



# Methodology of teaching compositional image creation in fine arts lessons at general secondary schools

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**Abstract:** This article provides information about the concept and history of composition, highlighting its fundamental rules, tools, and significance in the teaching process of fine arts genres. The study emphasizes the importance of theoretical and creative-practical exercises in learning composition and discusses the role of imagination and memory in creating compositional drawings.

**Keywords:** Composition, reality, nature, imagination, memory, genre, mastery, creativity, method, worldview, labor, experience.

**Introduction:** Composition holds a special place in fine arts, and its development began in ancient times. Artists, when drawing landscapes, first mastered pencil drawing before proceeding to painting and sculpture. It was believed that mastering pencil drawing was fundamental to fine arts. Many artists have contributed to the field, including P. P. Chistyakov and I. I. Repin, who practiced drawing for 2-3 hours daily, refining their craft.

During his pedagogical career, P. Chistyakov expressed the following thought:

"An artist who works entirely from nature sings based on a musical note. An artist who works partially from nature and partially from imagination sings without a note, meaning his soul is freer." [1;52].

Drawing compositions has fascinated people since

ancient times. The study of pencil drawing was essential for depicting landscapes. People in ancient times skillfully drew images in caves. The practice of teaching drawing by observing nature began in those times. Over time, along with pencil drawing, the demand for sculpture, applied arts, and painting masters increased, leading to the idea of establishing schools of fine arts.

Fine arts first developed in Egypt, where artists learned to depict animals, human figures, plant life, and other subjects. Ancient Greece also had famous schools in Thebes, Ephesus, and Sicyon, with 12-year training programs. Later, composition evolved as a subject in fine arts, becoming an academic discipline by the late 16th century. The Impressionist movement emerged on April 15, 1874, followed by Post-Impressionism, Fauvism, Realism, Naturalism, and Cubism.

## METHODS

During the Renaissance, artists such as Leonardo da Vinci, Raphael Santi, and Albrecht Dürer contributed significantly to the history and methodology of fine arts education. Later, Russian artists like V. Favorsky, A. Deineka, K. Yuon, E. Kibrik, A. Alpatov, G. Nissky, F. Reshetnikov, and D. Shmarinov developed theories and teaching principles for composition. Notably, K. Yuon, A. Deineka, and E. Kibrik left a significant theoretical and artistic legacy in composition studies [2;13].

The term "composition" comes from the Latin word meaning "arrangement" or "combination." Creating an artistic image is central to composition and requires years of experience and effort from an artist. Composition involves specific laws, techniques, and tools. Fundamental principles include dynamics, statics, and the golden ratio (one-third rule), and over time, metaphysical painting also developed within fine arts.

The Metaphysical painting style emerged in the late 1910s and early 1920s, characterized by the works of Giorgio de Chirico (1888–1978) and Giorgio Morandi (1890–1964). Their paintings depict physical forms of reality illuminated in a surreal, airless space, creating an eerie effect [3;159].

In painting, composition involves understanding dynamics and statics. If a painting portrays movement, it is dynamic; if it appears still, it is static. Composition techniques include rhythm, balance, a central subject, symmetry, and asymmetry. When elements are repeated in succession, they create rhythm, conveying meaning and essence. Balance is particularly important in teaching composition to school students.

Various artistic movements such as Romanticism,

Abstract Art, Classicism, Symbolism, Futurism, Primitivism, and Modernism also emerged over time. Primitivism, which developed in the late 19th and early 20th centuries, means "simple" or "primitive" art.

The formation and development of Uzbek painting were influenced by artists such as L. Bure, A. Nikolayev, P. Benkov, U. Tansykbaev, S. Abdullayev, A. Abdullayev, N. Karakhan, Ch. Akhmarov, M. Nabiyev, R. Choriyev, R. Akhmedov, B. Jalolov, J. Umarbekov, M. Saidov, and Z. Inogomov [4;17].

Symmetry and asymmetry are essential composition techniques. A painting with balanced left and right sides, appearing static, is symmetrical. In contrast, if the sides are uneven, it is an asymmetrical composition. Students often assume that the central focus of a composition is in the middle of the canvas, but it can be placed anywhere based on the meaning of the artwork.

## Teaching Composition In Schools

In general secondary education, the goal of fine arts classes is to develop students' understanding of composition, expand their imagination, and enhance their artistic perception. In grades 1–4, students are taught to perceive reality and art through drawing natural objects and scenes, observing shapes, sizes, and colors, and depicting people, objects, weather, insects, birds, and animals.

Students in these grades develop their artistic perception by observing nature throughout different seasons and illustrating landscapes accordingly. Teachers play a key role in engaging students through discussions, guiding them in analyzing their surroundings, and enhancing their imagination through drawing exercises. Organizing exhibitions and art clubs further helps develop their artistic vision.

Additionally, early education includes an appreciation of art history, where students learn to analyze and express opinions about artworks, improving their artistic taste and understanding through textbooks and terminology. Another important aspect of early art education is creative construction activities, where students engage in hands-on projects, such as sculpting and assembling artistic works.

Observational drawing and sculpture-making also play a vital role in developing students' artistic skills. Encouraging creativity through these activities helps young students expand their imagination and better understand the principles of composition.

When depicting objects, for example, in a still-life composition, the teacher gradually teaches students how to draw. If a still life includes a cloth-covered table with a vase of roses, the teacher demonstrates the step-by-step drawing process. In still-life drawing, it is

essential to observe proportions, place objects correctly on paper, and differentiate the foreground from the background. If students struggle with this, the teacher should redraw and explain the composition until they fully grasp the technique.

In sculpture, younger students enjoy creating toy figures, animals, and birds from clay or plasticine. When teachers ask questions about the topic, they should correct students' misunderstandings, provide theoretical explanations, and develop their practical skills. This approach enhances students' knowledge and interest.

### The Role of Composition in Art Education

Composition plays a crucial role in elementary education, developing students' imagination and memory. Teaching composition in fine arts lessons should be engaging and accessible. Although composition is complex and requires artistic mastery, students should first develop theoretical knowledge, understand its relevance, and follow its fundamental principles when creating artwork.

From grades 1 to 7, fine arts education includes the fundamentals of art history. This includes organizing exhibitions of students' works, conducting quizzes, analyzing famous artworks, and practicing observational drawing. Students should also practice sketching independently outside of class, as relying solely on classroom exercises does not fully develop compositional skills. Art clubs allow students to learn shading, perspective, and watercolor techniques.

### Theoretical and Practical Methods in Teaching Composition

Teachers must possess strong pedagogical skills. In composition, artistic tools include color perspective, atmospheric perspective, light, and shadow. Creating an initial sketch before completing a pencil drawing ensures a solid foundation. Artists first sketch in pencil, refine the composition using shading, and later transfer the drawing to canvas for painting. This process helps convey depth and meaning to the audience.

Pencil drawing is the foundation of fine arts; mastering it allows an artist to excel in painting. Composition involves specific techniques, including spatial arrangement and format considerations. The success of professional teaching depends on specialized pedagogical abilities, such as:

- Sensitivity to students
- Strong communication skills and empathy
- Professional expertise and logical reasoning
- Emotional stability and creative problem-

solving [5; 446-447]

Since composition is challenging for students, they must understand its different types: volumetric composition, frontal composition, and deep spatial composition.

- Frontal composition includes relief sculptures, paintings, and decorative patterns drawn on a flat surface.
- Volumetric composition includes three-dimensional art forms, such as sculptures and functional art pieces, which can be viewed from different angles.
- Deep spatial composition represents spaces like rooms, foyers, and theatrical scenes.

To enhance students' understanding, teachers can use various instructional methods:

- Discussion method: Encourages dialogue and exchange of ideas about composition.
- Lecture method: Provides structured, detailed explanations of concepts.

### Genres in Fine Arts and Their Importance

When teaching composition, students should learn about fine art genres, as composition plays a key role in every artwork. The main genres include still life, landscape, portrait, historical, and everyday life scenes.

- Still Life: This genre originated in Spain and the Netherlands in the 15th–16th centuries. It typically features objects like food, flowers, and household items. Some still lifes serve as independent compositions, while others support larger narrative paintings. Still-life paintings featuring national utensils and cultural elements are particularly captivating. Notable artists in this genre include R. Akhmedov, L. Salimjonova, and G. Abdurakhmonov.

- Landscape: This genre involves depicting nature's beauty, often requiring strong visualization skills. Before drawing a landscape, students should sketch individual elements such as tree leaves and flowers. Clouds should be lightly shaded in pencil, while mountains in the background should be painted with lighter tones compared to closer trees, which should be more detailed. Landscape painting dates back to ancient Egypt, Greece, and Rome and later flourished during the Renaissance. Renowned landscape artists include I. I. Levitan, I. Shishkin, U. Tansykbayev, and Nikolay Karakhan.

- Portrait: Creating a portrait requires significant artistic experience and skill, as it involves capturing a person's inner emotions and character. The earliest portraits were created in Ancient Greece in the 7th–5th centuries BCE. Later, this genre expanded through the works of artists like Kamoliddin Behzad, Leonardo da Vinci, Michelangelo, O. Renoir, P. Picasso, and I. Repin.

In Uzbekistan, A. Abdullayev, Ch. Akhmarov, and V. Kaydalov contributed significantly to portrait painting. A self-portrait is called an auto-portrait, and portrait compositions can convey personal, celebratory, social, or psychological characteristics.

- **Everyday Life Genre:** This genre captures scenes from daily life and originated in the Netherlands in the 17th century. Artists like M. Saidov, R. Akhmedov, and Z. Inogomov worked in this genre. An important sub-genre is interior composition, which depicts indoor spaces such as hallways and rooms. This genre is closely linked to historical painting, as it provides context for historical events. Artists like I. Repin and I. Kramskoy created significant works in this category.
- **Historical Genre:** This genre portrays significant historical events and figures. It is closely related to both portrait and landscape painting. Learning about these genres helps students develop a deeper understanding of composition and artistic storytelling.

### Enhancing Students' Skills Through Composition

Studying renowned artworks is crucial for improving students' compositional skills. When analyzing an artwork, students should examine its title, artist, and composition. Younger students may struggle with complex compositions, but structured guidance helps them progress. Many students want to draw portraits immediately, but they must first master still-life and landscape drawing before advancing to portraiture.

In composition, imagination and memory play essential roles, especially when drawing from imagination rather than direct observation. Before starting a composition, students should always create preliminary sketches. If an initial sketch does not meet their expectations, they should refine it multiple times to improve their artistic abilities.

### Color Harmony and Pedagogical Methods

- Combining complementary colors creates color harmony, while discordant colors result in disharmony [9;43].
- Teachers should use both traditional and innovative teaching methods to engage students. Traditional methods include lectures, discussions, and storytelling, while non-traditional methods include the BBB method, Venn diagrams, Fishbone diagrams, Pyramids, and Lotus diagrams.

### CONCLUSION

In fine arts education, understanding composition is essential. The focal point of a composition is usually placed in the background, while the foreground elements enhance the central subject. Through still

life, landscape, portrait, and historical compositions, students refine their skills and develop artistic proficiency.

A great artist must have both skill and a clear artistic vision. The most challenging part of composition is refining technical details, which requires a deep understanding of form, perspective, and shading [10;54].

Since drawing is not easy for students, they must continuously practice to develop their abilities. Their initial drawings may not always be accurate, but repetition and correction help them improve. Over time, students enhance their skills in different genres, including still life, landscape, and portrait painting.

For students to succeed in composition, teachers should incorporate the following pedagogical principles:

1. Conscious engagement and active participation
2. Visual demonstration
3. Systematic and regular practice
4. Reinforcement of learned material
5. Scientific approach
6. Clarity and accessibility of concepts
7. Integration of theory and practice

By implementing these methods, teachers can create engaging and effective art lessons, fostering students' creativity and artistic growth.

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