

Methodology for improving nature drawing skills in painting training based on innovative technologies

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Abstract: This article analyzes the theoretical and methodological foundations for improving still life painting skills in painting classes based on modern innovative technologies. From a scientific perspective, the role of the still life genre in the professional training of future fine arts teachers, as well as its pedagogical significance in developing color, light and shadow, composition, and spatial representations, is highlighted. Issues regarding the development of students' creative thinking and practical skills through the use of a competency-based approach, digital educational tools, multimedia technologies, mobile applications, virtual learning environments, artificial intelligence elements, and interactive methods are also analyzed. The study substantiates that integrating innovative technologies into painting classes is an important factor in improving the quality of education, student engagement, and the effectiveness of independent creative activity.

Keywords: painting, still life, innovative technologies, fine arts, methodology, competence, interactive methods, digital education, multimedia, artificial intelligence, visual thinking, creativity

At the current stage of development in fine arts education, one of the priority tasks is the formation of the professional competence of future educators, the development of their artistic and aesthetic thinking, and the improvement of their practical creative activity. Globalization processes, the rapid development of information and communication technologies, and the digital transformation of the education system necessitate a fundamental renewal of the content of pedagogical activity. Today, teaching painting in higher education institutions must be organized based not only on traditional academic approaches but also on innovative technologies, interactive methods, and modern pedagogical concepts. Because modern society requires specialists who can think creatively, make independent decisions, promote new ideas, and operate effectively in the digital environment.

In the field of painting, still life painting classes are one of the primary directions in forming students' visual literacy. A still life is not a simple depiction of a collection of objects, but a process of deeply understanding the harmony of form, color, light, space, texture, composition, and plastic solutions. It is during the process of working on a still life that the student learns to analyze the structural design of objects, observe

color relationships, perceive the natural patterns of light and shadow, and construct the image as a holistic compositional system. Therefore, the formation of still life painting skills is an important component of the professional training of a future fine arts teacher.

The use of problem-based learning elements in classes organized on the basis of innovative technologies is also of particular importance. The teacher creates a creative situation for the students without providing a ready-made solution. For example, questions such as how color relationships change when the light source is changed in a still life composition, how the placement of objects affects the compositional balance, or to what extent the harmony of warm and cold colors changes the emotional expression of the image stimulate students' independent thinking. Such methods organically link theoretical knowledge with practical activity and transform the educational process into a creative search. In recent years, the development of artificial intelligence technologies has created new opportunities in fine arts education. Using various artificial intelligence platforms, it has become possible to analyze color combinations, compare compositional options, model light distribution, or study visual solutions in the style of famous artists. Of course, artificial intelligence does not replace the artist's creative thinking, but it can effectively serve as an analytical and methodological tool. It is important that the student perceives technology not as an end, but as a means of developing artistic mastery.

The competency-based approach is also an important component of innovative methodology. Modern pedagogy evaluates knowledge not by memorization, but by the ability to apply it in practical activities. In the process of working on a still life, the student gradually acquires the competencies of compositional thinking, color analysis, artistic observation, creative problem-solving, aesthetic evaluation, and reflection on their own activities. Innovative technologies act as a means of accelerating the development of these competencies and increasing their effectiveness.

Interactive teaching methods also play a special role in ensuring the effectiveness of this methodology. The interactive approach serves to increase students' activity in academic activities, teach them to work together, develop their creative thinking, and create an environment for mutual exchange of experience. The use of interactive methods in painting classes, such as "Brainstorming," "Cluster," "Case Study," "Project Method," "Problematic Situation," "Bumerang," "Excursion through the Gallery," and "SWOT Analysis," enriches the content of the still life process. For example, at the beginning of the lesson, students discuss several options for creating a still life composition, analyzing their advantages and disadvantages based on scientific and artistic criteria. As a result, students develop critical thinking, argumentation, and aesthetic evaluation skills.

Another important aspect of the innovative methodology is ensuring interdisciplinary integration. When still life classes are organized in close connection with painting, pencil drawing, composition, art history, color studies, perspective, pedagogy, and psychology, the effectiveness of education increases significantly. The student gains a deeper understanding of the geometric structure of an object through pencil drawing, color harmony through color studies, compositional balance through composition theory, and aesthetic essence through art history. Such an integrated approach prevents the fragmentation of knowledge and forms it as a single system. The development of creative independence is of particular importance in the professional training of a future fine arts teacher. Innovative technologies should serve the student's search for new artistic solutions, the formation of their personal style, and the enrichment of their aesthetic views rather than the repetition of ready-made samples. For this purpose, it is advisable to use open assignments, creative competitions, mini-projects, original still lifes, and experimental color solutions in the lessons. These methods develop the student's initiative, artistic thinking, and the ability to make independent decisions. The use of artificial intelligence tools in organizing painting classes is also considered one of the promising areas. For example, with the help of artificial intelligence, it is possible to create several visual variants of a still life composition, analyze color contrasts, model approximate light distribution, or evaluate compositional balance. However, it is necessary to strictly adhere to the principles of academic integrity when using these tools. High pedagogical efficiency is achieved only when artificial intelligence is used not as a drawing tool instead of a student, but as a technology that provides analysis, research, and methodological assistance. The digital educational environment also imposes new requirements on the teacher's activities. A modern educator should not only be a specialist with visual skills, but also be able to effectively use information and communication technologies, create electronic resources, prepare video lessons, organize virtual consultations, and have skills in working on distance learning platforms. This is because the effectiveness of innovative technologies is primarily determined by the methodological training of the educator who applies them.

Additionally, the use of national values and cultural heritage samples in the organization of still life classes is of great methodological importance. Still life paintings based on objects of Uzbek folk applied art, national dishes, pottery, embroidery, fruits, traditional fabrics, and handicrafts form not only visual skills but also national aesthetic thinking, historical memory, and a sense of respect for cultural heritage. The interactive presentation of additional information about the history of creation, artistic features, and regional styles of these products using innovative technologies further enriches the content of the classes. In general, improving the skills of depicting still lifes in painting classes based on innovative technologies requires a

review of all components of the educational process - goal, content, method, means, form, and assessment system - based on modern requirements. This approach teaches students not only to draw, but also to observe, analyze, conduct creative research, make artistic decisions, and use modern technologies wisely. As a result, the professional competence, pedagogical skills, aesthetic taste, and creative potential of the future fine arts teacher are consistently developed.

In conclusion, it should be noted that improving the skills of depicting still lifes in painting classes based on innovative technologies is one of the important directions of modern fine arts education. The scientific integration of innovative pedagogical technologies, interactive methods, multimedia tools, digital platforms, electronic portfolios, mobile applications, and artificial intelligence elements into the educational process ensures high efficiency in strengthening students' theoretical knowledge, developing practical skills, activating creative thinking, and forming professional competence. At the same time, the innovative methodology allows for the harmonization of the best practices of the traditional academic school of painting with modern information technologies while preserving them. As a result, students are formed as competitive specialists who think independently, have a high aesthetic taste, thoroughly master modern technologies and can effectively apply them in pedagogical activities. In the future, it is advisable to expand scientific research in this direction regarding the integration of virtual reality, augmented reality, adaptive learning systems, and individual educational platforms based on artificial intelligence into painting methodology.

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