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# METHODOLOGY FOR THE DEVELOPMENT OF CREATIVE ACTIVITY OF STUDENTS IN PEDAGOGICAL UNIVERSITIES BASED ON THE INTEGRATION OF THEORY AND PLENER PRACTICE

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## Abstract

This article explores the development and application of a methodology aimed at developing students' creative activity based on the integration of theory and plenary practice in pedagogical universities. The study analyzes ways to improve the creative abilities of students through the use of a competency-based approach and innovative pedagogical technologies. Plenary practice is considered as an important tool in the development of students' artistic and aesthetic thinking. The results of the experiment show that the integration of theory and practice significantly improves the creative activity of students. The article provides practical recommendations for pedagogical educational institutions.

**Keywords:** Creative activity, plein air practice, theory-practical integration, creativity, pedagogical education, competency-based approach.

## Introduction

### Input

In the modern education system, the development of students' creative abilities is one of the important pedagogical tasks. Creative activity serves not only personal development, but also contributes to the innovative development of society (Usmanov, 2024). The need to integrate theoretical knowledge and practical skills



in preparing students for future professional activity in pedagogical universities is becoming increasingly relevant. In particular, classes conducted in an open environment, such as plein air practice, are of great importance in the development of students' artistic and aesthetic thinking (Tansiqboev, 2024).

Plener practice is a creative activity conducted in nature or outdoors, allowing students to work in real-world settings in fine arts, design, or other artistic fields. This process increases students' creative thinking, the ability to solve problems innovatively, and aesthetic sensitivity (Juraeva, 2022). However, in many pedagogical universities, the organic connection between theoretical education and plein air practice is insufficiently ensured, which hinders the full realization of the creative potential of students.

The purpose of this study is to develop a methodology for the development of students' creative activity based on the integration of theory and plenary practice in pedagogical universities and to test its effectiveness. The research questions are formulated as follows:

1. To what extent does the integration of theory and plein air practice develop students' creative activity?
2. What pedagogical technologies effectively ensure this integration?

### **Research design**

The research is based on a mixed (quantitative and qualitative) approach. The experimental group (n=30) and the control group (n=30) were represented by students studying fine arts and design at two pedagogical universities of Uzbekistan (Fergana State University and Namangan State University). In the experimental group, a methodology based on the integration of theory and plein air practice was used, while in the control group, traditional teaching methods were used.

The following methodology was used in the study:

1. **Theoretical preparation:** Students were given theoretical lectures on artistic composition, color theory, and aesthetic principles.
2. **Plener Practice:** Students participated in drawing and painting classes in nature (landscapes of the Fergana Valley).



3. **Integration:** Theoretical knowledge was applied through problem tasks (for example, solving a specific aesthetic problem) during plein air sessions.

4. **Innovative technologies:** Multimedia tools (virtual galleries, video animations) and interactive methods ("Brainstorming," "Cluster") were used (Matchonov, 2019).

The following tools were used to assess the creative activity of students:

- **Creativity Test:** Adapted test based on the Torrance Tests of Creative Thinking (TTCT).
- **Portfolio Analysis:** Works created by students as a result of plein air practice were evaluated by experts.
- **Questionnaire:** Students' attitudes towards the methodology and subjective assessments of their own creative growth were studied.

The data were analyzed in the SPSS 26 program. To determine the differences between the groups, the t-test and ANOVA methods were used. Qualitative data were processed using thematic analysis.

### **Quantitative results**

As a result of the study, the average score on the creativity test in the experimental group increased by 15% ( $p < 0.05$ ). Analysis of the portfolio showed that the works created by the students of the experimental group were of high aesthetic and technical quality, 80% of which were deemed worthy of a "high" or "average" grade. In the control group, this indicator was 60%.

### **High-quality results**

According to the survey results, the students of the experimental group noted that the integration of plein air practice and theoretical knowledge increased their creative self-confidence. Students expressed the opinion that "working in nature encouraged a different solution to problems" and "theoretical knowledge proved useful in practice."

### **Discussion**

The research results confirm the effectiveness of the integration of theory and plein air practice in the development of students' creative activity. These results



are consistent with the research of Tansykbaev (2024) and Zhuraeva (2022), who emphasized the importance of the practical environment in the process of artistic creation. The use of innovative technologies in the integration process increased students' motivation, which supports the connection between motivation and creativity, emphasized by Usmanov (2024).

However, the study has some limitations. For example, the experiment is aimed only at students of fine arts and requires additional research to determine its compatibility with other pedagogical directions. Also, logistical problems (for example, transport and resources) in the organization of plein air practice can hinder the widespread use of the methodology.

### **Summary and recommendations**

The integration of theory and plenary practice has been confirmed as an effective methodology for the development of students' creative activity in pedagogical universities. This approach enhances students' creative abilities, aesthetic thinking, and skills in innovative problem-solving. The following recommendations are given for pedagogical educational institutions:

1. Integration of plein air practice into curricula and its connection with theoretical courses.
2. Increasing student motivation through the use of multimedia and interactive methods.
3. Development of logistics infrastructure for plein air practice.

Future research should study the compatibility of this methodology with other areas of education and assess its long-term impact.

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