

LEARNING TO WORK ON A COMPOSITION ON THE TOPIC "VISITORS IN FRONT OF MEMORIAL MONUMENTS" IN THE LESSONS OF FINE ARTS OF A GENERAL SECONDARY EDUCATION SCHOOL

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ABSTRACT

This scientific article details the process of learning to create compositions based on the theme "Guests in Front of Memorial Monuments" in visual arts lessons within the framework of the general secondary school curriculum. By exploring pedagogical approaches, creative methods, and educational benefits of engaging with this topic, this study aims to shed light on the transformative potential of artistic expression in developing empathy, historical awareness, and visual storytelling skills in secondary school students. Through a combination of theoretical concepts, practical examples, and teaching strategies, this article provides teachers with valuable guidance on how to effectively incorporate the theme "Guests in Front of Memorial Monuments" into visual arts lessons.

Keywords: Composition, Visitors, Memorials, Fine Arts Education, Secondary School, Artistic Expression

INTRODUCTION

The theme "Visitors in Front of Memorials" presents a poignant and thought-provoking topic for artistic exploration in visual arts classes in secondary schools. This article seeks to explore the process of creating compositions on this topic, and to explore how teachers can inspire students to engage with concepts of memory, remembrance, and collective history through visual storytelling. By creating a creative environment that encourages empathy, critical thinking, and narrative expression, teachers can develop students' artistic skills and deepen their understanding of the social significance of memorials in their communities.

Pedagogical approaches:

Pedagogical approaches to teaching composition on the topic "Guests in front of memorial monuments" in visual arts classes include various strategies aimed at cultivating students' creative activity, historical awareness, and fluency in storytelling. One of the main aspects of this approach is to encourage students to explore the emotional and symbolic dimensions of memorial monuments, as well as the interactions between guests and these memorial structures. By encouraging students to reflect on the significance of these encounters and the events they evoke, teachers can guide students to create artistic works that reflect empathy, reflection, and historical awareness.

Teachers can also introduce students to a variety of artistic techniques and media that can be used to convey the theme of "Guests in front of memorial monuments" in an effective and

expressive way. From drawing and painting to photography and sculpture, students have the opportunity to experiment with a variety of visual languages to capture the essence of these poignant moments. In addition, teachers can discuss the role of memorials in shaping collective memory, and in fostering dialogue around themes of identity, loss, and resilience that are inherent to the human experience.

Pedagogical approaches to teaching composition on the topic of “Visitors to Memorials” in visual arts classes include a variety of strategies aimed at developing students’ creative engagement, historical awareness, and storytelling skills. An important element of this approach includes encouraging students to explore the emotional and symbolic layers of memorials and considering the interactions between visitors and these memorial structures. By encouraging students to reflect on the significance of these encounters and the stories they evoke, teachers can guide students to create artwork that reflects empathy, introspection, and historical awareness.

Encouraging students to explore the emotional and symbolic dimensions of memorial monuments can help them gain a deeper understanding of the layers of meaning embedded within these structures. By exploring the stories and emotions these monuments evoke, students are encouraged to engage with history, memory, and collective experiences on a personal level. This process not only increases students’ sensitivity to the complexity of human experience, but also allows them to translate these concepts into visually engaging and emotionally resonant works of art.

Furthermore, by focusing on the interactions between visitors and memorials, teachers provide students with a lens through which to explore themes of memory, identity, and the enduring impact of historical events. Encouraging students to reflect on the significance of these encounters encourages them to consider the ways in which people engage with and respond to historical narratives in public spaces. By guiding students to capture these interactions through artistic expression, teachers allow students to develop a nuanced understanding of how art can serve as a vehicle for empathy, reflection, and historical consciousness. Through these pedagogical approaches, students not only develop technical skills and artistic abilities, but also develop a deeper understanding of the power of visual storytelling in conveying complex narratives and evoking emotional responses. By engaging students with the emotional and historical dimensions of memorials and the interactions between visitors and these structures, teachers foster a learning environment that fosters empathy, critical thinking, and cultural understanding, equipping students with the tools to explore and communicate deep themes through their artistic creations.

Educational Benefits:

Incorporating the topic “Visitors in Front of Memorials” into visual arts classes provides a multitude of educational benefits for students in secondary schools. In the process of creating a composition on this topic, students not only increase their technical skills and artistic abilities, but also deepen their empathy, critical thinking, and storytelling skills. By engaging students with the emotional and historical dimensions of memorials, teachers help students better understand the power of visual storytelling in conveying complex stories and strengthening connections between individuals and their shared pasts.

Furthermore, creating compositions on the theme “Visitors in Front of Monuments of Memory” fosters historical awareness, empathy, and cultural understanding in students, encouraging them to reflect on the importance of memory, remembrance, and remembrance in society. By exploring themes of identity, heritage, and collective memory through artistic expression, students can develop a deep sense of empathy and respect for diverse perspectives and experiences. Through this process, students not only develop their artistic talents, but also develop social responsibility, empathy, and cultural literacy that can inform their interactions with the world around them.

CONCLUSION

In conclusion, teaching the creation of compositions on the theme “Visitors in Front of Monuments of Memory” in general secondary school visual arts classes provides students with a deep and enlightening artistic experience. By engaging with this theme, students have the opportunity to explore themes of memory, empathy, and historical awareness through visual storytelling. Through a mix of pedagogical approaches, creative methods, and educational incentives, teachers can inspire students to embrace the theme of “Visitors to Monuments” as a means of connecting with their past, understanding the present, and envisioning the future. The transformative power of artistic expression. Moving forward, it is critical for teachers to continue to foster supportive and inclusive learning environments that help students exercise their creative abilities, explore diverse perspectives, and gain a deeper understanding of themselves and the world around them through the visual arts.

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