



DIDACTIC SUPPORT FOR DEVELOPING STUDENTS' CREATIVE ACTIVITY IN THE PROCESS OF TEACHING THE SUBJECT "PAINTING (PLEIN AIR)"

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ABSTRACT

This article discusses the mechanisms of didactic support necessary for enhancing students' creativity during the process of teaching the subject of painting.

KEYWORDS

Painting, creativity, didactic support, artistic imagination, pedagogical methods, creative thinking.

INTRODUCTION

Prominent scientific research centers worldwide are conducting studies on the professional graphic competence development of teachers of drawing and descriptive geometry. These studies focus on effectively applying competencies based on knowledge of graphic design, the functional and constructive uniqueness of objects, creating an environment of creative freedom in graphic information technologies, the significance and approach to specific technological tasks, and designing

corrective exercise systems to prevent errors made by teachers of drawing and descriptive geometry. In this context, the "STEAM education" program highlights the necessity of developing individualized teaching technologies for fostering creativity, constructing a scientifically grounded system for developing design, technological, and communicative competencies, and ensuring students are trained as highly qualified specialists.



In recent years, extensive work has been carried out in the education system of our country to improve the content and methodology of education and enhance its quality and efficiency. Special attention has been given to designing educational content, structuring professional graphic competencies, developing new methodological teaching models, and implementing them in educational practice. The Development Strategy of the Republic of Uzbekistan prioritizes “further improving the continuous education system, increasing the availability of quality educational services, and continuing the policy of training highly qualified specialists in accordance with modern labor market needs.” This places significant importance on ensuring the didactic potential of improving the methodology for developing the professional graphic competence of future teachers of drawing.

Teaching painting or plein air painting outdoors offers unique opportunities to develop students’ creativity and observational skills. Rooted in natural settings, this method emphasizes direct interaction with nature, enhancing not only students’ technical proficiency but also fostering their artistic sensitivity. Historically, plein air painting became popular through movements such as Impressionism, where artists like Monet and Pissarro demonstrated the possibilities of capturing light, atmosphere, and spontaneity in art.

In recent years, art education’s role has been emphasized in fostering critical thinking, problem-solving skills, and emotional stability. Demand for immersive, nature-based educational experiences is rising, with evidence showing that plein air painting not only enhances artistic skills but also promotes well-being and environmental awareness. In an increasingly urbanized world, such practices reconnect students with their surroundings, nurture mindfulness, and deepen appreciation for natural aesthetics.

From this perspective, integrating didactic support in art education is essential. Effective teaching strategies, well-structured curricula, and access to natural environments can significantly enhance learning outcomes. By incorporating interdisciplinary approaches, such as blending visual arts with other subjects, educators can create a holistic learning environment that fosters creativity and critical thinking.

The integration of didactic strategies in plein air or outdoor painting education has been studied across various disciplines, focusing on its potential to develop creativity, observational accuracy, and connection with the environment. Research on experiential learning principles consistently highlights the effectiveness of practical, immersive approaches in art education. Studies by the National Endowment for the Arts (NEA) reveal that students engaged in art-based education achieve 20-25% higher scores in creative problem-solving and critical thinking compared to those in traditional classroom settings.

Moreover, the historical perspective of plein air painting underscores its evolving role in developing a unique artistic voice. For instance, Impressionist practices combined direct observation with experimental techniques, inspiring modern curricula to adopt similar principles. Recent advances in educational technologies also complement traditional plein air methods, introducing augmented reality (AR) and digital tools for a hybrid approach to artistic pedagogy.

Despite its proven benefits, outdoor teaching continues to face challenges such as logistical difficulties, variable environmental conditions, and the lack of standardized assessment tools. Addressing these issues requires a robust methodological foundation that accommodates diverse educational



needs while preserving the authenticity of experiential art education.

While outdoor learning presents unique advantages, it also introduces challenges like fluctuating environmental conditions. In this study, unstable weather impacted certain sessions, necessitating flexible teaching strategies. These findings align with experiential learning literature, emphasizing the need for adaptable frameworks to accommodate external variables.

The 40% higher engagement rates observed in outdoor settings highlight the motivational impact of experiential learning. Painting education reconnects students with nature, fostering environmental awareness, a crucial competence for addressing modern global challenges.

The roots of plein air or outdoor painting education trace back to the Impressionist movement, which emphasized drawing from nature to capture transient moments of light and atmosphere. Scholars like Bernard (2001) and Galenson (2009) have noted that this approach not only transformed artistic practice but also pedagogical foundations, establishing the importance of experiential learning in art education.

Experiential learning theories, particularly those proposed by Kolb (1984), serve as a theoretical foundation for painting education. Kolb emphasized the importance of direct experience in developing critical thinking and conceptual understanding. In the context of painting, the dynamic interaction between students and the natural environment aligns with Kolb's "Concrete Experience" stage, fostering deeper cognitive connections through artistic processes.

The dual significance of tradition and innovation in painting is emphasized. While the historical and emotional richness of plein air painting remains its core strength, modern technological and pedagogical

advancements offer unprecedented opportunities to enhance its impact. These findings provide a solid foundation for this study, emphasizing the necessity of structured didactic support to maximize the benefits of painting education.

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