

# Teaching the subject of composition in specialized art schools

Farxod Islomovich Sattarov  
Xabiba Nazimbek-qizi Usmanova  
Namangan State Pedagogical Institute

**Abstract:** This article examines the process of teaching the subject of composition in specialized art schools, its pedagogical foundations, and its role in developing students' artistic thinking and aesthetic perception from a scientific and pedagogical perspective. The importance of the subject of composition in art education, the methods used to develop students' creative abilities, the application of interactive approaches, and the role of individualized instruction in the learning process are analyzed. In addition, the structure of practical lessons, methods for assigning creative tasks, and assessment criteria are presented. The results of the study indicate that teaching composition effectively develops students' artistic thinking, aesthetic perspective, and creative imagination.

**Keywords:** composition, art school, artistic thinking, aesthetic perception, creative activity, interactive method, practical lesson, pedagogical technology, teaching methodology, creative ability, learning effectiveness, visual arts

Specialized art schools are educational institutions designed to deeply develop the visual and artistic thinking of children and youth. Their primary goal is to foster students' creative potential, develop their aesthetic taste, and strengthen their artistic thinking. In this context, the subject of composition holds particular significance. Composition is the art of arranging visual elements purposefully to create a unified artistic image through form, color, space, and rhythm. Students' compositional thinking determines not only their visual creativity in art but also serves as an essential means for shaping their general aesthetic perspective and artistic perception.

Teaching composition is pedagogically complex and multifaceted, requiring a combination of theoretical knowledge and practical skills. Lessons primarily aim to develop students' abilities to select forms and colors and enhance their visual skills. Simultaneously, students learn to express their ideas, identify the compositional center, and integrate artistic elements purposefully. Independent creative activity, discussion, and analysis during lessons strengthen their compositional thinking.

Interactive methods are widely used when teaching composition in specialized schools. For example, the "Brainstorming" method allows students to generate multiple variations on a topic, developing their independent thinking, creative decision-making, and ability to generate new ideas. The "Cluster" method helps arrange visual elements systematically around a central idea, enhancing understanding of color

harmony, rhythm, and balance. This approach teaches students that composition should be constructed consciously rather than randomly.

Practical lessons are the most effective part of teaching composition. Each class allows students to select a topic, create sketches, and explore color and form solutions. Working individually or in groups, they present and defend their creative decisions, receiving feedback and evaluation. During this process, the teacher encourages creative thinking, fosters critical approaches, and develops skills for self-analysis. Students exchange ideas, consider different perspectives, and generate new aesthetic solutions.

Individualized instruction is also crucial in teaching composition. Each student's skill level, creative potential, and aesthetic taste are taken into account. The teacher selects tasks that strengthen students' strengths and address weaknesses. For instance, exercises may involve creating complex geometric compositions, independently selecting color contrasts, expressing spatial depth, or conveying a dramatic mood. These exercises enhance students' visual thinking and creative decision-making abilities. Aesthetic education is an integral part of teaching composition. Students analyze artworks, examine their compositional structure, and attempt to understand the author's intent. This process enriches their aesthetic understanding and develops their ability to harmonize color, shape, and rhythm. Moreover, students become familiar with various artistic styles and directions, shaping their own creative style. Pedagogical experience shows that students who regularly use interactive methods and engage in practical lessons become more confident in making independent creative decisions. They move beyond simple copying and strive to create their own interpretations, which is a key criterion for developing a creative personality. At the same time, their compositional thinking, aesthetic perception, and artistic reasoning deepen.

In conclusion, teaching the subject of composition in specialized art schools not only develops students' visual arts skills but also effectively cultivates their artistic thinking, aesthetic taste, and creative potential. Through interactive methods and individualized approaches, students acquire the ability to think independently, analyze, evaluate, and make creative decisions. Thus, the subject of composition occupies a central place in art education and contributes to the development of the aesthetic and artistic culture of the younger generation.

## References

1. Boltaboyev, A.X. (2025). Umumta'lim maktablarining boshlang'ich sinf o'quvchilarini tasviriy san'atga o'rgatishning maqsadi va mazmuni. Namangan Davlat Pedagogika Instituti: Ta'lim va Taraqqiyot ilmiy-uslubiy jurnali, 6, 50–55.
2. Boltaboyev, A.X., & Xaydarova, M.K. (2026). Kompyuter dizayn orqali maktab o'quvchilarining estetik tafakkurini rivojlantirish. Zamonaviy san'at va gumanitar fanlar bo'yicha Yevropa sharhi, 2(1), 42–44.

3. Boltaboyev, A.X. (2026). Academic Research in Modern Science. International Scientific-Online Conference, 3(8), 140–146. <https://doi.org/10.5281/zenodo.10776293>
4. Komoldinov, S. J. O. G. L. (2026). Manzara chizish jarayonida rang xususiyatlaridan foydalanish usullari. Science and Education, 7(1), 1027-1033.
5. Jomoldin o'g'li, K. S. (Yil). Maqola nomi. Science, Research and Development,
6. Umarjon o'g'li, H. R. (2021). Technologies for Improving Composition and Drawing Skills Based on the Rules of Composition. Galaxy International Interdisciplinary Research Journal, 9(12), 765-767.
7. Oripov, B. B. (2025, December). INCREASING THE SCIENTIFIC COMPONENT OF THE ART OF POTTERY IN STUDENTS. In International Conference Platform (No. 6, pp. 134-137).
8. Oripov, B. N. (2016). Fine art and its teaching methods. T.: Ilm-Ziya.
9. Oripov, B. N. (2013). Tasviriy san'atni o'qitishning zamonaviy pedagogik tehnologiyasi, didaktikasi va metodikasi.". Ilm-ziyo" nashriyoti.
10. Орипов, Б. Н. (2009). Тасвирий санъатни уқитишнинг замонавий педагогик технологияси, дидактикаси ва методикаси. Н., «НамДУ», 2010Й, 446.
11. Oripov, B. (2005). Fine Arts and Methods of Its Teaching. Tashkent:" Ilm-Ziya.
12. Odilboyeva, U. Z. (2025, December). The scientific and pedagogical influence of teacher cognition theory on method selection in the educational process. International Conference Platform, 6, 152–157.
13. Odilboyeva, U. Z. Q. (2026). O 'ZBEK VA INGLIZ TILLARIDA TERMINLAR HOSIL BO 'LISHINING QIYOSIY TAHLILI. Mahalliy va xalqaro konferensiyalar platformasi, (1), 32-36.
14. Odilboyeva, U. Z. (2026, January). THE DEVELOPMENT OF AUTOPEDEAGOGICAL COMPETENCE IN STUDENTS DURING ENGLISH LANGUAGE EDUCATION. In Claritas Conference Platform (No. 1, pp. 90-93).
15. O'G'Li, B. A. A. (2025). Rangtasvir mashg 'ulotlarini tashkil etishda kreativ va innovatsion yondashuvlarning didaktik ahamiyati. Science and Education, 6(12), 527-533.
16. O'G'Li, B. A. A., & G'Aybullayeva, T. O. Q. (2025). Portret san'atida kompozitsiya tushunchasi va uning badiiy ifodadagi ahamiyati. Science and Education, 6(12), 656-661.
17. O'G'Li, B. A. A., & Diyora, G. (2025). Natyurmort janri orqali madaniy merosni aks ettirish masalalari. Science and Education, 6(12), 650-655.
18. O'G'Li, B. A. A. (2025). Mustaqil ijodiy faoliyat tushunchasi va uning ta'lim jarayonidagi o 'rni (rangtasvir fani misolida). Science and Education, 6(12), 640-644.
19. O'G'Li, B. A. A., & Yoqubova, M. B. Q. (2025). Rangtasvirda manzara ishlash jarayonida qisqa muddatli etyudlardan foydalanishning pedagogik samaradorligi. Science and Education, 6(12), 662-667.

20. Nurmamatova, M. S. Q. (2026). RANGTASVIR DARSLARIDA TALABALARNING MUSTAQIL IJODIY FAOLIYATINI RIVOJLANTIRISH USULLARI. Mahalliy va xalqaro konferensiyalar platformasi, (1), 7-10.

21. O'G'Li, B. A. A. (2025). Tasviriy san'at darslari orqali o'quvchilarning estetik madaniyatini rivojlantirishning ilmiy asoslari. Science and Education, 6(11), 918-923.

22. Rakhimov, H. U. (2021). Article title. Asian Journal of Multidimensional Research, 10(8), xx–xx.

23. Rakhimov, H. R. (2021). Technologies for improving composition and drawing skills based on the rules of composition. Galaxy International Interdisciplinary Research Journal, 9(12), 765–767.

24. Islomovich, S. F. QALAMTASVIR MASHG'ULOTLARIDA TALABALARNI KOMPOZISIYA OID BILIM VA MALAKALARINI RIVOJLANTIRISH.

25. Oktabrov, M. A. (2025, December). Ways to enhance students' artistic and aesthetic taste in fine arts lessons. Claritas Conference Platform, 3, 8–12.

26. Oktabrov, M. A. (2025). The emotional expression of artists through colors and the psychological effect of colors in artworks. European Review of Contemporary Arts and Humanities, 1(4), 30–34.

27. Oktabrov, M. A. (2025). Innovatsion yondashuv asosida bolalarni dekorativ rasm chizishga o'rgatishning didaktik ahamiyati. IMRAS, 8(6), 142–147.

28. Oktabrov, M. A. (2025). Natyurmort tuzish va uni tasvirlash usullari. Intellectual Education Technological Solutions and Innovative Digital Tools, 3(33), 75–80.

29. Oktyabrov, M. A. O. G. L. (2026). Rangtasvir darslarida talabalarning mustaqil ijodiy faoliyatini rivojlantirishda master-klass metodining tutgan o'rni. Science and Education, 7(1), 999-1004.

30. Sattarov, F. I. (2026). TALABALARNING KOMPOZITSION TAFAKKURINI SHAKLLANTIRISH USULLARI (RANGTASVIR DARSLARI MISOLIDA). Mahalliy va xalqaro konferensiyalar platformasi, (1), 18-21.

31. Rakhimov, H. U. (2026, January). THE SIGNIFICANCE OF AUTOPEdagogical COMPETENCE IN VISUAL ARTS EDUCATION. In Claritas Conference Platform (No. 1, pp. 30-34).