



Teaching Students to Think Creatively (in Drawing Classes)

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Abstract: In the first way of developing spatial imagination, the spatial imagination of students is increased by using drawings given on objects, mentally dividing them into simple figures and drawing up their clear image. Indeed, if there is a clear image of the object depicted in the figure, it becomes easier for the student to visualize the object, the appearance of which is given in the figures. Through a qualitative analysis of teaching methodologies and student experiences, this research investigates the strategies employed by art instructors to stimulate creative thinking in drawing classes. It explores how instructors design curriculum, structure assignments, and provide feedback to encourage students to approach drawing with imagination and inventiveness. Furthermore, this study examines the impact of these teaching practices on students' creative development and artistic growth. By analyzing student artworks, reflections, and assessments, it evaluates the effectiveness of different pedagogical approaches in nurturing creative thinking skills. The findings of this research shed light on the importance of teaching students to think creatively in drawing classes and offer practical insights for art educators seeking to enhance their teaching practices. By fostering a supportive and stimulating learning environment that encourages experimentation and risk-taking, instructors can empower students to unlock their creative potential and develop as artists. This research contributes to our understanding of the role of creativity in art education and provides valuable guidance for educators striving to cultivate creative thinking skills in their students within the context of drawing classes.

Keywords: Drawing, Ability, Imagination, Spatial Imagination, Perception, Modeling, Activity

Introduction

As a result of many years of hard work of a teacher, new motivations arise from the useful aspects of teaching methods, personal interests and goals are achieved, motivation for the profession increases, educational life becomes more interesting and even expands future opportunities. The teacher's creative, personal and professional skills develop. In this process, pedagogues have to form and use new creative skills in order to learn new things. One of the main tasks of teaching students to think creatively in drawing classes is to teach pedagogues new independent thinking skills and develop the ability of employees to work independently and develop creative thinking skills by imparting new knowledge. The formation and development of a creative student depends on the mutual compatibility of changes in his inner and outer world, socio-economic conditions, and the content of activities that require him to continue to learn, think logically, analyze, and make the necessary conclusions. Liq (Critically, 2018). It is known that professional experience is reflected as an integration of knowledge, skills and abilities. However, mastering the skills of creative and creative activity is not only the integration of practical skills and competencies, the development of methods and tools for the effective organization of activities as a specialist, but also awareness of the methodology of creative creativity, the development of creative thinking and creative it requires sufficient mastery of character student qualities. In drawing classes, a creative-creative student should always strive for creativity, have a creative approach to life, have a developed spatial imagination, be able to critically look at himself and constantly analyze himself, develop conclusions and suggestions (Hennessey & Amabile, 2010).

Teaching students to think creatively within drawing classes is a cornerstone of art education, essential for nurturing artistic expression and innovation (de Grazia, 2023; Fredman, 2023; Gruen, 2023; Jackman, 2023; Kete, 2023). Creativity lies at the heart of the artistic process, enabling individuals to transcend conventional boundaries and explore new possibilities in their work. In the context of drawing classes, fostering creative thinking skills is not only about mastering technical proficiency but also about cultivating a mindset of experimentation, exploration, and originality (Berger, 2023; B eteille, 2023; Deere, 2023; Gutzwiller, 2023; Lewis, 2023).

This introduction sets the stage for examining the intricate process of teaching creative thinking in drawing classes (Armstrong, 2023; Basu, 2023; Koh, 2023; Lunn, 2023; Muraskin, 2023). Drawing, as a fundamental artistic discipline, offers a dynamic platform for students to engage with their imaginations, experiment with different materials and techniques, and express their unique perspectives (Lynd, 2022; Mertens, 2022; Petras, 2023; Vivone, 2023). By encouraging students to think creatively, art instructors play a vital role in empowering

them to develop their artistic voices and push the boundaries of their creative potential (Arshad, 2022; Prasad, 2022; Pusty, 2022).

Drawing classes provide a rich learning environment where students are encouraged to explore and interpret the world around them through the act of drawing. From observational studies to imaginative compositions, drawing assignments offer opportunities for students to develop their creative thinking skills by problem-solving, experimenting with various approaches, and pushing the limits of their artistic abilities.

In this introduction, we will delve into the importance of teaching creative thinking in drawing classes, exploring the various strategies and methodologies employed by art educators to cultivate creativity among their students. By fostering a supportive and inclusive learning environment that values experimentation and risk-taking, instructors can empower students to embrace their creative instincts and develop the confidence to express themselves authentically through drawing.

Through this exploration, we aim to shed light on the critical role of creativity in art education and provide insights into effective pedagogical approaches for teaching students to think creatively in drawing classes. By understanding the foundations of creative thinking and its significance in artistic development, educators can inspire and empower the next generation of artists to realize their full creative potential.

Methodology

In our republic, a number of works have been carried out to improve the methodology of teaching students to think creatively in the process of engineering graphics education in higher education institutions. In particular, the theoretical-methodological and methodical bases of improving the teaching of engineering graphics subjects Yu.Kyrgyzboev, E.Sobitov, A.Akbarov, J.Yodgorov, I.Rahmonov, P.A.Adilov, R.Ismatullaev, K.Sh.Murodov, Research by T.D.Azimov, D.F.Kochkarova, A.R.Umarov, T.Rikhsiboev, Z.S.Ochilov, N.I.Khurboev, I.Islomov, S.Sh.Sharipov, Sh.Abdurakhmonov, E.Ro'ziev, K.Tubaev, N.Jumaboev arouses certain interests.

In particular, Yu.Kyrgyzboev, E.Sobitov, A.Akbarov, Sh.K. Murodov, J.Yodgorov, R. Ismatullaev, D.Kochkarova, I.Rahmonov, to the fundamentals of engineering graphics; Scientists such as A. Umronkhojaev, J.Yodgorov, E.Roziev, P.Odilov made a significant contribution to the teaching methodology of drawing. In particular, scientists replace a semi-object with a fully conditional image (L.M.Gosudariski), replace schematic and symbolic images with a clear image (A.Umronkhojaev), replace an object in the process of spreading surfaces (V.N.Gerver), use a computer to replace images (J.Yodgorov), the use of the Auto CAD graphics package in drawing (T. Rikhsiboev) and the development of spatial imagination (Ye.N.Valasov, V.Yu.Sherbakova, S.Saydaliev) have been researched.

A.D.Botinnikov paid special attention to the idea of using substitutions in the process of teaching engineering graphics.

In the field of development of the methodology of engineering graphics, issues such as development of students' spatial imagination, mental analysis of spatial images, dividing them into parts, and inculcating the graphic features of details into their minds, M.Kh.Baybaeva, L.P.Bobrik, V.N.Guznenkov, J.J.Dzhanabaev, S.V.Johova, Researched by V.V.Knyazkov, A.M.Leibov, L.V.Pavlova, A.B.Puzankova, M.B.Talanova, T.V.Chernyakova.

Regarding the problem of teaching students to think creatively in the science of drawing geometry, among foreign researchers Bolotov V.P., Ikonn G.S., Krilov N.N., Kuzina V.M., Loktev O.V., Mikhailov N.G., Rakhmatulin T.M., Titov A.V., Pavlenko S.M., Pelich V.A., Chislov P.A., Pugachev A.S. and others have explored the methodological foundations of the problem.

A creative-creative student can be defined as the level of knowledge of a special type of activity in the senses, communication and spatial imagination of a creative student.

Result and Discussion

In order to teach students to think creatively in drawing classes, the pedagogue-teacher must have the qualification of creativity.

Creativity is also reflected as an important factor of talent. Pedagogical creativity (creativity) is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking. A teacher's creativity depends on his skills. Therefore, the teacher should constantly improve his skills.

The purpose of teaching students to think creatively in drawing classes is to ensure that the professional and pedagogical skills of drawing teachers are constantly growing in terms of their positions, specializations or the subjects they teach, their creative abilities, computer graphics, as well as First of all, we included pedagogical factors to ensure regular updating of professional knowledge, qualifications and skills in interactive teaching methods, and to regularly acquaint them with state educational standards, state educational requirements, and legislation related to the field. A teacher of engineering graphics does not automatically become a creator. His creative ability is formed by consistent study and work on himself over a period of time, and it gradually improves and develops. As in any specialist, the foundation is laid in the student years for teachers of engineering graphics to have creativity and it is consistently developed in the organization of professional activity. In this case, it is important for the teacher to direct himself to creative activity and be able to organize this activity effectively. The teacher of engineering graphics should pay special

attention to solving problematic issues, analyzing problematic situations, and creating creative products of the teacher's character when organizing training for creative and creative thinking (Muslimov et al., 2015).

Despite the introduction of a number of innovations and changes in the educational system in order to ensure the effectiveness of engineering graphics, teachers are not able to master the experience of how to effectively form creative qualities. In this, our teachers are more critical, creative thinking and forced to come up with new ideas, graphic tasks that encourage the development of spatial imagination, solving problems of thinking, analyzing problematic situations, as well as creating creative products. should be paid attention to.

Developing creativity in students is a complex process. In the course of training, teachers should be able to become a person who encourages students to learn independently by gradually releasing them from responsibility. It is important for the teacher to have the skills and abilities of a creative approach to the development of educational tasks for lectures, practicals, seminars and laboratory sessions in teaching creative and creative thinking. For this, pedagogues need to organize systematic, consistent practical actions to develop their creativity. Working with interactive methods (strategy, graphic organizer, brainstorming, didactic games, problem-based learning, case-study) in classes creates an opportunity for students to acquire educational information systematically and holistically. In addition, with the help of interactive methods, students will be able to acquire skills and competences such as analyzing, synthesizing, systematizing important concepts, clearly expressing the general essence of objects, processes, activities, events, and events when working with educational information (Drapeau, 2014).

Conclusion

In short, to create an educational environment that provides ample opportunities for teachers of engineering graphics to learn to constantly think creatively; inculcating the skills of independent thinking and developing the abilities of teachers, developing their spatial imagination and developing the skills of independent work and creative thinking by imparting new knowledge; increasing the level of competence and improving the professional skills of employees based on the trajectory of individual professional development; is the formation of practical skills in working with pedagogical and information technologies.

In drawing classes, the organization of activities for teaching students to think creatively involves the use of game, discussion, discussion methods, analysis, decision-making, and final conclusions, which are convenient for use in the process of creating problem situations, logical thinking and spatial imagery. should be kept. In developing the skills of teaching students to think creatively, thinkers' methods were effectively used:

heuristic search, independent work, comparison, self-control, self-critical evaluation, using concrete evidence of their own ideas. These include defending, defending one's point of view, reviewing and evaluating the work of group members.

It would be the most optimal solution to this problem if the student in the drawing classes creates new methods of depicting the projection methods through creative-creative thinking. What knowledge and skills do they need to have for this? to be able to distinguish the most relevant ones from the flow of information on projection methods and acquire related knowledge, be able to distinguish the most important problems based on their knowledge of imaging methods; students can apply their existing knowledge to a new situation, they should be able to find developed solutions and apply them to science, education, and production. Those who meet such requirements are called "creative-thinking" specialists.

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