic development. This necessitates the systematic acquisition of theoretical artistic knowledge by students, actualized concurrently with the cultivation of practical skills in creative and artistic activities.

2.The strategic balance of individualized and collaborative modalities: Executing both individual and collective instructional formats while meticulously aligning them with the developmental age dynamics and psychological profiles of the learners.

3.The conceptualization of core competencies across diverse art forms: Systematically cultivating the foundational faculties that emerge from multifaceted artistic engagement, namely the development of aesthetic perceptions of the empirical world, artistic appreciation, theoretical comprehension, and direct creative-practical execution.

In addition to these established principles, determinants, and requirements, the deliberate integration of contemporary pedagogical approaches throughout the research process invariably yields optimal and empirically verifiable outcomes. These methodological approaches comprise:

The personality-oriented approach: This approach embodies the humanistic paradigm in pedagogy, wherein the core principle shifts from conventional instruction to guiding and facilitating autonomous learning.

The activity-oriented approach: This approach conceptualizes education as a dynamic process of engagement, purposefully directed toward shaping the student's cognitive consciousness and holistic personality development.

The competency-based approach: The competency-based framework represents a comprehensive set of general principles that dictate the articulation of learning objectives, the selection of instructional content, the organization of the pedagogical process, and the systematic monitoring and assessment of learning outcomes aligned with student mastery.

The environmental determinant in learning: Recognizing the vital role of the pedagogical and aesthetic learning environment in reinforcing instructional efficacy.

The second paragraph of Chapter II illustrates the ***"The pathways of the impact of utilizing artistic masterpieces on instructional quality in primary grades.***" An aesthetic attitude toward life is a specific quality necessary for every human being in the world.

The development of these qualities creates a solid foundation for the work carried out in moral, ecological, patriotic, and other types of education.*"The primary goal of using art samples in primary education involves the formation and development of the student's artistic, aesthetic, spiritual, and moral culture as values-based attitudes toward national and world culture, as well as their creative potential and participation in the creative development and positive transformation of the world"*.

To achieve this goal, the following methods were utilized:

Methods: 1. Application of interactive learning technologies. 2. Use of ICT. 3. Problem-solving situations. 4. Research work. 5. Selection of illustrative materials for the topics studied. 6. Listening to musical and literary works (folk, classical, modern, world music). 7. Discussion of works. 8. Demonstration of film fragments and video clips.

The organizational modalities for integrating artistic masterpieces within primary education are categorized as follows: a) curricular (within the formal instructional process) and b) extracurricular (during post-instructional periods).

The implementation of non-traditional lesson formats provides students with an expansive platform to externalize and demonstrate their innate capabilities. In these interactive settings, learners engage in active cognitive processing, which simultaneously fosters psychological resilience, volitional qualities, and a heightened inclination toward collaborative, peer-to-peer engagement.

Chapter III of the dissertation is titled **"The model of the impact of utilizing artistic masterpieces on instructional quality in primary grades and the execution of the pedagogical**

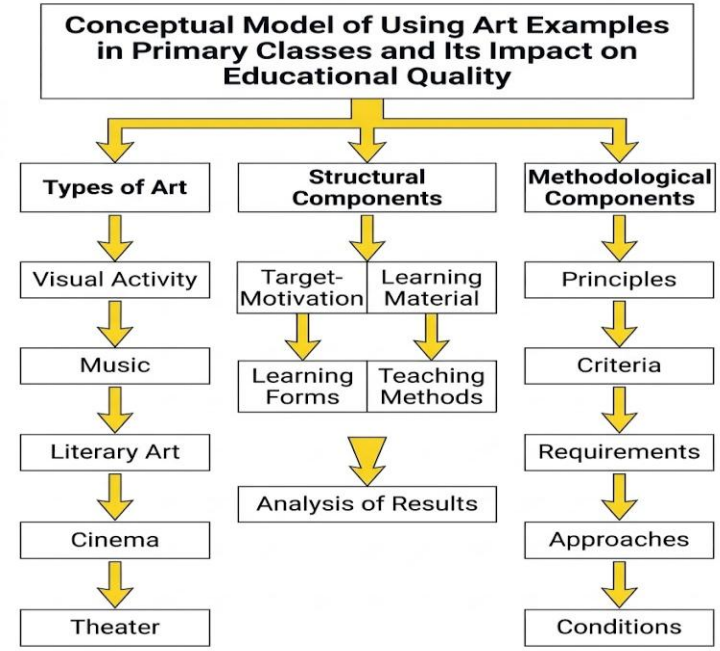
experiment. The first paragraph of this chapter elucidates ***"The model of the impact of utilizing artistic masterpieces on instructional quality in primary grades."*** Based on the results obtained from the analysis of theoretical ideas, school practice, and the formative experiment, a pedagogical model for the impact of using art samples on the quality of teaching in primary classes was developed.

The presented model also specifies the pedagogical conditions for the positive impact of using art samples in the educational process on the quality of teaching, which enables adequate monitoring, identification of problems, and demonstration of ways to overcome them.

Grounded in these theoretical and empirical considerations we hereby present the conceptual model for the utilization of artistic masterpieces in primary grades (Scheme 3.1.1).

Scheme 3.1.1.

The impact of using art samples on improving the quality of teaching in primary grades



In the proposed model, the integration of artistic masterpieces is operationalized in alignment with the individual inclinations, interests, and aptitudes of each student, drawing upon Howard Gardner's Theory of Multiple Intelligences. Extensive empirical evidence suggests that proficiency achieved in various artistic domains – such as visual arts, music, and theatrical performance – frequently correlates with, and often determines, students' overall intellectual development and superior academic attainment in other disciplines. It is imperative to acknowledge that cognitive and personal development is a byproduct of mastering diverse forms of activity. Artistic masterpieces facilitate the acquisition of specific psychomotor skills (e.g., drawing, dancing, vocal performance, and dramatic participation) and the enhancement of linguistic competencies through the memorization and recitation of lyrical and dramatic texts.

Furthermore, students achieve a profound comprehension of artistic works, enabling them to provide sophisticated interpretations and critiques. Engagement with diverse art forms incentivizes students to internalize a comprehensive system of ethical, moral, and aesthetic values. Ultimately, this pedagogical trajectory serves as a primary conduit for the advancement of interpersonal and social communication skills.

The second paragraph of Chapter III is devoted to ***"Cultivating the professional readiness of primary school educators for the integration of diverse artistic modalities into the instructional process."*** While the possession of a spectrum of general and specialized pedagogical competencies is fundamental for an educator, these attributes are not invariably sufficient in isolation. Within the primary education framework, disciplines such as "*Visual Arts," "Music,"* and occasionally *"Technology*" are predominantly facilitated by the primary class teacher rather than subject-specific specialists. However, when an educator demonstrates a predisposition toward creativity, possesses extensive pedagogical expertise, and actively pursues professional self-actualization, these structural challenges are effectively mitigated and overcome.

"Our research indicates that as the values (personal and social responsibility; self-awareness and self-management; critical and

creative thinking; communication and cooperation; awareness of national identity and a sense of national pride; meaning-making; respect for democracy and human rights; leading a healthy lifestyle; active citizenship and respect for cultural diversity) and competencies (creativity, critical thinking, problem-solving, decision-making, independent learning, communication, collaboration, digital literacy) that primary school students must acquire change, the requirements for primary school teacher preparation change accordingly".

This implies that teacher guidance is essential for the overall development of students. All of the teacher's activities are carefully conceived and pedagogically justified.

The third paragraph of Chapter III is devoted to the "***Organization, conducting, and results of the pedagogical experiment."*** The pedagogical experiment was structured into three distinct phases: diagnostic, formative (instructional), and summative (verificatory). The ascertaining phase was conducted during the 2019/2020 academic year, involving a sample of 8 teachers and 286 primary school students from Secondary School No. 284 and No. 143 of the Binagadi district, School No. 38 of the Yasamal district, and School No. 74 of the Sabunchu district. The objectives of the ascertaining experiment were defined as follows:

– diagnostic assessment of art samples used in the teaching process with primary school students;

– identification of challenges faced by teachers and students when using art samples during both instructional and extracurricular time.

The task of the experiment: to verify students' abilities to use art samples and their levels of mastery in the teaching of various subjects based on a verification methodology.

The research is based on the following *hypothesis:*

– If the pedagogical conditions, criteria, and principles for using art samples in primary grades are defined;

– If the content of using art samples in primary grades is directed toward the development of students' creative abilities and their self-expression in both instructional and extracurricular activities;

– If game technologies are integrated into the teaching process through the use of art samples, and the mutual cooperation of the

pedagogical staff and parents in this work is ensured;

– If a model for using art samples and a system for organizing the teaching process in primary grades are developed, Then it will positively impact the increase of cognitive activity, students' intellectual, emotional, and social development, and overall, enhance the quality of education, the development of students' independent creative abilities, and their formation as individuals.

The primary objective of the initial assessment was to identify students' engagement with artistic masterpieces through specialized tasks. These evaluations focused on the interpretation of drawings, the alignment of music with lyrical content, the presence of creative elements, the breadth of students' worldviews, ICT competencies, interest in various disciplines, and the proficiency of their practical knowledge. Subsequently, the second assessment aimed to delineate and refine the core competencies acquired by students through the systematic utilization of artistic masterpieces.

To evaluate the elevation of instructional quality and the developmental stages of creative activity, the control and experimental groups were assessed across three distinct proficiency levels: high, medium, and low (Table 3.3.1).

Table 3.3.1.

Results of the identifying experiment

Years	**School**	**Control Groups**	**Number of Students**	**Performance Level of Tasks on the Use of Art Samples**		
				Low	*Medium*	*High*
2019-2020	Secondary School No. 284, Binagadi District	Grade I	35 n.	19 pers.	16 n.	0
			100%	54,3%	45,7%	
	Secondary School No. 38, Yasamal District	Grade II	32 n.	20 n.	12 n.	0
			100%	62,5%	37,5%	
		Grade III	37 n.	21 n.	16 n.	0
			100%	56,8%	43,2%	
		Grade IV	38 n.	21 n.	17 n.	0
			100%	55,3%	44,7%	

Continued of Table 3.3.1.

2019-2020	Secondary School No. 74, Sabunchu District	**Experimental groups**	**Number of students**	*Low*	*Medium*	*High*
		Grade I	34 n.	18 n.	15 n.	1 n.
			100%	52,94%	44,12%	2,94%
	Secondary School No. 143, Binagadi District	Grade II	37 n.	21 n.	15 n.	1 n.
			100%	56,8%	40,5%	2,7%
		Grade III	38 n.	22 n.	16 n.	0 n.
			100%	57,9%	42,1%	
		Grade IV	35 n.	18 n.	17 n.	0 n.
			100%	51,4%	48,6%	

As it can be seen, the performance levels of students in both the control (n=35) and experimental (n=34) groups of Grade I regarding the tasks on the use of art samples are nearly equal, with indicators for low (54,3% ~ 52,94%), medium (45,7% ~ 44,12%), and high (0% ~ 2,94%) levels, respectively. Similarly, in Grade II (32 students in the control and 37 in the experimental group), the results are: low (62,5% ~ 56,8%), medium (37,5% ~ 40,5%), and high (0% ~ 2,7%). In Grade III (37 control and 38 experimental students), the levels are: low (56,8% ~ 57,9%), medium (43,2 ~ 42,1), and high (0% ~ 0%). Finally, in Grade IV (38 control and 35 experimental students), the indicators for low (55,3% ~ 51,4%), medium (44,7% ~ 48,6%) and high (0% ~ 0%) levels remain nearly identical across both groups.

During the identifying experiment conducted to enhance the quality of education through the use of art samples in primary grades, the indicators of the control and experimental groups were nearly identical. In addition to the positive aspects, similarities were also observed in the shortcomings during the execution of assigned tasks, games, presented situations, and independent work.

The results of the identifying experiment lead to the conclusion that the systematic use of art samples in teaching various subjects must account for age-related characteristics that influence the

successful formation of students' creative activity. This approach can ultimately contribute to the training of competitive specialists in the fields of high technology and creativity in the future.

The formative experiment. The formative phase of the experiment was conducted during the 2021/2022 academic year, involving a sample of 8 teachers and 280 primary school students from Secondary School No. 284 and No. 143 of the Binagadi district, School No. 38 of the Yasamal district, and School No. 74 of the Sabunchu district.

Objectives of the experiment: The primary objective was to validate the research hypothesis and to evaluate the effectiveness of the methodological framework concerning the impact of utilizing artistic masterpieces on elevating instructional quality across various primary school disciplines.

The findings derived from the research process demonstrated a positive trajectory in the students' educational attainment levels. The successful development of creative capabilities was evidenced by the students' active participation and achievements in various high-level competitions, festivals, and projects. To this end, the following school-based initiatives and achievements were recorded:

"Letter to a Soldier": Laureate of the regional school-based action and competition.

"Young Artist": Award winner of the creative excellence competition.

"Young Musician": Award winner of the creative excellence competition.

Student Creative Works: An exhibition titled "I Am Proud of Our Victory in the Patriotic War!", dedicated to the national victory.

"The Reciter": Award winner of the creative recitation competition.

Victory Commemoration: Award winner of the fine arts competition dedicated to the victory in the 44-day Patriotic War.

Table 3.3.2.

Results of the formative experiment

Years	**School**	**Control Groups**	**Number of Students**	**Performance Level of Tasks on the Use of Art Samples**		
				Low	*Medium*	*High*
2019-2020	Secondary School No. 284, Binagadi District	Grade I	34n	23n	10n	1n
			100%	67,7%	29,4%	2,9%
	Secondary School No. 38, Yasamal District	Grade II	35n	23n	12n	0
			100%	65,7%	34,3%	
		Grade III	32n	21n	11n	0
			100%	65,6%	34,4%	
		Grade IV	37n	26n	11n	0
			100%	70,3%	29,7%	
2019-2020	Secondary School No. 74, Sabunchu District	**Experimental groups**	**Number of students**	*Low*	*Medium*	*High*
		Grade I	33n	3 n	24n	6n
			100%	9,1%	72,7%	18,2%
	Secondary School No. 143, Binagadi District	Grade II	34n	2n	22n	12n
			100%	5,9%	58,8%	35,3%
		Grade III	37n	5	25n	7n
			100%	13,5%	67,6%	18,9%
		Grade IV	38n	6n	23n	9n
			100%	15,8%	60,5%	23,7%

As it can be seen, the task performance levels concerning the use of art samples significantly improved in the experimental classes compared to the control groups. In Grade I (34 control and 33 experimental students), low indicators decreased from 67.7% to 9.1%, while medium indicators shifted from 29.4% to 72.7%, and high indicators rose from 2.9% to 18.2%. In Grade II (35 control and 34 experimental students), low indicators dropped from 65.7% to 5.9%, medium indicators moved from 34.3% to 58.8%, and high indicators climbed from 0% to 35.3%. Similarly, for Grade III students (32 control and 37 experimental), low indicators fell from 65.6% to 13.5%, medium indicators changed from 34.4% to 67.6%, and high indicators increased from 0% to 18.9%. Finally, in Grade

IV (37 control and 38 experimental students), low indicators were reduced from 70.3% to 15.8%, medium indicators progressed from 29.7% to 60.5%, and high indicators rose from 0% to 23.7%.

Consequently, the model applied for the use of art samples in primary grades yielded successful results, and significant progress was observed in the formation of students' creative qualities, which had a positive impact on the overall quality of education.T

The Summative (Verificatory) experiment. To evaluate the efficacy of the experimental intervention, an end-of-year assessment was conducted utilizing the same methodology employed during the ascertaining stage. This assessment focused on measuring levels of academic interest and practical knowledge proficiency across diverse disciplines.

According to the findings of the summative experiment, students in the experimental groups demonstrated significantly superior performance compared to those in the control groups. This disparity validates the success of the proposed model and underscores the effectiveness of its systematic implementation. Consequently, the results indicate that the strategic utilization of artistic masterpieces in teaching various primary school subjects not only enhances instructional quality but also serves as a critical catalyst for fostering creative capabilities, promoting artistic and aesthetic development, and encouraging autonomous expression of thought.

Based on the summative methodology applied across Grades I–IV following the formative experiment, students achieved the following outcomes regarding the utilization of various art forms during both curricular and extracurricular periods:

Table 3.3.3.

The impact of using art samples in primary grades on the quality of subject matter acquisition

Grades	Grade I	Grade II	Grade III	Grade IV
Number of students	33 n	34 n	37 n	38 n
Overall acquisition	100%	100%	100%	100%
By subjects	-	-	-	-
Azerbaijani language	15 n 45,5%	28 n 82,4%	29 n 78,4%	29 n 76,3%

Continued of Table 3.3.3.

Foreign language	12 n 36,4%	16 n 47,1%	18 n 48,6%	23 n 60,5%
Technology	18 n 54,5%	28 n 82,4%	27 n 73%	30 n 78,9%
Mathematics	8 n 24,2%	11 n 32,4%	13 n 35,1%	18 n 47,4%
Knowledge of life	11 n 33,3%	22 n 64,7%	25 n 67,6%	23 n 60,5%

The pedagogical experiment further substantiated the research hypothesis, confirming that the utilization of artistic masterpieces in primary grades significantly enhances instructional quality and fosters students' artistic and aesthetic development. Moreover, the results demonstrate a marked improvement in students' creative faculties, the breadth of their worldview, ICT competencies, and their intrinsic motivation toward various academic disciplines.

In addition to the above, we were also interested in conducting similar research in foreign countries, specifically in the United States of America and Finland. The study revealed both similarities and differences between our research and those conducted abroad.

The similarities lie in the fact that the dissertations cited also employed teaching methods similar to those we implemented in the instructional process (visual analysis, discussion, question-and-answer, problem-based learning, and the creative project method).

Considering the psychological state of certain students during instructional and extracurricular activities, elements of art therapy were broadly utilized, providing opportunities to develop their creativity.

The implementation of non-traditional lessons also yielded positive results.

A structural model was applied that positively impacted the enhancement of students' cognitive activity, as well as their intellectual, emotional, and social development, and the formation of their independent creative abilities.

Consequently, the implementation of the proposed model serves as a fundamental prerequisite and a pivotal factor in elevating the quality of education in primary schooling. The study allows for

the formulation of the following key **conclusions**:

1. Efficient integration of artistic masterpieces across primary subjects necessitates four essential pedagogical conditions:

Comprehensive professional readiness and training of educators in this domain;

Provision of the instructional process with adequate technological and material resources;

Stimulating students toward original and effective engagement with art forms while identifying individual inclinations and interests;

The systematic inclusion of artistic masterpieces that align with the thematic content of textbooks into the instructional process.

2. The research identified specific adaptive challenges among students, such as lack of academic interest, distractibility, physical passivity, apathy, or conversely, hyperactivity and aggression. These manifestations were significantly alleviated through Art Therapy interventions. By externalizing their emotions via artistic mediums, students successfully communicated their internal states to peers and mentors.

3. In addressing the moral enrichment of young learners through art, the study delineated the organizational structure of the artistic-pedagogical process, identifying the specific content and formats essential for cultivating a creative personality.

4. The success of a primary educator's pedagogical activity is predicated upon a refined approach to child creativity. Based on Howard Gardner's Theory of Multiple Intelligences, this involves recognizing each student's specific artistic aptitudes and inclinations while ensuring meticulous management of the developmental process.

5. The successful formation of students' spiritual world, as well as their cognitive, practical, and creative faculties, is contingent upon the following conditions:

- Enhancing the educator's pedagogical creativity and continuously optimizing the instructional process;
- Employing an individualized approach to students' artistic and creative activities;
- Rooting the utilization of art forms in both national and universal values;

- Stimulating student autonomy in the selection of artistic materials and modes of expression.

6. The role of perennial values: It is essential for primary educators to recognize that artistic masterpieces reflect evolving social values and expanding information flows. As only works of genuine spiritual depth achieve immortality, classical painting, craftsmanship, and folk art formed the substantive core of the thematic curriculum.

7. Contextual and contemporary relevance: In addition to classical art, thematic selection focused on the students' immediate environment and contemporary societal issues (e.g., the Patriotic War, Martyrs, Veterans, national heroes, and liberated territories). The instructional foundation was built upon methods successfully piloted and validated through the educator's own professional practice.

8. The integration of video materials in subject-specific learning facilitates the visual assimilation of instructional content. Such visualization is particularly instrumental in developing metasubjective (cross-disciplinary) universal educational activities.

9. The use of films and video media in primary grades significantly intensifies the educational process, necessitating a creative pedagogical approach from the teacher while broadening the students' intellectual horizons.

10. The experiment elucidated the specific characteristics of creative development in young learners. A differential approach was ensured by considering each student's psychological profile and their specific interest in particular art forms. The application of key strategic directions for utilizing artistic modalities yielded positive outcomes.

11. Directing students' attention toward the realm of beauty through the integration of art forms in teaching various subjects. Folklore, artworks by painters, folk music, world music, feature and documentary films, and fairy tales of different nations play a major role in this field.

12. The methodology for teaching art in primary grades is grounded in the integration of artistic-aesthetic development, practical activity, and the emotional perception of the world.

As a result of the experimental training, the use of various art forms in the teaching process of different subjects fostered the formation of several skills, habits, and abilities in students' creative activities: comparing their own ideas with what they observed and read in the surrounding world; expanding knowledge about the possibilities of each art sample and applying it to subject-specific topics; and manifesting the impressions gained within their own creative work.

The primary achievement of our research was the impact of the formation of creative abilities in experimental class students on the overall improvement of educational quality. On the whole, the obtained results proved the validity of the proposed hypothesis.

Based on the findings of the research process, we consider it appropriate to take the following **recommendations** into account:

1. It is expedient that textbooks designed for primary grades prioritize the inclusion of materials that foster student aptitudes, interests, and holistic development without imposing excessive cognitive load. Such content should be structured to facilitate educators in assigning individualized tasks to both students and parents with greater efficiency.

2. Textbooks must be aligned with the latest advancements in pedagogical, psychological, and social sciences, as well as empirical school practices. They should emphasize personality-oriented (learner-centered) education and the cultivation of national and moral values. In this regard, the utilization of supplementary (reserve) textbooks is recommended for achieving optimal learning outcomes.

3. Reflecting the historic victory in the 44-day Patriotic War and the significance of "Victory Day" within the curriculum is essential. Materials designed to instill a profound sense of patriotism and foster a state of civic vigilance should be systematically integrated into instructional content.

4. It is highly recommended to incorporate thematic materials and assignments under the heading "How do you envision the future of our country?" to encourage visionary thinking and civic responsibility among young learners.

5. It would be advisable to publish theoretical, pedagogical, and practically oriented literature for primary school teachers on the

consistent and systematic use of examples from the arts – both within the classroom and in extracurricular settings – and to make such resources accessible to educators.

List of **published works** reflecting the main provisions of the dissertation:

1. The essence and significance of using art samples in primary grades // Materials of the XXIII Republican Scientific Conference of Doctoral Students and Young Researchers dedicated to the 650th anniversary of the great Azerbaijani poet Imadaddin Nasimy. – Baku: "Publishing – Polygraphy Center", – December 03-04, 2019. – Vol. I. – pp. 419-422.
2. Impact of using art samples in primary grades on enhancing the quality of education // Scientific Works of the Institute of Education of the Republic of Azerbaijan. – Baku: Mutarjim, – 2020. – Vol. 87. No. 5, – pp. 169-174.
3. Pedagogical conditions and principles of using art samples in primary grades // Materials of the III Republican Scientific-Practical Conference of Young Researchers, Azerbaijan University. – Baku: – March 13, 2020. – pp. 143-145.
4. Promotion of the ideas of National Leader Heydar Aliyev on art within the content of primary education // Multidisciplinary Republican Scientific-Practical Conference on "Heydar Aliyev's Heritage in the Development Strategy of Azerbaijan," dedicated to the 98th anniversary of the birth of National Leader Heydar Alirza oglu Aliyev. – Baku: Western Caspian University Press. – May 1, 2021. – Part I. – pp. 172-175.
5. Studying school experience in using art samples in primary grades // Scientific Works of the Institute of Education of the Republic of Azerbaijan. – Baku: Mutarjim, – 2021. – Vol. 88. No. 1, – pp. 141-145.
6. Theoretical and practical issues of using art samples in primary grades // Scientific News of Azerbaijan University of Languages. – Baku: – 2021. No. 3, – pp. 66-72.
7. Ways of applying art forms in the teaching process of primary school students in Azerbaijan // 2nd International Scientific and Practical Internet Conference: "Ways of science development

in modern crisis conditions." – Dnipro, Ukraine: – June 3-4, 2021. – pp. 26-28.
8. Methods of using art samples during the teaching of various subjects in primary grades // Materials of the XXIV Republican Scientific Conference of Doctoral Students and Young Researchers, Azerbaijan Technical University. – Baku: – November 23-24, 2021. – pp. 236-239.
9. Pedagogical and psychological foundations of using art samples in primary grades // Scientific News of Azerbaijan University of Languages. – Baku: – 2022. No. 4, – pp. 68-73.
10. Organizing events dedicated to the "Year of Shusha" in primary grades // International Scientific Conference of Young Scientists, Ganja State University. – Baku/Ganja: – December 09-10, 2022. – pp. 300-303.
11. Systematic use of various art samples in primary classes of Azerbaijani schools // International Journal of Humanities and Natural Sciences, Novosibirsk: "Capital" LLC, – 2022. No. 9-2(72), – pp. 82-89. (Published in Russian).
12. Effective ways of using art samples in primary grades during extracurricular hours // Pedagogy: Scientific-theoretical-methodical journal on pedagogy and psychology sciences, Baku Science and Education Center. – Baku: – 2022. No. 2, – pp. 8-15.
13. Ways to use samples of national and world art in the learning process of elementary grades // Current Issues of Culturology: Almanac of the "Athena" Scientific Society, Rivne State University of Humanities, Ukraine. – Rivne: RSUH, 2024. Issue 23, – pp. 26-30.
14. The development of creative activity of primary school students in the educational process // *Youth & Market* Monthly Scientific-Pedagogical Journal. – Ukraine: – 2025. – pp. 176–180
15. General issues of utilizing works of art in primary grades // Azerbaijan University of Languages, International Conference on Current Problems of Language, Education and Pedagogy, dedicated to the 100th anniversary of Prof. Nuraddin Kazimov. Liberty Publishing House, Water Street Corridor – New York: – April 14–15, – 2026. – pp. 143–148.

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