

METHODOLOGY OF TEACHING VISUAL ARTS LESSONS IN SCHOOL EDUCATION

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Abstract:

This article provides a comprehensive analysis of the theoretical and practical foundations, pedagogical approaches, methodological techniques, and assessment systems in teaching visual arts. The study explores didactic principles (graduality, activeness, individualization, integration), innovative pedagogical technologies (multimedia, digital graphic software, interactive tasks), as well as methods of integrating elements of national cultural heritage into art lesson methodologies.

The practical section includes examples of lesson plans for different age groups, creative projects, assessment rubrics, and guidelines for organizing student portfolios. The article serves as a practical guide for teachers, methodologists, and graduate students specializing in art education.

Keywords: Visual arts, methodology, lesson plan, creative project, assessment, digital technology, portfolio, aesthetic education, individualization.

Introduction

The subject of visual arts plays a crucial role in shaping students' aesthetic worldview, creative thinking, and visual perception in school education. Such education, starting from preschool and continuing through higher levels, forms the basis of aesthetic pedagogy. In today's global and technological context, teaching visual arts should not be limited to traditional drawing and painting skills but should also cultivate multimodal thinking, design-oriented approaches, and the ability to solve creative problems.

This article seeks to answer the following questions:

How should lessons be planned based on objectives and tasks?

How can traditional and innovative methods be integrated effectively?

Which assessment system best reflects a student's creative growth?

How can elements of national culture be meaningfully incorporated into lessons?

Based on these questions, the article offers practical recommendations aimed at improving teaching methodology.

The overall goal of visual arts education is to develop students' aesthetic taste, enhance creative thinking and visual perception, and foster practical artistic skills. These goals are achieved through the following tasks:

- Introducing expressive means of art (line, shape, composition, color, light and shadow);
- Teaching practical techniques (graphics, acrylic, watercolor, pastel, collage, basics of ceramics);
- Organizing creative research and project-based activities;
- Integrating cultural heritage with principles of contemporary design;
- Implementing systems of assessment and self-assessment.

The content of the lesson is divided into modules and blocks according to age levels: the primary stage (perceptual skills, basic shapes), the middle stage (composition, color theory, techniques), and the upper grades (design, animation, project work). At each stage, practical exercises should be combined with theoretical foundations — for example, in a color theory lesson, students are taught not only how to mix colors but also the emotional impact of color.

To ensure the effective organization of visual arts lessons, the following **didactic principles** play an essential role:

- **Graduality** – the level of difficulty increases step by step;
- **Activeness** – involving students in active creative processes (production, experimentation, discussion);
- **Individualization** – assigning tasks according to each student's ability and interest;
- **Integration** – connecting the subject with other disciplines (history, biology, computer science);
- **Reflection** – analyzing one's own work and tracking progress through a portfolio.

A typical visual arts lesson consists of the following stages:

1. **Preparation (5–10 minutes):** motivation, explanation of objectives, and demonstration of examples.
2. **Theoretical instruction (10–15 minutes):** introduction of new topics, styles, and techniques.
3. **Practical work (20–45 minutes):** main creative process with individualized teacher assistance.
4. **Reflection and evaluation (5–10 minutes):** presentation of results, group discussion, and assessment.

The total duration of lessons varies between **45 and 90 minutes**, depending on the educational level. Art materials must be prepared in advance, and safety rules should be clearly explained to students.

Group work encourages collaboration — students work together on problem-solving tasks, create large-scale compositions, or design projects. **Individual tasks**, on the other hand, ensure personal artistic growth. The teacher should prepare differentiated tasks (easy, medium, advanced) and set realistic goals for each learner.

Today, **digital tools** such as Photoshop, Krita, and Procreate, as well as **interactive boards, 3D modeling, and VR/AR technologies**, are widely used in art classes. These tools provide students with new expressive possibilities — allowing them to experiment safely, revise their works, and explore color and composition interactively.

The **project method** encourages students to solve creative or practical problems through research and design thinking. In visual arts education, project-based learning allows learners to connect artistic skills with real-life contexts.

Examples of visual arts projects include:

- **“Decorating the School Environment”** – designing interior or exterior art elements for the school space;
- **“Illustrations Dedicated to Local Culture”** – creating artworks inspired by regional heritage and folklore;
- **“Digital Collage Collection”** – producing a digital portfolio that combines traditional and modern techniques.

Throughout the project process, students conduct research, create sketches, make artistic decisions, and present their final work in a **defense or exhibition format**. Such activities foster responsibility, independence, and teamwork.

When working with **students with special educational needs**, it is necessary to adapt teaching methods and materials to meet their capabilities. This may involve simplifying the task, reducing its scope, or providing additional support materials. The use of **multisensory approaches** — for example, emphasizing tactile experience (touch and texture) rather than purely visual aspects — helps stimulate creativity and engagement.

Below are examples of **didactic techniques and practical lesson topics** for different age groups:

Examples of Topics and Assignments (Primary School Level):

“My Family” – *Portrait and collage technique.*

Objective: to learn to draw simple human figures and arrange them compositionally on the page.

“Changes in Nature” – *Landscape in watercolor technique.*

Objective: to explore color mixing and express light and atmosphere in painting.

Projects for Middle School Students:

“Folk Ornament – Modern Interpretation” – reworking traditional local ornamentation through **collage** or **digital design**.

“My City” – architectural sketch and creation of a **modular 3D object** (using cardboard or digital modeling).

Projects for Upper Grades and Specialized Art Students:

“Identity and Design” – developing a **brand identity** inspired by national symbols and cultural motifs.

“Digital Installation” – presenting a **historical or cultural theme** through video art or an **AR project**.

Sample 45-Minute Lesson Plan (Middle School Level)

Topic: *“Nature Around Us – Landscape Composition”*

Preparation (5 min): reviewing previous works, explaining lesson objectives.

Theory (10 min): introduction to composition concepts (foreground, middle ground, background) and basic perspective.

Practice (25 min): students sketch their own compositions; the teacher provides individual feedback.

Conclusion and Reflection (5 min): presentation and short group evaluation of the works.

The **assessment process** must be fair, transparent, and reflective of each student’s creative growth.

Evaluation should include both **formative** (ongoing) and **summative** (final) components.

Formative assessment guides students to improve their work, while summative assessment summarizes overall achievement.

Rubric elements may include:

- Content and concept (idea)
- Technique (execution)
- Composition
- Use of color
- Originality of idea
- Presentation quality

Each criterion can be scored on a **1–5 scale**, where *5 points* represent a strong, well-developed idea, clean technical execution, and harmonious color balance.

A **portfolio** represents a collection of a student’s artworks that documents their **creative development over time**.

It includes **sketches**, **final works**, and **reflective notes** such as:

What I learned, what challenges I faced, and what I plan to improve in the future.

The portfolio shows **progress throughout the academic year** and serves as an important basis for assessment.

It allows teachers and students to analyze growth in creativity, technical skill, and personal expression.

Visual arts lessons also serve as an ideal platform for **teaching national culture and traditions**.

By studying examples of **folk crafts** — such as woodcarving, pottery, textile design, and ornamentation — students gain a deeper understanding of their **cultural identity** and heritage.

Through **project-based learning**, they can explore **local environments** and **historical landmarks** within a **social and cultural context**.

For instance, a project titled *“Historical Places of My City”* can encourage students to research, draw, and digitally represent cultural monuments of their hometown.

Furthermore, **art education** contributes to **social and moral upbringing**, fostering values such as **cooperation, respect, patience, critical thinking, and aesthetic judgment**.

Art activities not only develop technical and creative skills but also help shape well-rounded, culturally aware individuals.

Conclusion

In conclusion, the **methodology of teaching visual arts lessons** is a **comprehensive system** that harmoniously combines **didactic principles, innovative technologies, practical skills, and elements of national culture**.

For effective lesson organization, the teacher must be **methodologically well-prepared**, conduct classes based on **project-oriented learning**, make **purposeful use of digital tools**, and implement an **assessment system** aimed at developing each student’s individual abilities.

The use of **portfolios, rubrics, and formative assessment** helps accurately monitor the student’s **creative growth** and provides opportunities for self-reflection and improvement.

Integrating **elements of national culture** into the educational process plays a key role in nurturing students with **a strong national identity and a developed sense of aesthetic taste**.

Thus, visual arts education not only teaches artistic techniques but also contributes to **the moral, cultural, and creative development** of the younger generation, fostering individuals who appreciate both **their heritage and modern artistic expression**.

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