

USING INTERACTIVE METHODS IN TEACHING THE FINE ARTS SUBJECT

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ABSTRACT

This article analyzes the pedagogical significance of using interactive methods in the process of teaching the Fine Arts subject and their role in developing students' creative thinking, aesthetic taste, and independent activity. It also highlights the application of such interactive methods as "Brainstorming", "Cluster", "BBB", "INSERT", "Gallery Walk", and "Case-study" in Fine Arts lessons, as well as their opportunities for increasing educational effectiveness. The results of the study show that the use of interactive methods serves to increase students' activity during lessons, develop their creative competencies, and form knowledge, skills, and abilities that meet the requirements of modern education.

Keywords: Fine arts, interactive methods, pedagogical technologies, creative thinking, aesthetic education, competence, collaborative learning, educational effectiveness, visual thinking, innovative education.

INTRODUCTION

Nowadays, in the process of modernizing the education system, one of the urgent tasks is to make students active participants in the educational process, develop their independent and critical thinking, and realize their creative potential. The use of interactive methods in achieving this goal is recognized as one of the important directions of modern pedagogy. Interactive methods serve to actively involve students in the lesson process, develop skills in working in a team, communicating, analyzing problems, and making independent decisions. The Fine Arts subject is one of the subjects that develops students' aesthetic taste, artistic thinking, observation, and creativity, and the use of interactive methods in its effective teaching is of particular importance. In particular, methods such as "Brainstorming", "Cluster", "Gallery Walk", "Case-study", "INSERT", and project-based learning make it possible to increase students' interest in visual activities, connect theoretical knowledge with practical exercises, and develop creative competencies. In modern educational conditions, organizing Fine Arts lessons based on interactive methods is one of the important factors in improving the quality of teaching and ensuring students' personal development.

LITERATURE REVIEW AND METHODOLOGY

The issue of using interactive methods in teaching Fine Arts has been widely studied by local and foreign scholars. In modern pedagogical research, interactive educational technologies are recognized as effective means of increasing students' cognitive activity, independent thinking, creative approach, and communicative competencies. The use of these methods in Fine Arts education not only strengthens theoretical knowledge but also contributes to the effective organization of practical activities.

S.F. Abdirasilov, in his work “Methodology of Teaching Fine Arts”, substantiated the scientific and pedagogical foundations of teaching Fine Arts, aesthetic education, and the role of modern methods in developing students’ artistic thinking.

R. Hasanov highlighted the methodology of teaching Fine Arts in schools, the effective organization of lessons, and the didactic possibilities of applying interactive approaches.

In recent years, the number of scientific studies on the use of digital technologies and computer graphics in Fine Arts education has been increasing. In particular, X.B. Ismonov and M.A. Abduraimova analyzed the capabilities of computer graphics and graphic programs and substantiated their importance in creating visual materials, designing, and organizing interactive lessons in Fine Arts education.

S.O. Mirzaev also emphasizes that combining extracurricular and out-of-school activities with interactive methods in organizing Fine Arts lessons meaningfully increases students’ creative activity.

This study used analytical, comparative, pedagogical observation, and scientific generalization methods. Scientific sources related to interactive methods were studied using the analytical method, while the effectiveness of traditional and interactive teaching methods was compared through comparative analysis. Based on pedagogical observation, the impact of applying interactive methods in Fine Arts lessons on students’ creative activity, aesthetic thinking, and practical skills was evaluated. The obtained results were analyzed through scientific generalization, and relevant conclusions were developed to improve the methodology of teaching the Fine Arts subject.

DISCUSSION AND RESULTS

During the study, the pedagogical effectiveness of using interactive methods in teaching Fine Arts was analyzed. The analysis of scientific sources and modern educational experiences showed that interactive methods play an important role in making students active participants in the lesson process and developing their independent thinking, creative approach, and aesthetic worldview. In particular, the methods of “Brainstorming”, “Cluster”, “INSERT”, “Case-study”, “Gallery Walk”, and project-based learning enrich Fine Arts lessons and provide an opportunity to combine students’ theoretical knowledge with practical activities.

The discussions showed that the use of interactive methods increases students’ interest in visual activities and develops their skills in working in a team, expressing their ideas freely, and analyzing works of art. At the same time, interactive lessons combined with computer graphics, multimedia tools, and graphic programs contribute to the development of students’ visual thinking, digital literacy, and design competencies.

The analysis also showed that effective application of interactive methods requires teachers to have thorough methodological preparation, preliminary lesson planning, and skills in using modern information and communication technologies. In lessons organized on this basis, students’ activity increases, the quality of knowledge acquisition improves, and their motivation to perform creative tasks becomes stronger.

Based on the obtained results, it can be concluded that the use of interactive methods in teaching Fine Arts is one of the important factors in increasing educational effectiveness,

developing students' creative competencies, and forming individuals who meet the requirements of modern education. The wide implementation of these methods in practice contributes to further improving the quality and effectiveness of Fine Arts education.

CONCLUSION

The results of the study showed that the use of interactive methods in teaching Fine Arts is one of the important pedagogical factors in increasing the effectiveness of the educational process. Interactive methods increase students' activity during lessons and develop their skills in independent thinking, creative approach, communication, and collaborative work. As a result, students have the opportunity to connect theoretical knowledge with practical activities, analyze works of art, and independently solve problems related to visual activities. In addition, combining interactive methods with information and communication technologies and computer graphics tools contributes to organizing Fine Arts lessons in a more interesting and meaningful way. Such an approach is of great importance in developing students' visual thinking, aesthetic taste, digital literacy, and creative competencies.

In conclusion, the effective use of interactive methods in teaching Fine Arts is one of the important conditions for supporting students' personal development, improving the quality of education, and educating creative and initiative-oriented individuals who meet the requirements of modern society. Therefore, the wide implementation of interactive methods in the lesson process, the development of teachers' methodological and digital competencies, and the effective use of modern educational tools are among the urgent tasks of today.

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