

The influence of interactive methods on the development of compositional thinking in painting lessons

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Abstract: This article examines the issue of developing students' compositional thinking in painting lessons through the use of interactive methods from a scientific and pedagogical perspective. The essence of compositional thinking, its role in the artistic creative process, and its significance in painting education are analyzed. The role of interactive methods in enhancing learning effectiveness, particularly in fostering students' creative thinking, independent decision-making, aesthetic taste, and imaginative thinking, is substantiated. Furthermore, the practical applications of methods such as "Brainstorming," "Cluster," "Creative Project," group work, and reflection in the process of finding compositional solutions in painting lessons are discussed. The results of the study demonstrate that an interactive approach serves as an effective tool for developing compositional competence in painting education.

Keywords: painting, composition, compositional thinking, interactive method, creative thinking, artistic perception, aesthetic education, pedagogical technology, imaginative thinking, compositional competence, creative activity, learning effectiveness

Painting education is one of the most important and complex branches of visual arts, shaping not only students' skills in depiction but also their aesthetic perception, artistic thinking, and ability to think compositionally. As the content and format of education continuously evolve in modern pedagogy, interactive methods increasingly replace traditional approaches in painting lessons. In particular, the use of interactive methods in the development of students' compositional thinking ensures significant pedagogical effectiveness. This article theoretically and practically analyzes the influence of interactive methods on the development of compositional thinking in painting lessons.

Compositional thinking is the ability to perceive an artistic image as a whole, consciously organize shapes, colors, space, and proportions, and combine visual elements purposefully. In the process of painting, students do not merely observe nature but reinterpret it, placing elements according to a particular idea and establishing relationships between primary and secondary elements. It is in this process that compositional thinking develops. If lessons are organized solely through

demonstration and copying, students' independent thinking and ability to create variations are insufficiently developed. Interactive methods, on the other hand, transform students into active subjects, stimulating their thoughts and activating critical and creative approaches.

Interactive methods are essentially based on collaboration between teacher and student. This process is particularly important in painting lessons, as art is a domain of personal perspective and individual interpretation. For example, using the "Brainstorming" method, students are given a specific topic such as "Cityscape" or "Family Portrait" and propose different compositional solutions. Each idea is valued, analyzed, and used to create sketches based on the most effective options. As a result, students do not seek a single correct answer but embrace the principle of multiple solutions, a key characteristic of compositional thinking. Discussion and analysis play an invaluable role in developing compositional thinking. In interactive lessons, completed works are reviewed collectively, and their strengths and weaknesses are identified. Students learn to view their work from an external perspective, developing aesthetic judgment and evaluation criteria. For instance, in the "Cluster" method, a system of compositional elements is created around a central idea, considering color contrast, rhythm, balance, symmetry or asymmetry, and light-shadow relationships. Students link these concepts and create a visual scheme, teaching them that composition should be constructed consciously rather than randomly. Interactive methods also develop students' spatial imagination. In small-group work, students approach the same topic from different perspectives and lighting conditions. Each group defines its compositional center, selects the main color tone, and develops techniques to express spatial depth. The results are then compared. This approach strengthens analytical thinking, encourages peer knowledge exchange, and generates new ideas.

Interactive methods increase students' intrinsic motivation. In traditional lessons, the teacher often plays the central role, whereas in interactive lessons, students take creative initiative. For example, the "Creative Project" method allows students to create independent compositions. They select a topic, develop an idea, make sketches, determine color solutions, and present the final work. During the presentation, they defend their choices. This process develops both the logical and conceptual aspects of compositional thinking.

Compositional thinking is not only a visual skill but also an analytical process. Through interactive methods, students analyze the relationship between shape and color, identify the compositional center, and check balance. Quick questioning or "Blitz-survey" techniques draw students' attention to essential compositional principles: why an element is placed at the center, why the background is in a cool color, and how rhythm is created. These questions activate students' cognitive

processes. Furthermore, interactive methods enhance reflection. At the end of the lesson, students evaluate their work, identify difficulties, and draw conclusions for future tasks. This fosters self-analysis skills, deepening compositional thinking, as students understand not only the result but also the process. In modern education, a competency-based approach is of primary importance. In painting, compositional competence is the ability to express an idea through artistic means. Interactive methods are an effective tool for developing this competence. Students face real problem-solving situations, such as conveying a dramatic mood or expressing calm and harmony through given visual elements. This process strengthens creative thinking.

In conclusion, the use of interactive methods in painting lessons is an effective pedagogical mechanism for developing students' compositional thinking. It transforms students into active participants, equipping them with skills in independent thinking, analysis, evaluation, and creative decision-making. Compositional thinking is crucial not only in art but also in overall aesthetic and intellectual development. Interactive approaches elevate painting education to modern standards and enable students to fully realize their creative potential.

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