

**HISTORY OF THE ART OF DRAWING AND THE PROCESS OF TEACHING IT****Yusupova Shokhista Alimjanovna**Gulistan State Pedagogical Institute  
Senior Lecturer, Department of Art Studies  
e-mail: [yusupovashoxista32@gmail.com](mailto:yusupovashoxista32@gmail.com)**Karimjonova Durдона Jaloliddin kizi**

1st-year student, Visual Arts and Engineering Graphics major

**Abstract:** The article provides a scientific analysis of the history of pencil drawing, its development stages in different periods, and its importance in the modern educational process. Pencil drawing is highlighted as an important factor in the development of artistic perception, creativity, observation and imaginative thinking in students. The article presents a methodology for teaching pencil drawing, a variety of technical means, and ways to improve the effectiveness of the educational process using modern approaches.

**Key words:** Pencil drawing, fine arts, historical development, caricature art, perspective, pedagogical technology, creative activity, graphic training, artistic thinking.

Visual art occupies an important place in the formation and development of human thought, providing a means to express the perception of reality through artistic imagery. Among the branches of visual art, drawing holds a distinct position. Although it may appear outwardly simple, drawing is one of the most subtle and expressive means for conveying form, volume, movement, character, and artistic-emotional states through line. Every line drawn with a pencil embodies the artist's sense of observation, emotional experiences, and artistic thinking [1]. Drawing emerged at the earliest stages of human history and has undergone various phases of development from the first stone carvings to contemporary graphic art. Archaeological findings show that humans created images on stone walls 40,000 to 10,000 years ago using charred sticks, charcoal, and natural pigments [2]. In ancient art, linear imagery served as the primary means for defining form, expressing movement, and revealing the constructive structure of objects. Although drawing had not yet formed as an independent art form during the Middle Ages [3], it fulfilled significant functions in the decoration of manuscripts, architectural designs, and religious imagery.

The Renaissance marked a period of significant advancement in the art of drawing, during which artists extensively studied anatomy, proportion, perspective, and chiaroscuro. The lines executed by artists such as Leonardo da Vinci and Michelangelo laid the scientific foundations of modern graphic art [4]. In the 18th and 19th centuries, drawing evolved from a mere sketching tool to an independent artistic discipline, further expanding the aesthetic potential of line. Today, creative work with pencils, chalk, charcoal, pastels, markers, and digital graphic tools has broadened the expressive range of line, enabling diverse and multifaceted artistic styles [5], [6]. In the contemporary era, drawing is recognized not only as a classical branch of visual art but also as a foundational element in fields such as design, architecture, advertising, animation, and digital graphics [7]. The process of drawing fosters observation, logical analysis, spatial imagination, visual thinking, and creativity among students [8]. Therefore, it constitutes one of the essential stages in education, through which students develop artistic literacy, aesthetic sensibility, and creative initiative.

The historical development of the art of drawing highlights its role in the cultural life of society throughout different periods. The progression from ancient stone images to the scientific investigations of Renaissance artists demonstrates that drawing has long served as a primary tool for teaching form, proportion, construction, perspective, and the principles of light and shadow [9]. Contemporary scholarly approaches interpret drawing as a multifunctional tool that shapes visual thinking. During the drawing process, observation, analytical thinking, motor skills, memory, and aesthetic interpretation are simultaneously activated [10]. The methodology of teaching drawing has also evolved over time and is currently being refined based on modern pedagogical technologies, innovative methods, and integrative approaches. Step-by-step instruction, modeling the forms of objects, practical application of perspective principles, and creating volume through light and shadow are approaches that foster students' independent creative activity [11], [12]. Furthermore, integrating drawing with subjects such as geometry, biology, and computer science enhances students' spatial reasoning and deepens their understanding of object structure [13]. Digital technologies have introduced new opportunities for teaching the art of drawing. Graphic tablets, 3D modeling, and digital sketching software enable students to expand their visual experience. However, traditional pencil exercises have not lost their significance. In the process of manual drawing, motor skills, artistic sensitivity, line control, and the analysis of form and construction develop in the most natural way [14], [15]. Therefore, in contemporary educational practice, the combination of digital and traditional exercises is considered the most effective approach [16]. It should be emphasized that improving the methodological foundations of drawing education is closely linked to the implementation of a competency-based approach in modern teaching. Today, the task is not only to develop students' technical skills but also to cultivate universal competencies such as visual analysis, creative problem-solving, and the ability to express ideas in figurative form. Recent scientific research in cognitive psychology, art pedagogy, and design theory is increasingly integrated into the educational process. In particular, lessons that harmonize visual perception, motor memory, analytical thinking, and compositional reasoning serve to comprehensively develop students' creative potential.

The expansion of drawing in digital graphic environments provides students with greater opportunities for experimentation, modeling of forms and space, and rapid testing of compositional solutions. All of these factors position drawing in modern education not merely as a specialized art subject but as a crucial pedagogical system that shapes students' visual culture and creative thinking.

Today, the use of drawing is not limited solely to the creation of artistic imagery; it also serves as an important tool for visual communication across various fields. Line systems employed in digital media, industrial design, engineering graphics, architectural planning, medical illustration, animation, and virtual reality technologies are fundamentally based on traditional drawing techniques. Research indicates that manual drawing processes enhance students' figurative thinking and encourage a deeper understanding of the form, structure, and proportions of real objects. Moreover, direct hands-on drawing activities develop students' motor coordination, sensory perception, spatial orientation, and the ability to manage visual processes. This contributes to the professional preparedness of the new generation of designers, artists, architects, and visual communication specialists. The broad integrative function of drawing thus reinforces its universality and significance within contemporary educational practice.

In conclusion, the art of drawing has held a significant place in the history of human artistic thought and continues to maintain its relevance in contemporary creative processes. Systematic and scientifically grounded instruction in drawing broadens students' aesthetic horizons and serves as an essential pedagogical tool for developing independent thinking, visual analysis, and creative activity. A thorough study of the historical experience of drawing, combined with the integration of modern educational technologies, is a crucial factor in enhancing the artistic literacy of the younger generation and cultivating skilled professionals in art and design disciplines. The current stage of development in drawing indicates its potential for enrichment through new scientific and practical directions. In particular, the expansion of digital environments enables the integration of traditional drawing techniques with artificial intelligence, virtual reality, and augmented reality technologies. This process facilitates the application of innovative artistic approaches, the rapid creation of complex compositions through experimentation, and the refinement of visual modeling processes. At the same time, the pedagogical potential of drawing will continue to expand, emerging as an increasingly effective tool within competency-based education for fostering artistic thinking, creative design skills, and visual analysis abilities. The in-depth study and practical implementation of these processes will not only improve the quality of visual art education but also prepare professionals who meet contemporary demands and requirements in creative fields.

In conclusion, the art of drawing has held a significant place in the history of human artistic thought and continues to maintain its relevance in contemporary creative processes. Systematic and scientifically grounded instruction in drawing broadens students' aesthetic horizons and serves as an essential pedagogical tool for developing independent thinking, visual analysis, and creative activity. A thorough study of the historical experience of drawing, combined with the integration of modern educational technologies, is a crucial factor in enhancing the artistic literacy of the younger generation and cultivating skilled professionals in art and design disciplines.

The current stage of development in drawing indicates its potential for enrichment through new scientific and practical directions. In particular, the expansion of digital environments enables the integration of traditional drawing techniques with artificial intelligence, virtual reality, and augmented reality technologies. This process facilitates the application of innovative artistic approaches, the rapid creation of complex compositions through experimentation, and the refinement of visual modeling processes. At the same time, the pedagogical potential of drawing will continue to expand, emerging as an increasingly effective tool within competency-based education for fostering artistic thinking, creative design skills, and visual analysis abilities. The in-depth study and practical implementation of these processes will not only improve the quality of visual art education but also prepare professionals who meet contemporary demands and requirements in creative fields. Furthermore, the continued integration of interdisciplinary approaches linking drawing with science, technology, and digital media promises to enhance students' problem-solving capacities, spatial reasoning, and innovation skills. By fostering adaptability, critical thinking, and collaborative creativity, drawing can serve as a bridge between traditional artistic practice and emerging technological paradigms, ensuring its continued relevance and transformative impact in both education and professional creative industries.

## REFERENCES:

1. X.X.Muratov. Qalamtasvir. T.: "Ijod-print", 2020.
2. B.B.Nusharov, B.A.Usmanov. Chizmatasvir. Guliston, 2023.
3. N.P.Jumaboyev. Rangtasvir. "Ilm Ziyo Zakovat", T.:2023.  
<https://unilibary.uz/literature/822027>.
4. R.Z.Xayrov. Dekorativ rangtasvir. Guliston-2022.
5. Berikbaev, Alisher Alikulovich. "Development of competence skills of art education students." International Journal of Psychosocial Rehabilitation 24.4 (2020): 6984-6988.
6. Юсупова Ш. Tasviriy san'at to'garak mashg'ulotlarida qo'yiladigan zamonaviy pedagogik talablar //Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. – 2023. – Т. 3. – №. 5. – С. 267-273.
7. Inoyatov, O. (2025). TEKISLIKLARNING O'ZARO PARALLELLIGI. Ижтимоий-гуманитар фанларнинг долзарб муаммолари Актуальные проблемы социально-гуманитарных наук Actual Problems of Humanities and Social Sciences., 5(S/1), 495–500.  
<https://doi.org/10.47390/SPR1342V5SI1Y2025N76>.
8. Юсупова Ш. Tasviriy san'at to'garak mashg'ulotlarida qo'yiladigan zamonaviy pedagogik talablar //Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. – 2023. – Т. 3. – №. 5. – С. 267-273.
9. Pardaboyevich J. N. O 'QUVCHILAR IJODIY FAOLIYATINI RIVOJLANTIRISHDA ZAMONAVIY TEXNALOGIYALARNING O 'RNI //WORLD OF SCIENCE. – 2023. – Т. 6. – С. 87-90.
10. Vaxtiyarova, F. "MODERN TECHNOLOGIES IN DEVELOPING PROFESSIONAL CREATIVE ACTIVITY OF STUDENTS." Ilm-Fan Va ta'lim 1.1 (2023).
11. Жумабоев, Наби. "THE NEED TO USE AESTHETIC VIEWS OF EASTERN THINKERS IN THE EDUCATIONAL SYSTEM." Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences 4 (2024).
12. Alimjanovna Y. S. TOOLS AND CRITERIA OF COMPOSITION IN THE CREATIVE PROCESS OF FINE ARTS CLASSES OF UNIVERSITY SCHOOLS //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2024. – Т. 5. – №. 02. – С. 48-58.
13. Bolbekovich, Nusharov B. "The Role and Significance of Fine Art in Preparing Future Fine Art Teachers for Independent or Creative Activity." World Bulletin of Social Sciences, vol. 22, 28 May. 2023, pp. 235-239.
14. Norboy, Boriboyeva Dilrabakhon. "DEVELOPMENT OF STUDENTS'GRAPHIC COMPETENCE IN TRAINING ENGINEERING GRAPHICS." International Journal of Pedagogics 3.12 (2023): 145-147.
15. Odiljanovna, Yakubova Nafisa, Yusupova Shohista Alimjanovna, and Nusharov Bobir Bolbekovich. "Problem Teaching Technology. Types of Teaching." International Journal on Orange Technologies 3.5 (2021): 68-72.
16. "CHIZMATASVIR" FANINI O'QITISHDAGI INNOVATSIYALAR VA "KEYS-STADI" TEXNOLOGIYASI. Volume 1, Issue 01, aprel 2021.. 108-111. Usmonov Botir Allaberdiyevich <https://zenodo.org/records/4700803>.