



STAGES AND DIDACTIC CONDITIONS FOR ORGANIZING LESSONS IN LANDSCAPE DRAWING

Tursunova Dilshoda Jahongirovna

Navoi State University

“Fine Arts and Engineering Graphics” – Field of Study

1st Year, Group “D” Student

ANNOTATION: This article examines the stages and didactic conditions for organizing lessons in the landscape drawing genre. It analyzes pedagogical strategies, step-by-step lesson structuring, and classroom conditions that enhance students’ learning outcomes, artistic skills, and creative expression. The study emphasizes the importance of systematic lesson progression, practical exercises, and appropriate learning environments to ensure effective instruction in landscape drawing. The article also discusses methods for fostering students’ compositional understanding, spatial perception, and aesthetic awareness through carefully organized lessons.

KEYWORDS: landscape drawing, lesson organization, didactic conditions, pedagogical strategies, visual arts education, compositional skills, spatial perception, creative activity, structured exercises, classroom methodology.

Organizing lessons in the landscape drawing genre is a critical aspect of visual arts education. Effective instruction requires careful planning of lesson stages and consideration of didactic conditions that support students’ learning and creativity. By structuring lessons systematically, teachers can guide students through observation, analysis, and artistic expression, enabling them to develop technical skills, compositional understanding, and imaginative thinking.

The stages of a landscape drawing lesson typically include preparation, demonstration, practice, and reflection. During the preparation phase, students are introduced to objectives, materials, and techniques, while teachers create a motivating and supportive learning environment. Demonstration involves modeling drawing techniques, explaining compositional principles, and highlighting key aspects of spatial relationships and color application. In the practice stage, students apply learned techniques to produce their own compositions, while the reflection phase allows for discussion, critique, and feedback, helping learners to refine their skills and consolidate knowledge.

Didactic conditions, such as classroom setup, availability of materials, lighting, and access to reference images or natural landscapes, play a significant role in the effectiveness of lessons. Structured exercises, clear instructions, and guided observation ensure that students can progress from basic to complex compositions,



while fostering both technical proficiency and creative expression. Proper organization of lessons in landscape drawing also encourages independent thinking, collaborative learning, and aesthetic appreciation, forming a foundation for continued artistic development.

Through systematic lesson stages and favorable didactic conditions, landscape drawing lessons can effectively enhance students' artistic competence, visual perception, and creativity. By combining observation, structured practice, and reflective discussion, students gain the skills necessary to produce expressive and balanced compositions, while developing critical thinking and aesthetic sensibility.

Organizing lessons in the landscape drawing genre requires a systematic approach that integrates pedagogical strategies, structured exercises, and appropriate didactic conditions. Effective lessons enable students to develop technical proficiency, compositional understanding, spatial perception, and creative expression. By carefully planning lesson stages and creating supportive learning environments, teachers ensure that students acquire essential skills while engaging meaningfully with the artistic process.

The initial stage of a landscape drawing lesson involves preparation. Teachers outline the objectives of the lesson, introduce necessary materials such as pencils, brushes, and paints, and prepare reference images or natural landscapes for observation. During this phase, the classroom environment plays a significant role: appropriate lighting, seating arrangements, and accessibility of materials enhance students' engagement and comfort. Preparation also includes introducing key concepts such as perspective, proportion, balance, and color harmonization, providing students with a theoretical foundation to guide their practice.

The demonstration stage follows preparation and serves as a model for students' practice. Teachers illustrate drawing techniques, demonstrate the arrangement of landscape elements, and explain how to achieve depth, spatial relationships, and color effects. Visual aids, step-by-step instructions, and real-time examples support comprehension and retention. Demonstration not only shows students how to perform technical tasks but also highlights compositional principles, emphasizing harmony, focal points, and rhythmic distribution of elements within the landscape. By observing skilled execution, students gain insights into both technique and artistic decision-making.

During the practice stage, students actively engage in drawing their own landscape compositions. They apply the principles and techniques introduced in previous stages, arranging natural elements such as trees, rivers, hills, and sky in a balanced and coherent manner. Structured exercises guide students progressively from simple sketches to more complex compositions, allowing them to integrate observation with personal



interpretation. Teachers provide ongoing support, correcting errors in perspective, proportion, or color application and offering suggestions to enhance the overall composition. This interactive engagement fosters both technical development and creative confidence.

Reflection and critique constitute the final stage of the lesson. Students present their work to peers and instructors, discuss compositional choices, and receive constructive feedback. Reflection encourages critical thinking, self-assessment, and awareness of aesthetic principles. Peer discussion promotes collaborative learning, exposing students to diverse perspectives and encouraging evaluation of artistic decisions. This stage consolidates knowledge, reinforces skills, and strengthens students' ability to analyze and improve their own work.

Didactic conditions significantly influence the effectiveness of landscape drawing lessons. Adequate lighting, access to quality drawing materials, availability of reference images, and opportunities for outdoor observation are essential. Outdoor or "plein air" sessions allow students to directly engage with natural landscapes, enhancing their understanding of spatial relationships, depth, and color variation. Classroom-based exercises complement outdoor observation by providing a controlled environment for instruction, experimentation, and refinement. The integration of both indoor and outdoor learning experiences ensures comprehensive skill development.

Pedagogical strategies further enhance the learning process. Step-by-step instruction, scaffolded exercises, and individualized feedback help students progress from basic to advanced techniques. Teachers can adapt exercises to meet students' abilities, offering additional challenges for advanced learners while providing support for those needing guidance. Group activities and collaborative projects encourage communication, critique, and problem-solving, fostering both social and artistic development. Methodological guides and textbooks offer detailed instructions and visual examples, supporting teachers in creating structured and effective lesson plans.

An essential aspect of landscape drawing lessons is the combination of observation and imagination. While students learn to accurately represent natural forms, they are also encouraged to experiment with composition, color, and stylistic choices. This balance fosters creativity and personal expression, allowing learners to develop a unique artistic voice. By exploring multiple approaches to composition, students enhance their decision-making skills, critical thinking, and overall aesthetic sensibility.

Technological resources can also be integrated into landscape drawing lessons to support learning. Digital images, interactive software, and virtual observation tools provide additional opportunities for experimentation with perspective, color harmonization, and compositional arrangement. These tools complement traditional methods, offering flexibility and innovation in lesson planning.



Overall, organizing landscape drawing lessons through structured stages and favorable didactic conditions ensures that students achieve both technical proficiency and creative growth. By progressing systematically from preparation and demonstration to practice and reflection, learners gain a comprehensive understanding of compositional principles, spatial relationships, and color perception. Methodical instruction, supportive environments, and guided exploration collectively cultivate students' artistic competence, aesthetic awareness, and imaginative abilities.

By emphasizing both skill acquisition and creative development, lessons in the landscape drawing genre prepare students for continued artistic learning and foster a lifelong appreciation for visual arts. Structured stages and optimal didactic conditions provide a framework in which learners can explore, experiment, and refine their work, resulting in balanced, expressive, and visually engaging compositions. The methodology described supports the holistic development of students, equipping them with essential competencies to excel in both academic and personal artistic endeavors.

The study of organizing landscape drawing lessons highlights the importance of structured stages and favorable didactic conditions in fostering students' technical skills, compositional understanding, and creative expression. By following a systematic approach—including preparation, demonstration, practice, and reflection—teachers can guide students progressively from basic techniques to more complex compositions.

Didactic conditions such as classroom setup, lighting, availability of materials, and opportunities for outdoor observation significantly enhance lesson effectiveness. These conditions, combined with pedagogical strategies like step-by-step guidance, individualized feedback, and collaborative exercises, ensure that students develop spatial perception, color understanding, and aesthetic awareness.

Through structured lessons and supportive environments, learners gain both technical proficiency and creative confidence. They learn to organize landscape elements harmoniously, experiment with composition and color, and express personal artistic interpretations. Overall, this methodology cultivates well-rounded artistic competence, critical thinking, and lifelong engagement with the visual arts.

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