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Qabul qilingan sana: 07.12.2025
Nashr etilgan sana: 30.01.2026

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THE IMPORTANCE OF PRACTICAL ACTIVITIES BASED ON WORKS OF FINE ARTS IN DEVELOPING STUDENTS' ARTISTIC THINKING

Abstract

This article analyzes the role of practical activities in shaping students' artistic thinking during fine arts lessons. It explores ways to develop students' aesthetic taste, creative thinking, and observation skills by connecting theoretical knowledge with practical activities. The study also discusses the effectiveness of extracurricular activities and the scientific-methodological basis for applying modern pedagogical technologies in the learning process. Findings indicate that the integration of art studies with practice plays a crucial role in enhancing students' artistic culture.

Keywords

Fine arts, artistic thinking, practical activities, fundamentals of art studies, pedagogical technologies, aesthetic education, creativity, composition, light and shadow, color theory.

In today's educational system, special attention is paid not only to developing students' theoretical knowledge but also to their creative thinking. Fine arts lessons play a significant role in this regard, serving as a key means of fostering aesthetic education, the sense of beauty, imagination, and artistic thinking. Linking theoretical knowledge with practical exercises in drawing expands students' artistic worldview and forms a conscious attitude toward art. The teacher clearly explains the objectives and tasks of each lesson, provides the necessary theoretical background, and demonstrates the process step by step on the classroom board. For example, during a lesson on "Drawing Objects from Observation," the teacher presents the object to be depicted and explains its structure, shape, color tones, and position in detail. Then, the theoretical principles and practical methods for creating the image are consistently demonstrated.

Through this process, students acquire knowledge about the object's structure and form and develop the skills to express them artistically. Thus, the integration of theory and practice in fine arts classes serves as a key factor in developing students' artistic thinking and creative abilities. This process clearly illustrates the direct connection between theoretical knowledge and practice in fine arts education. The opportunity to apply theoretical principles in practice exists across all disciplines of fine arts—painting, graphics, composition, and sculpture—reflecting the subject's methodological and didactic characteristics. Independent homework assignments also reinforce theoretical concepts learned in class and strengthen students' ability to apply them practically. Drawing from nature, for instance, allows students to study the structure, shape, and proportions of objects more deeply while identifying their characteristic features. As a result, essential artistic skills such as observation, memory, aesthetic taste, figurative and artistic thinking are developed. Students learn to draw straight, curved, vertical, horizontal, and wavy lines; identify color transitions (from light to dark or vice versa); use paints evenly; and correctly

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proportion forms. Such activities increase students' interest in fine arts and further develop their artistic perception and creative thinking.

In these lessons, students also learn to properly select paper formats and arrange compositions based on the subject and idea of the drawing. Moreover, they practice the step-by-step process of creating an artwork. During nature-based drawing exercises, students gain experience working with brushes, colored pencils, watercolor, and gouache, as well as other materials such as charcoal, pastel, and sanguine. These sessions help improve their ability to depict human, animal, and bird figures accurately in terms of proportion, movement, and shape. Theoretical knowledge of light and shadow, color theory, perspective, and composition is integrated with practical activity. Students develop the ability to analyze nature, compare its parts, generalize, and convey artistic expression.

During the creative process, particular importance is attached to the smoothness of lines, harmony of colors, and the overall aesthetic expression of the composition. By encouraging students to feel the beauty of nature and express it artistically, their aesthetic perception and artistic thinking are enhanced. The exercises mentioned above are usually carried out over one or two class periods or as short (5–10 minute) sketching and coloring tasks. Such sessions may be conducted at the beginning, middle, or end of a lesson depending on its content. These practical tasks aim to foster observation, creative thinking, and artistic expression skills. In practical sessions, students draw leaves, flowers, fruits, vegetables, handicrafts, and examples of applied art—either individually or arranged as still lifes. They may also draw birds, animals, and human figures as full or sketch forms from direct observation. In primary grades, lesson topics are chosen according to students' age and artistic abilities. Drawing objects such as flags, clocks, balloons, toy cars, butterflies, dragonflies, and beetles are engaging and suitable subjects. When selecting objects, the teacher pays attention to their aesthetic qualities and color, which can attract students' interest.

Properly chosen objects foster a positive attitude toward artistic activity and develop students' aesthetic taste and perception. Extracurricular activities play a vital role in increasing students' interest in fine arts, engaging less active students, and nurturing their inclination toward artistic professions. Such activities not only reinforce classroom learning but also promote creativity, aesthetic sensitivity, and initiative. Extracurricular fine arts activities can take many forms and constitute an important part of a school's cultural and educational program. Currently, there are over 40 types of such activities, selected according to students' age, interests, and preparation levels. The most effective types of extracurricular activities in fine arts include: art clubs, where students deepen their drawing and painting skills; additional classes and consultations, which help struggling students; discussions, lectures, and reports that broaden theoretical understanding; excursions to museums, galleries, historical sites, and nature to develop aesthetic perception; exhibitions and competitions that showcase and reward creative works; art evenings introducing artists and art forms; school press activities such as wall newspapers or art corners; and individual or group exhibitions that inspire students through public recognition. Watching art-related films and programs, and participating in conferences or artist meetings, also foster respect for national and world art and strengthen aesthetic values.

Such activities not only inspire interest in fine arts but also lay the foundation for future artists, art historians, or educators. Active participation—especially among senior students—promotes critical thinking, creativity, and the ability to express ideas freely. Creating personal art albums, organizing exhibitions, and watching art films collectively serve as effective motivational tools. The presence of a well-equipped art classroom is essential for organizing such work efficiently, as it provides access to teaching materials, visual aids, and artistic examples. Uzbekistan's education system has accumulated extensive experience in organizing extracurricular art activities, which are rightly emphasized for their pedagogical and cultural significance. These activities enhance lesson effectiveness and play an important role in shaping students' artistic taste and creative thinking.

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In conclusion, developing artistic thinking in students through works of fine arts helps nurture aesthetically mature, creative individuals who value art. Extracurricular activities complement this process by fostering creativity and motivation. The integration of modern pedagogical technologies in fine arts education makes learning more interactive, contemporary, and effective.

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