

USING INTEGRATIVE APPROACHES IN PAINTING TECHNOLOGY

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ABSTRACT: The role of painting technologies in modern education is increasingly increasing. The use of integrative approach methods in this process is important not only for the development of artistic and aesthetic thinking of students, but also for the formation of their professional competencies. The article analyzes the essence of integrative approaches in painting technology, their influence on the educational process and their effectiveness.

Key words: Integration, artist, creativity, thinking, education, skills, development, technology, practical work, fine arts, design.

The integrative approach is a method of effectively organizing the educational process by combining various disciplines, methods, and technologies. This approach allows students to perceive knowledge as a holistic system, connect it with real life, and develop creative and critical thinking. The integrative approach is theoretically linked to cognitive sciences, pedagogy, psychology, didactics, and art history. The integrative approach allows for the effective organization of the educational process by combining various disciplines, methods, and technologies. In painting, this approach promotes the development of students' creative abilities by combining composition, color theory, history of fine art, and practical exercises. The integrative approach is a process that can be skillfully implemented not only between disciplines, but also between subjects or between methods. Such approaches cannot but have a positive impact on the professional development of future fine art teachers. Considering the research conducted in this area, it is appropriate to dwell on the work of scientists and educators in this field.

If we look at the history of integrative approaches, then in the last century one of the foreign educators John Dewey put forward the following idea about the integrative approach. In his opinion, education should be based on real life experience. In Dewey's work "Experience and Education" (1938), it is emphasized that the learning process should be based on the active participation of students and strive to provide holistic knowledge by combining various subjects. Lev Vygotsky argued that in the learning process, students' knowledge and skills are formed in a social context. According to him, the integrative approach promotes interactive acquisition of knowledge and the development of independent thinking skills. The concept of "mediated learning" ensures more effective acquisition of knowledge through integrative methods. Jerome Bruner advocates the integrative approach, emphasizing the importance of providing students

with the opportunity to study various subjects in an interconnected way. In his opinion, based on the principle of "spiral learning", students should study each topic in more depth at different stages, which will increase the effectiveness of integration. Jean Piaget connects the basis of the integrative approach with the stages of cognitive development of children. According to him, students learn better knowledge based on real-life situations. Integration into fine arts helps them develop creative and abstract thinking. According to the theory of "multiple intelligences" by Howard Gardner, one of the famous scientists and leading educational psychologists of the last century, each person has a unique learning style. The connection of fine arts with other subjects (for example, mathematics, biology or history) helps develop different types of intelligence in students. In the CIS countries, a lot of work has been done on integrative approaches to fine arts, and they still serve as principles for the development of science.

From Russian scientists V.S. Kuzin: An art critic and teacher, he studied some of the problems of creative development in the process of fine art education. G.V. Labunskaya: Studied the issues of forming creative activity in fine art education. N.N. Rostovtsev: Examined the content of fine art and the problems of training fine art teachers in higher education. E.V. Shorokhov: Aimed at developing a system of creative pedagogy. BC. Shcherbakov: Those who studied the issues of creative development in fine art education. Similarly, Eastern countries are also successfully implementing integrated methods of teaching fine art. Also, E.A. Medvedeva and I.Yu. Scientists such as Levchenko conducted research in the field of art pedagogy and art therapy, studying the issues of pedagogical influence through art. The works of these scientists made a significant contribution to the development of an integrative approach to fine art education in Russia.

In the educational systems of developed Eastern countries, such as Japan and Korea, integrative approaches are used in fine arts classes. In Korea, for example, the integrative approach is implemented by teaching vocabulary related to art in calligraphy classes, a national art form, as well as a group of words related to clothing culture in classes dedicated to the Korean national costume hanbok. In Japan, the education system consists of 6 years of elementary school, 3 years of junior high school, 3 years of senior high school, and 4 years of university. Art education is important in elementary and middle school and is aimed at developing students' creative abilities. In addition, the Korea National University of Arts covers all art disciplines, including music, dance, theater, film, television, animation, fine arts, design, architecture, and Korean traditional art. Thanks to this integrative approach, students have the opportunity to receive a comprehensive education in various types of art. Professor Dong Gun of Seoul National University, South Korea, emphasized the following in his lecture at the 2025 Fine Arts Teacher Refresher Course. The professor stated that STEAM+ART is currently being implemented in Korean higher education, and that the application of fine arts in each field is effective and that such a process has a positive effect on human psychology and activity.

If we consider directly the scientific research work of our republic on integrative approaches in painting technologies in the professional development of future teachers of fine arts based on the integrative approach, then a lot of work has been done here, which is reflected in the following: For example, B.N. Oripov's work "Modern pedagogical technologies for

teaching fine arts" examines the pedagogical process that allows achieving the set goal and guaranteeing the fulfillment of this task based on the means of transferring artistic knowledge and skills by the teacher of fine arts to students. The article by Dzhamshid Kholmukhamed ogly Kadyrov discusses the importance of integrating future art teachers in improving the artistic literacy of schoolchildren. Also, the article by Rakhmonova Maftuna Abdullaevna contains comments on the competence-based approach to teaching fine arts in comprehensive schools. Among the scientists in the field of fine arts of our republic; S, Bulatov, O'Nurtayev, A, Abdirasilov, R, Gasanov, M, Nabiyev, Kh, Sultanov, N, Tolipov, B, Baimetov, D, Tulanova expressed many opinions about integrated methods in their literature and articles. However, these fruitful works indicate that there are still unresolved problems in the development of complex methods in both the fine arts and painting.

Continuing our studies, we can see that fine arts lessons are organized differently, interconnected, but the process of mastering the topics by students is characterized by different levels of mastering each type of fine arts. To solve the problem, it is necessary to attach importance to the following tasks.

1. Integration of topics between fine arts disciplines
2. Integration of fine arts and engineering graphics topics
3. Integration of fine arts and other disciplines (exact, social, humanitarian sciences)
4. Integration of methods and technologies used in fine arts lessons.

It is no secret that a lot of work has been done in European countries to integrate and integrate lessons. This process is most noticeable in school education.

However, today such integration in higher education is not enough. Taking this into account, we will be able to get closer to our goal if we can use integrated methods that will make students' mastering of specialized subjects convenient and easy, affect the effectiveness of the lesson and, ultimately, the development of their professional skills. Experiments conducted mainly with students of the Faculty of Fine Arts and Engineering Graphics of the Pedagogical Institute showed that in the process of organizing the subject "Painting" and in the process of performing practical stages, the effectiveness of the lesson is somewhat lost due to the skillful use of pencil drawing technique in the technological process of painting or due to the use of non-traditional approaches, mixing traditional painting methods and modern methods in the process of explaining the topic. Students gained self-confidence and began to work independently, using their own ideas and methods. It would not be an exaggeration to say that this process significantly increased the potential of the lesson in achieving the set goal.

The advantages of integrated methods and technologies are that the student masters interactive methods and techniques in the process of practical work. He acquires skills in using various technologies in the painting process. The process of intermethod integration is not only interesting, but also increases the effectiveness of several lessons at a time. This, in turn, has a positive effect on the professional development of the future teacher of fine arts, as well as on

the quality of assimilation of academic subjects. The integration of several methods at the same time, of course, affects the thinking, aesthetic and spiritual world of the student, as well as pedagogical abilities. This enriches his imagination. One of our main goals in education is to see future teachers of fine arts as professionally competent and masters of their craft. For the future of the new Uzbekistan, all the efforts we make for the professional development of broad-minded, thoughtful, creative, competent and enterprising young people are important. In painting technology, the learning process based on integrative methods is more closely related to the disciplines of drawing, technical drawing, geometry, art history, fine art methodology, pedagogy and psychology, and they pay attention to the mastery of the subject. When explaining the topic being studied, an integrative connection is achieved between the subjects by referring to pedagogy, psychology, art history, natural and exact sciences. The practical process of work can also be used in the process of creating color shades or writing a composition, including using pencil drawing techniques. Such integrated methods can be used as methods in the processes of working on a composition and in applied art classes. Such a situation not only guarantees that the depicted composition will be executed in an ideal solution, but also develops in students the skills of working on new ideas and solutions. Our goal is also the professional development of future fine art teachers based on integrative approaches.

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