

THE CURRENT STATE AND ANALYSIS OF TEACHING
LANDSCAPE COMPOSITION DRAWING IN VISUAL ARTS
LESSONS IN GENERAL SECONDARY SCHOOLS

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Abstract: *This article analyzes the current state of teaching landscape composition drawing to students in grades 5–7 of general secondary schools. During the research, the methodological foundations of visual arts education, international experience, and the content of the national curriculum implemented in the Republic of Uzbekistan were examined. A comparative analysis was conducted of the organization of visual arts education in schools in the United States, the United Kingdom, Japan, and Finland. The results of the study indicate that the effectiveness of teaching landscape composition largely depends on the number of instructional hours, the methodological competence of teachers, and the level of integration of modern pedagogical technologies. The article also provides methodological recommendations aimed at developing students' artistic and creative abilities through project-based learning, plein air activities, integrated instruction, and the use of information and communication technologies in visual arts lessons.*

Keywords: *landscape composition, visual arts education, plein air activities, artistic and creative abilities, competency-based approach, project-based learning, visual literacy.*

Introduction

Art education in general secondary schools is an important pedagogical tool for developing students' aesthetic taste, creative thinking, and their ability to perceive the surrounding environment artistically. Through visual arts lessons, students not only learn drawing techniques but also acquire essential aesthetic competencies such as observing nature, appreciating its beauty and harmony, and understanding the relationships between colors and forms. For this reason, art education is considered one of the key subjects in the modern school education system that ensures the comprehensive development of students.

Landscape painting, which is one of the main genres of visual art, plays a special role in developing students' ability to perceive nature artistically. Through landscape composition, students learn to observe natural scenes, understand the harmony of shapes and colors within them, perceive spatial relationships, and develop skills in creating artistic images. During the process of depicting natural landscapes, students master important theoretical and practical aspects of visual art such as the relationship between light and shadow, the principles of perspective, color harmony, and the identification of the compositional center.

Pedagogical and psychological studies show that students of grades 5–7 in general secondary schools are at the initial stage of adolescence, a period during which their visual perception, imagination, and artistic thinking develop significantly. At this stage, students begin to observe their surroundings more deeply, their interest in artistic means of expression increases, and they strive to express their ideas through drawing. During this period, children gradually move from a simple, childlike style of depiction toward academic realism. In

this process, the development of compositional thinking, spatial imagination, and color sensitivity becomes one of the important methodological tasks.

Teaching landscape composition develops not only students' artistic abilities but also their observation skills, thinking, and aesthetic taste. During the process of depicting nature, students develop an aesthetic attitude toward the environment, perceive the harmony of colors in nature, and try to express it through artistic representation. In this regard, landscape composition also contributes to the formation of ecological culture among students and fosters a careful and respectful attitude toward nature.

At the same time, approaches to art education in the modern educational system are undergoing significant changes. Today, competency-based approaches, interactive teaching methods, project-based learning, interdisciplinary integration, and information and communication technologies are being widely introduced into the educational process. These approaches enrich the content of visual arts education, increase students' creative activity, and promote the development of their independent thinking skills. Therefore, the effective use of these pedagogical approaches is also of great importance in teaching landscape composition.

International experience shows that in developed countries, art education is regarded as an important means of developing students' creative thinking and forming their visual culture. For example, in schools in Finland, Japan, the United Kingdom, and the United States, great attention is paid to the development of students' creative activity in the process of art education. In these countries, plein-air classes, project-based learning, and visual analysis methods are widely used when teaching landscape composition. Such methods

help develop students' ability to observe nature, analyze colors and forms artistically, and build skills for independent creative activity.

However, practical observations indicate that in many general secondary schools the process of teaching landscape composition is still not organized effectively enough. Several factors contribute to this situation. First, the limited number of hours allocated to visual arts in the curriculum restricts the full development of students' artistic skills. In addition, in some schools the lack of methodological guides and didactic materials negatively affects the effectiveness of the teaching process. Furthermore, the insufficient use of modern pedagogical technologies and interactive teaching methods is also considered one of the factors that reduce the effectiveness of teaching landscape composition.

To address these issues, it is necessary to improve the process of teaching visual arts, widely introduce modern pedagogical technologies, and enhance students' artistic and creative activities. In particular, when teaching landscape composition, methodological approaches such as plein-air (open-air) practice sessions, drawing based on observation, step-by-step composition construction methods, and the use of digital graphic tools are of significant importance.

From this perspective, the purpose of this article is to analyze the current state of teaching landscape composition in general secondary schools, identify existing problems, and scientifically develop effective methodological approaches for improving this process.

Literature Review

The theoretical and methodological foundations of visual arts education have been widely studied by many pedagogues, art historians, and

methodological scholars. An analysis of scientific literature indicates that visual arts education serves as an important pedagogical tool for developing students' aesthetic taste, enhancing their creative thinking, and improving their visual culture. In particular, teaching composition, painting, and landscape genres in visual arts classes contributes to the development of students' artistic thinking, observational skills, and imagination. Therefore, improving the content and methodology of visual arts education occupies an important place not only in national but also in international pedagogical research.

International experiences in visual arts education show that in developed countries this subject is regarded as an effective means of fostering students' creative and critical thinking. In modern pedagogical theory, art education is not limited to the development of drawing or depiction skills alone; rather, it is considered an important field of education that contributes to the development of students' aesthetic thinking, visual communication abilities, and cultural literacy.

In particular, in schools in the United States, visual arts education is often based on the concept of **Discipline-Based Art Education (DBAE)**. This approach emerged in the second half of the twentieth century and is aimed at organizing art education in a systematic manner. According to the DBAE concept, visual arts education includes four main components: **art history, art theory (aesthetics), art criticism, and practical creative activity**. This approach enables students not only to create works of art but also to analyze, evaluate, and understand them. As a result, students develop deeper aesthetic perspectives toward art.

In the U.S. education system, significant attention is given to students' independent thinking and creative exploration during visual arts lessons.

Students gain artistic experience by working with various techniques and materials, and they also become familiar with important stages of art history through analyzing the works of famous artists. This process contributes not only to the development of students' artistic abilities but also to the enhancement of their critical and analytical thinking skills.

In the education system of the United Kingdom, **Art and Design** is considered an important component of the national curriculum. Through this subject, the aim is to develop students' creative thinking abilities, enrich their visual imagination, and foster an aesthetic attitude toward art. In British schools, students produce creative works using various materials such as pencils, paints, graphic tools, collage, and other artistic techniques. At the same time, students are taught to study the works of famous artists, analyze them, and understand the meaning and content of works of art.

One of the key aspects of visual arts education in the British education system is the development of students' independent creative ideas. By working on creative projects, students gain the opportunity to express their ideas and imagination in artistic forms. This process helps develop students' creativity, imagination, and artistic thinking skills.

In Japanese schools, visual arts education is systematically organized based on the national curriculum, and particular attention is given to the development of students' aesthetic taste. In the Japanese education system, art education is not limited solely to practical drawing activities; it is also closely connected with the study of national culture, traditional art, and modern art forms. This approach contributes to educating students in the spirit of respect for cultural heritage.

In Japanese schools, during visual arts classes students develop skills such as observing nature, analyzing aesthetic elements in the surrounding environment, and expressing them artistically. Especially in the process of depicting landscapes, students learn about the harmony of colors in nature, the relationships between light and shadow, and spatial representation techniques. This plays an important role in developing students' artistic thinking.

The education system of Finland is recognized as one of the most advanced education systems in the world, where significant attention is also given to visual arts education. In Finnish schools, visual arts is considered a means of developing students' transversal competencies. Transversal competencies refer to universal skills such as critical thinking, creative approaches, problem-solving, and teamwork.

In the Finnish education system, visual arts lessons are often organized based on a project-based learning approach. Through working on various creative projects, students express their ideas in artistic forms. At the same time, special attention is given to developing students' skills in observing the environment, analyzing natural landscapes, and representing them compositionally in artistic works.

In addition, modern pedagogical research shows that plein-air practice sessions play an important methodological role in visual arts education. Such sessions, organized in an open natural environment, help students directly observe nature, perceive the harmony of colors, and develop spatial representation skills. Plein-air activities contribute not only to the development of students' artistic abilities but also to the improvement of their observational skills, aesthetic perception, and creative thinking.

The analysis of the above-mentioned scientific literature and international experiences indicates that, in order to effectively organize visual arts education, it is necessary to apply modern pedagogical approaches, innovative methods, and educational technologies that stimulate creative activity. In particular, when teaching landscape composition, methodological approaches aimed at developing students' abilities to observe nature, analyze colors, and think compositionally are of great importance.

From this perspective, improving the methodology of teaching landscape composition drawing in general secondary schools is considered one of the pressing scientific and pedagogical issues of modern visual arts education.

Research Methodology

In this study, a number of scientific and pedagogical methods were employed to examine the current practical state of teaching landscape composition drawing in visual arts classes in general secondary schools, identify existing problems, and develop effective methodological approaches for improving this process. The research methodology was based on scientific approaches in the fields of pedagogy, art studies, and educational methodology.

During the research process, the following scientific methods were used: pedagogical observation, comparative analysis, review of scientific literature, analysis of educational curricula and textbooks, and generalization.

First, the pedagogical observation method was used to study the organization of visual arts lessons in general secondary schools. Through this method, students' activities during the process of drawing landscape compositions, teachers' methodological approaches, and the didactic tools used during the lessons were analyzed. During the pedagogical observation, the

difficulties encountered by students while depicting natural landscapes were identified, particularly problems related to color selection, composition construction, and spatial representation. In addition, the effectiveness of the teaching methods and forms of instruction used in visual arts lessons was evaluated through observation.

Using the comparative analysis method, national and international experiences in visual arts education were examined. In particular, the characteristics of organizing visual arts education in schools in the United States, the United Kingdom, Japan, and Finland were analyzed. The methodological approaches, educational programs, and pedagogical technologies used in these countries to develop students' artistic and creative activities were studied. Furthermore, these experiences were comparatively analyzed with visual arts education in general secondary schools in Uzbekistan in order to identify existing similarities and differences. As a result of the comparative analysis, effective methodological approaches for teaching landscape composition were identified.

During the research process, the method of reviewing scientific literature also played an important role. Through this method, existing scientific sources on visual arts education, composition theory, the artistic characteristics of the landscape genre, and the methodology of teaching visual arts were analyzed. The results of scientific studies conducted in the fields of pedagogy, art studies, and methodology were examined, and their main ideas formed the theoretical foundation of this research. Through the analysis of scientific literature, the development trends of visual arts education, modern pedagogical approaches, and methodological recommendations aimed at developing students' artistic thinking were identified.

In addition, the method of analyzing educational curricula and textbooks was also applied in the research. Through this method, the national curriculum, textbooks, and methodological manuals developed for the subject of visual arts in general secondary schools of the Republic of Uzbekistan were examined. During the analysis, particular attention was given to how topics related to teaching landscape composition are presented in textbooks, the practical tasks assigned to students, and the methodological guidelines provided. Furthermore, the number of lesson hours allocated to landscape depiction in the curricula, the sequence of topics, and the methodological approaches used were also studied.

The data obtained during the research were systematized using the generalization method. Through this method, the results of pedagogical observations, analysis of scientific sources, and comparative studies were organized into a coherent framework. As a result of the generalization, conclusions were drawn about the current state of teaching landscape composition drawing in general secondary schools, and methodological recommendations aimed at improving this process were developed.

Thus, the scientific methods applied in this research made it possible to thoroughly study the practical state of visual arts lessons in general secondary schools, identify the problems encountered in the process of teaching landscape composition, and develop effective pedagogical approaches for improving this process.

Research Results and Discussion

The results of the study indicate that there are several problems in the process of teaching landscape composition in general secondary schools.

First, the number of lesson hours allocated to visual arts is insufficient. Within only one hour of instruction per week, it is difficult to fully teach students both the theoretical and practical aspects of landscape composition.

Second, the existing textbooks and methodological manuals do not fully meet the requirements of the modern competency-based approach.

Third, in many schools visual arts lessons are not organized effectively due to the lack of adequate material and technical resources.

Therefore, in order to improve the teaching of landscape composition, the following methodological approaches are recommended:

Project-Based Learning

For example, projects such as *“The Landscape of My Neighborhood”* or *“The Garden of My Dreams”* help develop students’ creative thinking.

Organization of Plein-Air Activities

Teaching students to draw in a natural outdoor environment helps develop their observational skills and visual thinking.

Use of ICT Technologies

Through virtual museums, multimedia presentations, and digital art programs, students can be brought closer to the world of art.

Interdisciplinary Integration

Teaching landscape composition in connection with subjects such as geography, history, and biology increases the effectiveness of education.

Conclusion

The results of the study indicate that teaching landscape composition in general secondary schools plays an important role in developing students’ artistic and creative abilities. However, the limited number of lesson hours,

insufficient methodological support, and the inadequate use of modern technologies reduce the effectiveness of this process.

In order to increase the effectiveness of teaching landscape composition, it is advisable to widely implement project-based learning, plein-air activities, the use of information technologies, and interdisciplinary integration methods.

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