



## DEVELOPING STUDENTS' CREATIVE INDEPENDENCE THROUGH QUICK SKETCHING EXERCISES

Suyunov Navro'z Alisher o'g'li

e-mail:navruz.suyunov.n@gmail.com

Independent Researcher, Karshi State University

Lecturer, Shahrисабз State Pedagogical Institute

### Abstract:

This article examines the role and importance of quick sketch exercises in developing students' creative independence. During quick drawing practice, students not only enhance their observation, imagination, and artistic thinking, but also develop the ability to make independent creative decisions. The aim of the study is to analyze the methodological foundations for fostering creative independence through quick sketch exercises. The research applied pedagogical observation, comparison, and experimental training methods. Experimental sessions with students of the "Fine Arts and Engineering Graphics" program at Shahrисабз State Pedagogical Institute confirmed the effectiveness of the proposed methodology. The results demonstrated an increase in students' independent thinking, freedom in image creation, and confidence in drawing techniques. The article is devoted to a comprehensive study of methodology for developing creative independence in art education.

**Keywords:** quick sketch, creative independence, artistic thinking, observation, imagination, art education, pedagogical methodology, graphic skills, image creation, experimental training.

### Introduction

The relevance of the research lies in the fact that preparing students for creative independence is one of the most important tasks in modern art education. Quick sketching exercises not only develop observation and imagination, but also help foster free thinking, independent decision-making, and a desire for artistic exploration. This issue is relevant not only in our country, but also on a global scale, as modern education systems identify creative thinking and independence as key competencies.

Analysis of foreign theories shows that rapid sketching exercises are an effective method for developing freedom and independence in students' creative activity (N. Kuzmin, V.A. Slastenin, B.G. Ananyev). Their scientific views substantiate the necessity of forming independent thinking in art education.

Analysis of local literature indicates that quick sketching exercises, along with developing observation and figurative thinking in the pedagogical process, also help enhance students' creative independence (N.N. Rostovtsev, G.V. Beda, V.S. Kuzin). Furthermore, great thinkers and artists — Leonardo da Vinci, Albrecht Dürer, Michelangelo, Abu Nasr Farabi, and Alisher Navoi — emphasized the exceptional importance of independent inquiry in creative thinking. Previous studies have not sufficiently examined the methodological mechanisms through which quick sketching exercises contribute to the development of creative independence. To fill this gap, broader research is required through experimental studies, innovative pedagogical approaches, and the use of modern graphic tools.

These unexplored aspects made it possible to define the purpose of this article. The purpose of the article is to analyze the scientific and methodological foundations of developing students' creative independence through quick sketching exercises.



To achieve this goal, the following tasks were defined:

- to study the psychological and pedagogical foundations of quick sketching exercises;
- to develop methodological recommendations that contribute to the development of creative independence;

to prove the effectiveness of these exercises through experimental work.

This article not only describes the theoretical foundations of developing creative independence in the process of art education, but also presents methodological recommendations for applying these principles in practical classes. These recommendations will provide teachers with effective support in increasing students' creative interest and guiding them toward free artistic exploration.

## Analysis of Literature

Analysis of foreign research confirms that quick sketching exercises are an effective tool for developing students' creative independence. For example, V.A. Slastenin emphasizes that supporting independent creative activity in the educational process helps strengthen students' personal initiative. B.G. Ananyev identifies rapid sketching exercises as a method that encourages free thinking and directs students toward solving practical tasks. N.F. Gonobolin also stresses that such exercises play an invaluable role in revealing individual abilities.

N.N. Rostovtsev, who analyzed traditional methods, shows that the use of quick sketching exercises not only reinforces students' observation and thinking skills, but also helps shape their independent artistic perspectives. G.V. Beda and V.S. Kuzin highlight that these exercises activate students' creative interest and increase their motivation to generate new ideas.

Among Russian scholars, L.S. Vygotsky and B.M. Teplov emphasize the importance of freedom and independence in visual art training. Their theoretical views demonstrate that independent decision-making is a key psychological factor in the process of creative thinking. Analysis of local literature also sheds light on significant aspects. For instance, in his scientific-pedagogical views, Abdulla Avloniy considers the cultivation of creative thinking as one of the main conditions for forming the younger generation into independent individuals. Alisher Navoi, in his works, interprets independence and freedom in artistic thinking as highly valuable qualities.

Thus, foreign authors examine the issue from the perspective of liberating creative activity and focus on developing students' independence. Russian researchers, including Rostovtsev and Beda, emphasize the importance of quick sketching exercises in creating a productive educational environment. Local scholars, meanwhile, view the development of artistic thinking and creative independence as an integral part of personal growth within the educational process.

These unexplored aspects made it possible to define the purpose of this article: to develop a methodology for enhancing creative independence through quick sketching exercises and to prove its effectiveness through experimental studies.

## Materials and Methods.

The experimental scope of this study is limited to determining the effectiveness of quick sketching exercises in developing students' creative independence. The experiment was conducted mainly with students studying in the field of Fine Arts.

To achieve the stated goal, the following research questions were formulated:

How do quick sketching exercises influence students' creative independence?

Do these exercises help develop not only observation and figurative thinking, but also the ability to make free creative decisions?

Does the use of graphic software during rapid sketching exercises increase their effectiveness?

**Hypothesis:** if quick sketching exercises are integrated into the educational process through a scientifically and methodologically grounded approach, students' creative independence will significantly improve.

The main methods employed were pedagogical observation, comparative analysis between the experimental and control groups, testing, and evaluation of graphic tasks. These methods were selected because they allow for assessing students' level of creative independence in real learning situations.

The experimental base chosen for this study was the "Fine Arts and Engineering Graphics" department of the Shahrisabz State Pedagogical Institute. This choice was made because classes involving sketching exercises are regularly conducted in this department, providing favorable conditions for practical research.

A total of 60 students participated in the experiment. Of these, 30 were assigned to the experimental group and 30 to the control group.

**First stage (preparatory):** introductory sessions on quick sketching exercises were conducted with students, and their level of creative independence was diagnosed.

- **Second stage (main):** in the experimental group, quick sketching exercises were implemented based on a methodology aimed at developing creative independence.
- **Third stage (final):** the results of the control and experimental groups were compared, and the effectiveness of the methodology was evaluated.

As assessment criteria, the following indicators were defined: the ability to make independent decisions, free creative exploration, originality in completing graphic tasks, and the level of independence in creating imagery. These criteria were examined through pedagogical observation, analysis of students' work, and test questions.

**3.5. Course and Conditions of the Experiment** The experiment lasted for one semester. Sessions were conducted both individually and in groups, supported by graphic materials, digital tools, and modern pedagogical technologies. The comfort of the learning environment, the diversity of methodological approaches, and the active participation of students contributed to the overall effectiveness of the research.

## Results

According to the logic of the experimental stages described in the article, the use of quick sketching exercises proved to be an effective tool for developing students' creative independence. The methodology developed during the study was aimed at enhancing students' ability to make independent decisions, create imagery, and exercise freedom in drawing techniques.

The methodology designed by the author made it possible to achieve the following results: students in the experimental group completed graphic tasks with a more creative approach compared to those in the control group;

independence in drawing techniques and freedom in creating visual imagery increased significantly;

skills related to creative independence (such as proposing original ideas and finding quick solutions) were expressed at a higher level by the end of the experiment.

The research was conducted in three stages:

**Preparatory stage:** students underwent initial diagnostic tests. The results showed that their level of independent creative decision-making was low.



**Main stage:** quick sketching exercises developed specifically for the methodology were implemented in the experimental group. Through regular practice, students learned to think quickly and create freely.

**Final stage:** the results of the control and experimental groups were compared. The indicators of the experimental group were higher, demonstrating significant improvements in independent thinking and creative approaches.

This methodology, by combining observation, figurative thinking, and rapid drawing ability, enabled students to manage the creative process more freely.

The visual results showed the dynamics of students' work. In the final comparison, students in the experimental group enriched their graphic expression more independently and demonstrated much higher outcomes than the control group. The table and diagram indicators also confirmed the effectiveness of quick sketching exercises.

### Discussion

Summarizing the results presented in the article, it was found that quick sketching exercises are an effective methodological tool for developing students' creative independence. The effectiveness of the proposed methodology was proven through experimental research. Its success was confirmed by comparing the results of the control and experimental groups.

The obtained results partially correspond with previous findings of foreign and local researchers, yet they also differ in certain aspects. For example, in the theories of V.A. Slastenin and B.G. Ananyev, the development of creative independence is viewed as an important factor within general pedagogical processes. In contrast, this study specifically substantiates the practical effectiveness of quick sketching exercises in fostering creative independence.

The results also allow for scientific discussion with the views of scholars such as Rostovsev, Beda, and Kuzin. In their research, quick sketching exercises are mainly regarded as tools for developing observation skills and figurative thinking. However, in this study, their role in shaping creative independence is highlighted as a separate and significant factor.

Some scholars argue that engaging students in independent creative activity should primarily be achieved through individual assignments and projects. While this viewpoint is valid to an extent, the experiment demonstrates that quick sketching exercises also effectively encourage students to make independent decisions and generate their own ideas.

The distinctive feature of this research compared to previous works is that quick sketching exercises were tested through extensive experimental procedures within a methodological model specifically designed to develop creative independence. This approach clearly demonstrated the practical effectiveness of the method in art education.

### Conclusion

The article analyzes the methodological foundations of using quick sketching exercises to develop students' creative independence. According to the research findings, quick sketching exercises are an effective tool for directing students toward free thinking, independent decision-making, and creative exploration. The methodology developed during the experimental process was tested through comparisons between the control and experimental groups, confirming its effectiveness.

The recommendations proposed by the author include:

organizing quick sketching exercises in a step-by-step manner and integrating them regularly into practice;

using graphic software and modern technologies to develop students' independent artistic perspectives;

supporting and encouraging students' creative initiative during the exercises.

These results enrich both the theoretical and practical foundations of developing creative independence in art education and provide teachers with effective methodological guidelines.

References

- Abdullayev, Sh. (2010). *San'at ta'limida ijodiy yondashuv*. Toshkent.
1. Alberti, L. B. (1435). *De pictura (On Painting)*. Florence.
2. Arnheim, R. (1974). *Art and Visual Perception: A Psychology of the Creative Eye*. University of California Press.
3. Avloniy, A. (1918). *Turkiy guliston yoxud axloq*. Toshkent.
4. Barrett, T. (2000). *Criticizing Art: Understanding the Contemporary*. McGraw-Hill.
5. Beruniy, A. R. (1998). *Tanlangan asarlar*. Toshkent.
6. Boymetov, B. (2006). *Qalamtasvir*. Toshkent: Musiqa nashriyoti.
7. Da Vinci, L. (1500). *Notebooks*. Florence.
8. Dewey, J. (1934). *Art as Experience*. New York: Minton, Balch & Co.
9. Dürer, A. (1525). *Underweysung der Messung*. Nuremberg.
10. Edwards, B. (1979). *Drawing on the Right Side of the Brain*. Los Angeles.
11. Eisner, E. (2002). *The Arts and the Creation of Mind*. Yale University Press.
12. Forobiy, A. N. (1993). *Fozil odamlar shahri*. Toshkent.
13. Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2007). *Studio Thinking: The Real Benefits of Visual Arts Education*. Teachers College Press.
14. Ignatyev, E.I. (1987). *Psikhologiya khudozhestvennogo vospriyatiya*. Leningrad.
15. Kuzin, V.S. (1982). *Metodika prepodavaniya risovaniya*. Moskva.
16. Lebedko, V.K. (1990). *Metodika izobrazitel'nogo iskusstva v shkole*. Moskva.
17. Lowenfeld, V. (1947). *Creative and Mental Growth*. New York: Macmillan.
18. Medvedev, L.G. (1995). *Pedagogika iskusstva*. Moskva.
19. Navoi, A. (1991). *Xamsa*. Toshkent.
20. Qodirov, A. (2001). *Tasviriy san'atni o'qitish metodikasi*. Toshkent.