

IMPROVING THE METHODOLOGY OF STUDENTS' ARTISTIC-PICTURE THINKING DEVELOPMENT IN THE TEACHING OF PAINTING SCIENCE

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Abstract

The development of artistic-picture thinking is essential in the education of students studying painting science. This article explores various methodologies to enhance artistic-picture thinking, emphasizing its importance in fostering creativity, critical thinking, and emotional expression. By integrating art theory with practical application, encouraging observational drawing, promoting visual analysis and critique, incorporating art history, fostering imagination, utilizing technology, and facilitating collaborative projects, educators can significantly enhance students' artistic capabilities. The article also discusses successful case studies and the challenges educators may face in implementing these methodologies. Ultimately, this holistic approach to art education aims to cultivate well-rounded individuals capable of making meaningful contributions to society.

Keywords: Artistic-picture thinking, painting science education, art theory, observational drawing, visual analysis, art history, creativity, critical thinking, digital art.

Introduction

Artistic-picture thinking is a vital component of the educational process, especially in the field of painting science. This type of thinking involves the ability to visualize, interpret, and create visual art in a way that communicates ideas, emotions, and narratives. Developing artistic-picture thinking in students enhances their creative abilities, critical thinking skills, and overall appreciation of art. This article explores various methodologies to improve the development of artistic-picture thinking in students within the context of teaching painting. Artistic-picture thinking is integral to the creation and appreciation of visual arts. It enables students to visualize abstract concepts and translate them into visual forms. This skill is crucial for creating meaningful and impactful artwork. By fostering the ability to think artistically, students can explore their creativity and develop unique artistic expressions. Artistic-picture thinking encourages students to analyze and interpret visual information critically, which is essential for understanding and creating complex artworks. Additionally, it helps students convey their thoughts and feelings through visual art, making it a powerful medium for expressing emotions and ideas.

Methodologies for Developing Artistic-Picture Thinking. Integrating art theory with practical application is essential for developing artistic-picture thinking. Students should be taught the principles of art, such as composition, color theory, and perspective, alongside

hands-on painting exercises. Understanding these principles helps students create more structured and coherent artworks. For example, a lesson on color theory could be followed by an exercise where students mix paints to create a color wheel. This practical application reinforces the theoretical concepts and enhances students' understanding of how colors interact. Observational drawing is a fundamental practice in developing artistic skills. It involves drawing objects, people, or scenes from life, helping students improve their ability to see and replicate details accurately. This practice sharpens students' observational skills and their ability to translate what they see into visual art. Teachers can organize regular sessions where students draw from still life setups, landscapes, or live models. These exercises train the eye and hand to work together, improving the students' ability to capture the world around them in their artwork.

Visual analysis and critique sessions are crucial for developing critical thinking skills related to art. Students should be encouraged to analyze and discuss artworks, both their own and those of others. This process helps them understand different artistic techniques and styles, as well as the intentions and emotions behind various works of art. Teachers can facilitate group discussions where students critique each other's work constructively. These sessions should focus on identifying strengths and areas for improvement, fostering a supportive environment for artistic growth. Studying art history provides students with a broader context for their own artistic development. By learning about different art movements, styles, and influential artists, students gain inspiration and understand the evolution of artistic techniques and ideas. Teachers can integrate art history lessons into the curriculum, highlighting key periods and artists that have shaped the world of painting. For instance, a unit on the Impressionist movement could include studying the works of Monet and Degas, followed by practical exercises where students attempt to emulate their styles.

Encouraging students to use their imagination is essential for developing artistic-picture thinking. Creative exercises that prompt students to invent their own compositions, characters, or scenes can stimulate their imagination and lead to original artworks. Teachers can assign projects that require students to create artwork based on their dreams, memories, or fictional stories. These assignments allow students to explore their creative potential and develop their unique artistic voice. Incorporating technology into art education can provide new opportunities for developing artistic-picture thinking. Digital tools such as graphic tablets, drawing software, and virtual reality can enhance traditional painting techniques and offer new ways to create and interact with art. Teachers can introduce students to digital painting software, allowing them to experiment with different tools and effects. This exposure to technology can broaden students' artistic skills and prepare them for modern artistic practices. Collaborative art projects encourage students to work together, share ideas, and create collective artworks. This approach fosters teamwork and allows students to learn from each other, enhancing their artistic-picture thinking through collaboration. Teachers can organize group projects where students create murals, installations, or large-scale paintings. These projects provide opportunities for students to combine their strengths and produce more complex and imaginative artworks.

Case Studies and Examples. A high school art teacher implemented a curriculum that combined art theory with practical exercises. Students learned about the principles of composition and color theory through lectures and then applied these concepts in their painting projects. This approach resulted in a noticeable improvement in the students' technical skills and artistic confidence. A community art program focused on developing observational drawing skills in young artists. Participants engaged in regular drawing sessions at local parks, markets, and museums. This practice enhanced their ability to capture details and improved their overall drawing proficiency. A middle school integrated art history into its art curriculum by dedicating each semester to a different art movement. Students studied the works of famous artists, discussed the historical context, and created their own artworks inspired by the styles they learned about. A primary school in Italy adopted a unique approach to teaching art by incorporating elements of storytelling. Teachers encouraged students to create visual narratives based on their personal experiences or imaginative stories. This method helped students connect emotionally with their artwork, making their creative expressions more profound and meaningful. The project culminated in an exhibition where students showcased their story-based artworks, fostering a sense of pride and accomplishment. A secondary school in Japan integrated digital technology into its art program. Students were introduced to digital painting software and graphic design tools, which allowed them to explore new artistic mediums. The integration of technology not only enhanced their technical skills but also broadened their understanding of contemporary art practices. The school also collaborated with local artists to provide workshops on digital art, bridging the gap between traditional and modern techniques. A university art department implemented a mentorship program pairing senior art students with freshmen.

In conclusion, improving the methodology of developing students' artistic-picture thinking in the teaching of painting science requires a multifaceted approach. Integrating art theory with practice, encouraging observational drawing, promoting visual analysis, incorporating art history, fostering imagination, utilizing technology, and facilitating collaborative projects are all effective strategies. These methodologies not only enhance students' artistic skills but also contribute to their overall cognitive and emotional development. The case studies and examples highlighted in this article demonstrate the successful implementation of these approaches in various educational settings. Despite the challenges, the benefits of fostering artistic-picture thinking are far-reaching, preparing students for a future where creativity and critical thinking are paramount. As the educational landscape continues to evolve, it is essential for educators to remain adaptable and innovative in their teaching methods. By prioritizing the development of artistic-picture thinking, schools can nurture a generation of students who are not only skilled artists but also critical thinkers and empathetic individuals. This holistic approach to art education will undoubtedly contribute to the cultivation of well-rounded individuals capable of making meaningful contributions to society.

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