



## METHODS OF DEVELOPING THINKING, MEMORY, AND IMAGINATION THROUGH VISUAL ART

**Rafieva Nargiza**  
**Bukhara State University**

**Annotation.** This article highlights the methodology of developing visual thinking, memory, and creative imagination of individuals, especially the younger generation, through visual art activities. It is scientifically and pedagogically substantiated that visual art is not merely a drawing skill, but also an important tool that activates brain activity and enhances the level of perception and analysis of reality. The article analyzes practical exercises and modern approaches aimed at improving observation skills, forming figurative memory, and developing non-standard thinking.

**Keywords:** Visual art, thinking, visual memory, creative imagination, perception, aesthetic perception, art education, creativity, methodology.

### INTRODUCTION

Throughout the history of human civilization, art has always been not only a means of reflecting reality, but also the highest form of expressing emotions, intellectual potential, and the inner world of a person. In particular, visual art plays an incomparable role in human development, enriching both spiritual and intellectual capacities. In today's rapidly developing age of information and technology, it has become increasingly important to educate the younger generation not merely as consumers of ready-made information, but as independent thinkers capable of analysis and creative problem-solving. In this process, visual art lessons and activities serve as one of the most effective pedagogical tools for the comprehensive development of brain activity.

The issue of developing thinking, memory, and imagination through visual art is currently at the center of attention in modern pedagogy, psychology, and art studies. Visual art is often superficially regarded as simply the skill of drawing shapes or applying colors on paper. In reality, artistic activity is a deep and complex psychological process directly connected with human cognitive abilities. During drawing or working with colors, both hemispheres of the brain become active: the left hemisphere controls logical order and compositional structure, while the right hemisphere is responsible for color perception, emotions, and creative imagination.

#### Development of Thinking

In visual art, before depicting any object, it is necessary to observe it carefully, analyze it, divide it into parts, and generalize its structure. This process develops visual thinking and spatial imagination. A person not only sees reality but also begins to understand its essence, geometric structure, and symmetry.

Drawing from memory rather than directly observing an object significantly improves visual memory. A person learns to retain the harmony of colors, proportionality of forms, and small details in the mind. This ability later becomes helpful not only in art but also in mastering exact and natural sciences.

Imagination is the ability to create new images that do not yet exist, reject stereotypes, and think unconventionally. Visual art gives individuals the freedom to transform abstract concepts and entirely new worlds into visual forms. This develops creativity and improves the ability to find unexpected and innovative solutions to problems.

This research paper analyzes modern pedagogical technologies, practical exercises, and methodological recommendations aimed at expanding students' visual thinking, strengthening



figurative memory, and nurturing creative imagination during visual art activities. The scientific and theoretical foundations of enhancing intellectual potential through art and the ways of implementing them in practice are also discussed.

In our opinion, visual art taught in schools is not only a basic artistic discipline but also one of the important components of human culture. Deficiencies in its development can cause serious harm to both material and spiritual worldviews. Therefore, the cultivation of artistic thinking should extend beyond classroom hours and continue throughout the student's entire educational experience.

Visual art plays an important role in developing children's creative abilities. It contributes greatly to the formation of children's knowledge, imagination, and concepts. Through visual art, children are able to express the worlds they imagine, feel, and observe.

#### Methods Used in Developing Creativity through Visual Art

- Using colors: Colors are important for children because they express emotions. By understanding and combining colors, children reveal their imagination.
- Using pencils and pastels: Drawing with pencils and pastels develops children's abilities to imagine and describe. Through their drawings, their inner world can also be understood.
- Using mosaics and paper crafts: Images created from mosaics and paper improve children's imaginative and descriptive abilities and help them express their ideas visually.

Visual art refers to visual works, compositions, or collections of compositions created by humans. It is a general term used to express visual emotions, ideas, thoughts, and meanings.

#### Main Directions of Visual Art Education

1. Painting (graphics, watercolor, tempera, etc.)
2. Sculpture
3. Architecture
4. Decorative and applied arts
5. Design (interior design, texture, modeling, animation, etc.)

#### Main Objectives of Visual Art Education

- Developing students' creative and intellectual abilities
- Forming aesthetic taste and artistic-figurative thinking skills
- Expanding knowledge about life and reality through works of art
- Cultivating respect for national and universal values
- Assisting students in identifying their professional orientation

Visual art education is implemented in general secondary, specialized secondary, and higher education systems. It develops observation, imagination, creativity, and aesthetic taste while shaping students' personal qualities.

#### Importance of Visual Art Education

##### Development of Creative and Cognitive Abilities

- Visual art education develops children's creative and critical thinking skills.
- Skills such as observation, analysis, and creation are formed.
- It improves the ability to solve problems, make decisions, and find innovative solutions.

In teaching visual art, methods such as oral explanation, question-and-answer sessions, practical activities, and visual demonstrations are used. One of the distinctive features of school visual art courses is that during lessons, the teacher provides students with oral information about the object, event, or artwork being studied. Depending on the lesson's purpose and objectives, the teacher presents the content through oral explanation methods.

#### CONCLUSION



Visual art is not merely the process of drawing lines or applying colors on paper. It is a powerful pedagogical and psychological tool that reflects a person's inner world while expanding intellectual and spiritual potential. Engaging in art is a complex cognitive process that activates both hemispheres of the brain, shapes worldview, and reveals hidden abilities.

Visual art activities influence the three most important pillars of human consciousness — thinking, memory, and imagination — in the following ways: During the process of drawing, a person constantly analyzes. The size of objects, their spatial placement, and the relationship between light and shadow all require mathematical and logical thinking.

**Problem-solving:** Artists search for answers to questions such as “How can this color be created?” or “How should the composition be arranged?” This develops visual problem-solving skills.

**Abstract thinking:** Visual art teaches individuals to transform complex ideas and emotions into symbolic forms and colors, thereby improving abstract thinking abilities. Creating artwork always involves remembering and reconstructing visual information. **Observation:** To depict nature, reality, or the human figure, one must first observe carefully. This process improves the ability to retain information in the brain. **Memory exercises:** Drawing landscapes outdoors or recreating life events from memory strengthens neural connections and improves long-term memory.

Imagination is the ability to envision non-existent things and generate new ideas. Visual art breaks the stereotypes that limit imagination.

- **Freedom and experimentation:** Unconventional techniques such as finger painting, blotography, and collage expand imaginative thinking.
- **Creating new realities:** By drawing fairy-tale characters, future cities, or cosmic worlds, individuals create their own intellectual and creative products.

The following practical methods are recommended for systematically developing these three components:

**Remember and Draw (for memory):** Participants observe a complex image or object for one minute. After it is removed, they recreate it from memory with as many details as possible.

**Doodle and Blotography (for imagination):** A random paint blot is dropped onto paper. Participants transform it into a recognizable image such as an animal, tree, or machine.

**Metamorphosis and Stylization (for thinking):** Students break real objects into geometric shapes or transform them into entirely different symbolic forms, helping them understand the essence of objects more deeply.

In conclusion, visual art is not only a source of aesthetic pleasure but also a universal instrument for developing human intellect.

Engaging in art through these methods:

- Frees individuals from stereotypical thinking
- Improves concentration and visual information analysis
- Develops the ability to find unconventional and creative solutions

The broader use of visual art methods in modern education and personal development systems is one of the most effective ways to raise intellectually advanced individuals with strong memory, innovative thinking, and rich imagination. Thinking and creativity developed through art can serve as a solid foundation for success in any field of life, including science, technology, and business.

### References

1. Абдуллаев С. С., Рафиева Н. А. Искусства древней Руси и средней Азии в духовном диалоге (исторический экскурс) //Вестник науки и образования. – 2020. – №. 21-2 (99). – С. 101-104.



2. Abdurazzokovna R. N., Murotdilloevna A. M. SOME ASPECTS OF THE ORGANIZATION OF THE INDEPENDENT WORK OF THE FINE ARTS STUDENTS //European science. – 2021. – №. 2 (58). – C. 83-85.
3. Murotdilloevna, A. M., & Abdurazzokovna, R. N. (2021). MUSEUM ACTIVITIES AND TOURISM IN THE YEARS OF INDEPENDENCE. *European science*, (2 (58)), 92-94.
4. Qodirovich, Mamatov Dilshod, et al. "Methods of developing students' spatial imagination using computer graphics in the teaching of drawing." *The journal of contemporary issues in business and government* 27.1 (2021): 1522-1528.
5. Sulaymonova, M. B. "TASVIRIY SAN'ATNI O 'QITISHDA HAMKORLIKDAGI TEXNOLOGIYALARDAN FOYDALANISH ASOSLARI." *Inter education & global study* 1.5 (2023): 13-19.
6. Sulaymonova, M. B. "BO 'LAJAK TASVIRIY SANAT O 'QITUVCHILARINING HAMKORLIK TEXNOLOGIYASI." *Journal of Innovation, Creativity and Art* (2023): 39-42.
7. Sulaymonova M. B. ISSUES OF IMPROVING BUKHARA MUSEUMS //Multidisciplinary Journal of Science and Technology. – 2024. – T. 4. – №. 4. – C. 301-304.
8. Azimova, Muhayyo Barotovna. "Amaliy san'at fanini o'qitishda ijodkorlik kompetentsiyalarini rivojlantirish va kasbiy ko'nikmalarni shakllantirish metodikasi." *International conference on multidisciplinary science*. Vol. 2. No. 4. 2024.
9. Olimov S. S., Mamurova D. I. Directions For Improving Teaching Methods //Journal of Positive School Psychology. – 2022. – C. 9671–9678-9671–9678.
10. Aminov, A. S., Mamurova, D. I., & Shukurov, A. R. (2021, February). Additional and didactic game technologies on the topic of local appearance. In *E-Conference globe* (pp. 34-37).
11. Olimov S. S., Mamurova D. I. Information Technology in Education //Pioneer: Journal of Advanced Research and Scientific Progress. – 2022. – T. 1. – №. 1. – C. 17-22.
12. Olimov S. S., Mamurova D. I. Opportunities to use information technology to increase the effectiveness of education //International Journal of Early Childhood Special Education (INT-JECSE). – 2022. – T. 14. – №. 02.
13. Mamurova D., Khusnidinova N. Didactic possibilities of using computer graphics programs in the educational process //BIO Web of Conferences. – EDP Sciences, 2024. – T. 84. – C. 02020.
14. Mamurova D. I., Ibatova N. I., Badiyeva D. M. The importance of using the keys-stadi innovative educational technology method in training the image module of geometric shapes //Scientific reports of Bukhara State University. – 2020. – T. 4. – №. 1. – C. 335-338.
15. Xodjayeva N. S. et al. HTML ELEMENTLARI VA ATRIBUTLAR //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI. – 2022. – C. 115-119.
16. Xodjayeva N. S. et al. KOMPYUTER GRAFIKASI NING INFORMATSION JAMIYATDAGI AHAMIYATI, RO'LI VA O'RNI //ZAMONAVIY TA'LIM: MUAMMO VA YECHIMLARI. – 2022. – T. 1. – C. 74-77.
17. Umedulayevna, S. S. (2023). Didactic Principles of Teaching Constructive Design Tasks in Drawing Lessons. *Miasto Przyszłości*, 35, 430-432.
18. Umedulayevna, S. S. (2023). Methods and Technologies for Using Constructive Design Issues in Drawing Lessons. *Miasto Przyszłości*, 35, 433-436.
19. Mamurova, F. I., & Sobirova, S. U. (2020). Shadow formation in perspective. *International Engineering Journal for Research & Development*, 5(4), 5.



20. Mamurova D. I. Effectiveness of Organization of Classes of Fine Arts on the Basis of Integration //Web of Semantics: Journal of Interdisciplinary Science. – 2024. – T. 2. – №. 5. – C. 474-479.

21. Djalolovich, Y. N., Kodirovich, M. D., Ruziboevich, S. A., & Islomovna, M. D. (2021). Improving the professional training of fine art teachers. *European science*, (2 (58)), 44-46.

22. Mamurova D. I. Graphics Processor and its Main Capabilities //" ONLINE-CONFERENCES" PLATFORM. – 2023. – C. 53-57.

23. Islomovna, M. F., Isomjonovna, R. D., Islom, M., Sharifov, K. N., & Islomovna, M. D. (2021). Designing the methodical system of the teaching process of computer graphics for the specialty of engineer-builder. *The journal of contemporary issues in business and government*, 27(4), 165-169.

24. Islamovna, M. D., & Gulhumor, M. (2021). Principle of teaching draft geometry and computer graphics.