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**METHODOLOGY OF STEP-BY-STEP ORGANIZATION OF STILL  
LIFE DRAWING LESSONS**

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**Abstract:** The article discusses the methodology of step-by-step organization of still life drawing lessons in general education schools. It focuses on the development of students’ visual perception, aesthetic taste, and artistic thinking through systematic teaching methods. The author emphasizes that consistent stages of still life drawing — such as observation, composition, color harmony, and creative interpretation — help students better understand artistic structure and express national and individual values through art. The study also highlights the importance of using innovative teaching technologies, visual aids, and interdisciplinary connections to enhance the effectiveness of the educational process. The gradual organization of lessons improves students’ creative activity, artistic competence, and motivation toward fine arts.

**Keywords:** still life, methodology, artistic education, composition, visual perception, creative skills, national values

In modern art education, the still life genre plays an essential role in developing students’ artistic and visual literacy. Teaching still life drawing step by step allows learners to grasp the fundamental principles of form, proportion, light, shadow, and color harmony. Through the gradual organization of drawing activities, students acquire the ability to analyze and reproduce the beauty of surrounding objects in a structured and meaningful way.

The purpose of this research is to explore methodological approaches to the step-by-step organization of still life lessons that not only teach technical drawing skills but also nurture students’ creativity, independence, and appreciation of cultural heritage. A systematic teaching process provides students with a clear understanding of how to transition from observation to artistic interpretation.

Incorporating traditional and modern teaching methods contributes to the improvement of artistic education quality. The integration of national motifs and cultural values into still life themes enriches students’ aesthetic worldview, allowing them to perceive art as both a means of expression and a form of national identity. Moreover, using innovative educational tools — such as multimedia presentations, digital drawing applications, and interactive teaching resources — increases students’ engagement and interest in art learning.

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The methodological framework of organizing still life drawing lessons step by step ensures that each learning phase contributes to students' comprehensive artistic development. From observing real objects to creating expressive compositions, the teaching process fosters analytical thinking, visual imagination, and a creative approach to problem-solving in art education.

The process of teaching still life drawing in art education is one of the most effective means of developing students' observational abilities and artistic thinking. The step-by-step organization of such lessons provides a methodological framework that allows learners to gradually master complex artistic concepts. This systematic approach ensures the logical progression from basic observation to creative interpretation. Each stage in the teaching process contributes to building visual literacy, manual skills, and an understanding of aesthetic values.

At the initial stage, students are introduced to the concept of still life, its historical evolution, and its significance in fine arts. The teacher explains that still life is not merely a collection of objects but a composition that reflects mood, emotion, and meaning. The first lessons are focused on observation — students carefully analyze objects, their shapes, textures, and spatial relationships. This observational process enhances visual awareness and teaches learners to perceive the beauty of ordinary items.

In the second stage, attention is given to composition and proportional relationships. Students are taught how to arrange objects in a balanced manner, how to consider perspective, and how to achieve harmony between foreground and background elements. The teacher demonstrates compositional techniques through visual examples, encouraging learners to experiment with object placement. During this stage, students learn to think critically about balance, contrast, and rhythm within their artwork.

The next stage involves the study of light and shadow, which are crucial for creating a sense of volume and realism. Through shading exercises, students explore the impact of different light sources and how shadows affect the perception of form. Teachers emphasize tonal gradation, contrast, and the distribution of highlights and mid-tones. This phase helps learners understand the interplay between light and material texture, deepening their understanding of how to create visual depth.

Color work forms the next step in the process. Students begin to use colored materials such as watercolor, gouache, or colored pencils to express the chromatic relationships within a still life composition. They learn the basics of color harmony, complementary contrast, and emotional expression through color. Teachers guide students in mixing hues and applying techniques that enhance the composition's overall mood. The integration of national color traditions and cultural symbolism can make

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still life lessons even more meaningful, helping learners to connect artistic practice with heritage.

The fifth stage focuses on creative interpretation and stylistic development. Students are encouraged to move beyond realistic representation and express personal viewpoints through artistic choices. They may stylize forms, alter compositions, or use expressive brushwork to convey emotion. Teachers act as facilitators, providing feedback and supporting independent exploration. This stage strengthens students' self-expression, aesthetic judgment, and motivation to engage in artistic creation.

Integrating national values and traditional motifs into still life lessons further enhances their pedagogical effectiveness. For instance, incorporating elements such as traditional ceramics, textiles, or folk crafts introduces students to cultural heritage while allowing them to express national identity visually. Through the depiction of everyday items from local culture, students develop respect for traditions and learn to view art as a means of preserving cultural memory. This integration aligns with modern educational goals emphasizing patriotism and intercultural understanding.

Digital technologies can also play a significant role in the organization of step-by-step still life lessons. The use of interactive presentations, digital drawing tools, and online visual resources supports visual analysis and demonstration. Teachers can use digital models to simulate lighting conditions or change compositions dynamically, offering a more flexible learning experience. Moreover, digital art platforms allow students to practice at their own pace and experiment with new media without material limitations.

The methodological foundation of still life instruction must also account for differentiation according to students' age and skill level. For younger learners, activities should emphasize visual perception, simple shapes, and playful engagement with color. For older students, the focus can shift toward compositional complexity, perspective accuracy, and expressive techniques. This age-appropriate scaffolding ensures that every learner can progress successfully within their individual artistic abilities.

Evaluation in still life drawing lessons should not be limited to technical accuracy alone. Teachers should assess creativity, composition, originality, and emotional expressiveness. Formative assessment — through peer review and teacher feedback — helps students reflect on their progress and identify areas for improvement. The process of reflection strengthens their artistic independence and critical thinking.

The success of step-by-step still life instruction largely depends on the teacher's methodological competence. A qualified art educator combines pedagogical, psychological, and artistic knowledge to design lessons that are engaging and effective. Teachers must create an atmosphere of encouragement, where students feel confident to experiment and express themselves. The use of visual demonstrations, real-life

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examples, and individual guidance helps maintain students' attention and interest throughout the lesson.

In conclusion, the step-by-step methodology in teaching still life drawing ensures a well-structured, progressive, and creative learning process. It cultivates technical precision and aesthetic sensitivity while also fostering individuality and cultural appreciation. When teachers integrate modern technology, national heritage, and interactive methods, the process of learning becomes both intellectually stimulating and emotionally rewarding. Ultimately, the aim of such instruction is to develop not only skillful young artists but also thoughtful individuals capable of perceiving and creating beauty in the world around them.

Step-by-step organization of still life drawing lessons serves as an effective pedagogical tool to enhance students' artistic, cognitive, and emotional development. Through observation, composition, color study, and creative interpretation, learners gradually master the essential components of visual art. Integrating national motifs and digital resources enriches the process, making it culturally relevant and innovative. Such an approach helps teachers systematically nurture visual literacy, creativity, and appreciation of national culture — the key pillars of comprehensive art education.

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