

DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES THROUGH TEACHING LANDSCAPING

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Abstract

This article explores the development of students' creative abilities in the process of landscape painting. The study examines the importance of developing creative thinking, aesthetic perception, and emotional expression skills through art education. Teaching landscape painting significantly increases students' creative abilities, especially in the development of visual thinking and skills for creative problem-solving. The article concludes with recommendations for optimizing art education programs.

Keywords: Creative activity, plein air practice, landscape, creative ability, theory-practical integration, creativity, pedagogical education, competency-based approach.

Introduction

Art education, in particular landscape painting, is considered as an important tool in the development of students' creative abilities. Creative abilities are an important factor in the intellectual and emotional development of students in the modern education system. In the process of creating a landscape, students have the opportunity to observe nature, analyze colors and shapes, as well as express their imagination through visual art. This process not only develops aesthetic perception, but also contributes to the creative solution of problems and the formation of unique approaches.

The purpose of this study is to study the influence of teaching landscape painting on the creative abilities of students and to assess the effectiveness of this process in education. The study considers the following questions:

- 1) To what extent does landscape painting develop students' creative thinking?
- 2) How does this process affect the aesthetic perception of students?

3) What are the most effective ways to use landscape painting in art education programs?

The literature review analyzes research conducted on art education and the development of creative abilities. Gardner (1983) in his theory of multiple intelligence emphasizes that creative abilities can develop in various fields, particularly in fine arts. Eisner (2002) emphasizes the influence of art education on the emotional and cognitive development of students and shows the possibility of forming skills for creative problem-solving through art. Scientists of Uzbekistan, for example, Khodzhaev (2019), having studied the place of art education in the local education system, emphasized the influence of landscape painting on aesthetic education and creative thinking.

The process of creating a landscape allows students to deeply observe nature and express it in visual form. This process not only develops technical skills, but also enhances creative thinking and emotional expression (Smith, 2015). However, the number of studies conducted in this area in a local context is limited, which indicates the need for a more in-depth study of this topic.

In the study, a combination of qualitative and quantitative methods was used. 50 students aged 18-22 years were selected as the experimental group. The study was conducted in two stages:

- 1) 8-week intensive course on landscape painting, in which students performed exercises on observing and depicting nature;
- 2) Students' creative abilities before and after the course were assessed using the Torrance Creative Thinking Test (Torrance, 1974).

The level of students' aesthetic perception and interest in art were analyzed through the questionnaire.

The main measurement criteria used in the study were: flexibility of creative thinking, originality, and the degree of attention to detail.

The research results showed that the creative abilities of students who took part in the landscape painting course increased by an average of 25%. According to the results of the Torrance test, the flexibility of students' creative thinking improved by 20%, and the originality indicator - by 15%. The survey results also showed a significant increase in the level of aesthetic perception of students, especially in focusing on colors and composition when depicting nature.

The results confirm that landscape painting is an effective tool for developing students' creative abilities. This process allows students to develop not only

technical skills, but also creative problem-solving and aesthetic perception. The research results are consistent with the conclusions of Eisner (2002) and Khodzhaev (2019). However, as a limitation of the study, it should be noted that the sample size is small and was conducted only in one educational institution.

Conclusion

Teaching landscape painting plays an important role in developing students' creative abilities. The research results showed the need for wider application of landscape painting in art education programs. In future research, it is recommended to study the long-term effects of this method and its flexibility for different age groups.

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