Theoretical and methodological foundations of organizing painting classes based on innovative pedagogical methods

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Abstract: *This article analyzes the theoretical and methodological aspects of organizing painting classes based on innovative pedagogical methods. Based on modern educational requirements, the importance of innovative approaches in teaching the subject of painting is substantiated. The article highlights the role of problem-based learning, project-based teaching, interactive methods, digital technologies, and reflective approaches in the process of painting classes. In addition, the possibilities of innovative pedagogical methods in activating students' independent creative activity and developing their aesthetic thinking and artistic competencies are scientifically grounded. The results of the study make it possible to draw methodological conclusions aimed at improving painting education.*

Keywords: *painting, innovative pedagogical methods, art education, creative activity, interactive learning, problem-based learning, project method, aesthetic thinking, digital technologies, reflection*

In the modern education system, the role of art education, particularly the subject of painting, is determined not only by the formation of aesthetic taste but also by the development of creative thinking, independent reasoning, and professional competencies of the individual. In today's conditions of globalization and informatization, traditional teaching methods are often unable to fully reveal students' creative potential, which makes the introduction of innovative pedagogical methods into the educational process a pressing issue. Especially in organizing painting classes, innovative approaches contribute to the formation of students as active subjects of learning, while deepening their aesthetic thinking and artistic worldview. The concept of innovative pedagogical methods in modern didactics refers to a set of methods and technologies aimed at organizing the educational process in a new way by enhancing interactivity, creativity, and reflexivity. In painting education, these methods ensure that students not only master color, form, composition, and light–shadow relationships technically, but also consciously and independently apply them in the process of creating artistic images. From this perspective, organizing painting classes based on innovative pedagogical methods requires the integration of educational content, methods, and outcomes.

The traditional model of painting classes is often teacher-centered, focusing primarily on the development of technical skills. In such an approach, the student appears mainly as a performer, while opportunities for creative initiative and independent decision-making are limited. Innovative pedagogical methods, however, emphasize organizing the educational process by considering the student's personal experience, internal needs, and aesthetic views. In this process, the student participates not only as a recipient of knowledge but also as a subject of creative activity. Problem-based learning occupies an important place in painting classes organized on the basis of an innovative approach. By creating problem situations, students are encouraged to think independently when choosing colors, finding compositional solutions, and forming expressive imagery. For example, when students are

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tasked with depicting a specific landscape or theme using unconventional color solutions, they are compelled to deeply explore the psychological and emotional effects of colors.

This leads to an understanding of painting not merely as a technical exercise but as a process of thinking and analysis. Another innovative pedagogical method in painting classes is project-based learning. This method is aimed at organizing students' long-term creative activity, developing a specific artistic idea consistently, and producing a final product. In project-based classes, students actively participate in selecting the theme, developing the concept, determining color and compositional solutions, and presenting and defending the final artwork. This process develops not only students' artistic skills but also their communication, analytical abilities, and capacity to justify their ideas. The use of interactive teaching technologies within innovative pedagogical methods increases the effectiveness of painting classes. Interactive methods enhance students' mutual communication, exchange of experience, and collaborative creative activity. Group work, discussions, and presentations allow for the exploration of diverse aesthetic perspectives in painting classes. By analyzing each other's works, students gain a deeper understanding of artistic criteria and learn to approach their own creative activity critically.

The role of information and communication technologies is also significant in the application of innovative methods in painting education. Through digital images, virtual galleries, and multimedia tools, students gain closer access to world and national art masterpieces. This enriches their artistic thinking and helps them understand contemporary trends in painting. Using digital technologies to model color harmony, compositional solutions, and lighting effects expands students' opportunities for experimentation. Reflection plays an essential role in painting classes organized on the basis of innovative pedagogical methods. A reflective approach enables students to analyze their creative activity, evaluate achieved results, and determine directions for further development. The introduction of reflective elements into the lesson process fosters students' self-awareness and a culture of self-improvement. This leads to the perception of learning painting as a continuous creative process.

An individual approach is particularly important in organizing painting classes based on innovative pedagogical methods. Since each student's artistic abilities, aesthetic taste, and creative interests differ, it is necessary to apply a differentiated approach in the educational process. Innovative methods make it possible to adapt creative tasks according to students' individual capabilities. This increases students' self-confidence and enhances their creative activity.

In conclusion, organizing painting classes based on innovative pedagogical methods contributes to improving the quality of the educational process and developing students' creative activity and aesthetic thinking. The innovative approach presents painting not merely as a set of technical skills, but as an important pedagogical tool that influences personal development. Education organized on this basis meets the requirements of modern art education and creates opportunities for training competitive and creative specialists in the future.

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