

THE ROLE OF INTERACTIVE TECHNOLOGIES IN DEVELOPING COMPOSITIONAL
THINKING IN PAINTING CLASSES

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Abstract: This article substantiates, from a scientific and pedagogical perspective, the role of interactive technologies in developing compositional thinking in painting classes. The essence and content of compositional thinking, its structural components, and its significance in painting education are analyzed. Furthermore, the didactic potential of interactive technologies—such as brainstorming, small group work, problem-based learning, reflection, and project-based instruction—in fostering compositional thinking is highlighted. The research findings demonstrate that an interactive approach contributes to the development of students' independent thinking, creative decision-making, aesthetic taste, and analytical skills. The article also outlines the pedagogical conditions and methodological recommendations for organizing painting lessons on an interactive basis.

Keywords: painting, compositional thinking, interactive technologies, visual arts education, creative thinking, problem-based learning, project method, reflection, aesthetic education, pedagogical innovations.

The role of interactive technologies in developing compositional thinking in painting classes is regarded as one of the significant scientific and methodological issues in modern visual arts pedagogy. The educational paradigm of the 21st century requires a learner-centered, competency-based, and activity-oriented approach. This necessitates that students in painting classes participate not as passive observers, but as active creators. In particular, the process of developing compositional thinking is more complex than mastering simple technical skills, as it requires the integrated development of analytical thinking, aesthetic taste, spatial imagination, and creative independence. From this perspective, interactive technologies serve as an important pedagogical tool for increasing the effectiveness of painting education.

Compositional thinking is the ability to organize a visual image in a logically, aesthetically, and conceptually unified manner. It involves the conscious selection and harmonization of artistic means such as form, color, light and shadow, space, rhythm, balance, and contrast. In painting classes, the development of compositional thinking is achieved through enhancing students' visual culture, encouraging aesthetic analysis of objects and phenomena, and activating imaginative thinking. However, traditional lecture-based and demonstrative methods cannot fully ensure this process. Composition is not a ready-made formula; rather, it is a process of solving a creative problem. Therefore, reliance on interactive technologies in teaching is essential. Interactive technologies comprise pedagogical methods that ensure collaboration, dialogue, and active thinking between students and teachers in the learning process. Their main goal is not to deliver knowledge in a ready-made form, but to activate students' learning processes, fostering independent conclusions and creative decision-making skills. When such technologies are applied in painting classes, students discuss compositional problems, compare various options, analyze alternatives, and select the most appropriate solution. As a result, compositional thinking becomes conscious and purposeful.

At the initial stages of developing compositional thinking, the brainstorming technique proves particularly effective. For example, when students are given themes such as “Cityscape,” “Mother and Child,” or “Labor Process,” they first create a “bank of ideas.” Each student presents their vision, proposing solutions related to color schemes, compositional centers, and spatial depth. This process reduces stereotypical thinking and expands creative imagination. Most importantly, students learn to justify their ideas. The small group work technology produces even deeper results in fostering compositional thinking. Group members collaboratively solve a single compositional task. For instance, they may develop several sketch variations based on a theme and discuss the strengths and weaknesses of each option. Through practical analysis, concepts such as compositional balance, rhythm, and contrast are internalized. Group discussions also enhance students’ communicative competence, which is essential for their future pedagogical activities.

Problem-based learning technology is another effective method for developing compositional thinking in painting classes. Students are given creative tasks without predetermined solutions. For example, assignments such as “Create a dynamic composition within a single color range” or “Generate a dramatic mood using static objects” activate students’ analytical and synthetic thinking. They attempt to purposefully apply color contrast, light-shadow relationships, and plasticity of form. This process strengthens their ability to make compositional decisions.

Reflection technology also plays a significant role. At the end of painting classes, students analyze their own works, evaluating the expressiveness of the compositional center, color harmony, and spatial depth. Through peer assessment, critical thinking develops. Students begin to recognize their mistakes and search for ways to correct them. This enhances the metacognitive level of compositional thinking.

Digital interactive technologies are also gaining importance in developing compositional thinking in painting classes. Through interactive boards, graphic tablets, and visual presentation tools, students can quickly compare different compositional variants, modify color schemes, and analyze results. This expands opportunities for experimentation.

Additionally, interactive methods based on visual analysis—such as discussing works of famous artists, identifying their compositional structures, and analyzing the harmony of color and form—are highly effective. Students do not passively observe finished artworks; instead, they analyze them through guided questions, attempting to understand the reasoning behind compositional decisions. This strengthens the connection between theory and practice.

Adherence to the principle of progression is essential in developing compositional thinking. Initially, students study balance and proportion through simple object-based compositions. Later, they move on to multi-figure and more complex narrative compositions. At each stage, appropriate interactive technologies are selected. In the initial stages, discussion and analytical methods prevail, while at advanced levels, project-based and problem-based learning become dominant. Scientific observations indicate that in painting classes organized on the basis of interactive technologies, students approach compositional tasks more actively, independently, and creatively. They move beyond stereotypical schemes and strive to find new solutions. This demonstrates the formation of compositional thinking. In conclusion, the role of interactive technologies in developing compositional thinking in painting classes is invaluable. They reveal students’ creative potential, develop their analytical and aesthetic thinking, and strengthen their ability to make independent decisions. An educational process organized on the basis of an interactive approach enables students to perceive composition not as a

mechanical task, but as a conscious, purposeful, and creative activity. As a result, the effectiveness of painting education increases, and it becomes possible to prepare pedagogically mature specialists with developed compositional thinking and refined aesthetic taste.

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