

Pedagogical Approaches and Methods to Enhance the Effectiveness of Developing Students' Artistic and Figurative Thinking

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Abstract: This article presents information about the challenges in developing artistic and figurative thinking, as well as the researchers who have contributed to understanding this developmental process and significantly influenced the theory and practice of education worldwide. It also highlights methods that enhance the effectiveness of developing students' artistic and figurative thinking in teaching the subject "Drawing".

Keywords: world education, intellectualization of society, artistic and aesthetic creativity, giftedness, scientific project, optimization of learning, artistic and imaginative thinking, compositional construction, artistic form, plasticity, color harmony

The development of artistic and figurative thinking is an important pedagogical issue that requires attention throughout the higher education system. Artistic and figurative thinking involves the ability to create unique ideas and perspectives, as well as the ability to express them aesthetically.

One challenge in developing artistic and figurative thinking is that it requires a different approach to teaching and learning than traditional methods, which emphasize memorization and conformity. Instead, it calls for a more student-centered approach that encourages exploration, experimentation, and risk-taking.

To foster artistic and figurative thinking, teachers should implement strategies such as providing students with opportunities to engage in open-ended projects, encouraging collaboration and peer feedback, and ensuring the use of a variety of artistic media and materials.

It is important to note that the development of artistic and figurative thinking is not limited to the arts. These skills can be applied in many fields such as science, technology, engineering, and mathematics (STEM). Incorporating artistic and figurative thinking into the curriculum helps students develop the thinking and skills necessary to overcome complex problems and create innovative solutions.

Many researchers studying the development of artistic and figurative thinking in individuals have obtained valuable insights.

Elliot Eisner - a prominent American educator and art theorist, who emphasized the importance of arts education in developing students' creative abilities and critical thinking skills.

Victor Lowenfeld - an Austrian educator and art therapist who developed the theory of stages in the creative development of children's artistic self-expression.

Howard Gardner - an American psychologist known for his multiple intelligences theory, including visual-spatial intelligence, which involves the ability to think in images and pictures.

Jerome Bruner - an American psychologist who stressed the importance of storytelling and narrative methods in developing students' creative and figurative thinking.

Ken Robinson - a British educator and author who advocated for creativity in education, arguing that developing creative and figurative thinking in students should be a priority.

These researchers contributed to the understanding of how artistic and figurative thinking develops in individuals and greatly influenced education theory and practice worldwide.

Many scholars have specifically studied the development of artistic and figurative thinking in future visual arts teachers.

Howard Gardner's multiple intelligences theory, which includes visual-spatial intelligence, has been applied in art education, emphasizing the importance of teaching a broad range of artistic skills and concepts.

Betty Edwards' book "Drawing on the Right Side of the Brain" influenced art education at all levels by emphasizing the development of visual perception and figurative thinking.

Rudolf Arnheim was a renowned drawing instructor and psychologist who highlighted the importance of the perceptual process in creating and understanding art.

David Perkins studied the development of artistic and creative thinking, emphasizing the importance of teaching students both creative and critical thinking.

These scholars have contributed significantly to how artistic and figurative thinking can be developed in future visual arts teachers and have shaped effective teaching strategies.

Artistic and figurative thinking simultaneously addresses two tasks: to feel and to understand what is depicted and what is expressed. This requires comprehension of the expressiveness of compositional construction and the pictorial content of compositional methods, as well as other components of artistic form, including plasticity, structure, and color harmony.

Understanding the figurative signs communicated by the artist is fundamental to artistic and figurative thinking. For the artistic-figurative comprehension of the objective-subjective content of reality expressed in an artwork, active artistic thinking is required from the individual.

The process of artistic-figurative thinking adapts to the specific structure of a work. It synchronizes with the method, type, and genre of art. However, the perceiver always needs guidance to fully understand the artistic content. Penetrating the artistic content through instruction enables the artistic form to be "read" in its entirety, aiding in the holistic perception of the artwork's idea.

Specific psychological aspects of developing artistic and figurative thinking in future visual arts educators include:

- Characteristics of the psychological age of students;
- Individual psychological traits and types of perception;
- Dependence of intelligence, thinking, and analytical abilities on various factors;
- Reliance of artistic-figurative thinking on individual typological, subjective, and objective psychological factors;
- The scheme, system, process, stages, structure, and content of artistic-figurative thinking;
- Criteria and typical directions of artistic-figurative thinking and its multifaceted nature;
- Subjective and objective factors, such as individual-psychological, emotional-aesthetic, and psycho-pedagogical influences in the development of students' artistic-figurative thinking;
- Requirements for the teacher's psycho-pedagogical knowledge that shape the necessary artistic-figurative thinking in students.

There is a pressing need to reform the system of preparing students for professional activity by developing artistic and figurative thinking in higher education institutions in our country. This includes rational use of international innovative and technological approaches, implementation of state educational standards, qualification requirements, national educational programs aimed at training highly qualified educators, as well as innovative activities in integrative forms of education. Such reforms necessitate improving the scientifically grounded system of developing students' artistic and figurative thinking. Consequently, this requires enhancing methods for developing artistic and figurative thinking during the teaching of drawing, a key subject within higher education's visual arts field. It also demands a responsible approach to improving education quality, curriculum design,

development of new teaching models, and in-depth study of issues related to teaching methods in visual arts education.

Considering this, numerous projects can be implemented to foster the development of artistic and figurative thinking in students specializing in visual arts. Examples include:

- Collaborative art projects: Encourage students to work together on artistic projects requiring cooperation and communication, helping develop artistic thinking as well as teamwork and communication skills.
- Experimental art projects: Encourage students to experiment with different art forms, materials, and techniques to develop creative abilities and problem-solving skills.
- Art research projects: Encourage students to research and analyze works of various artists, art movements, and art theories, helping them deepen their understanding of art history and theory, and develop critical thinking and analytical skills.
- Community art projects: Encourage students to work on projects engaging the local community, fostering social skills and the ability to think about art in a broader context.
- Portfolio projects: Encourage students to create portfolios of their work, which helps develop organizational skills and reflect on their artistic development over time.

Many different projects can help develop artistic and figurative thinking in students studying visual arts. It is crucial to create a supportive and creative educational environment that encourages risk-taking, experimenting with new ideas, and developing a personal artistic style.

Significant work is being done in the educational sphere to develop artistic and figurative thinking in visual arts students. Some examples include:

- Integration technologies: Many schools use digital tools such as graphic design software, 3D modeling programs, and virtual reality platforms to help students develop their visual and artistic skills. These tools offer opportunities for collaboration and experimentation.
- Interdisciplinary education: Many institutions encourage interdisciplinary learning where students from different fields collaborate on projects requiring artistic and visual thinking skills. For example, visual arts students may work with architecture or engineering students on installations or sculptures.
- Critical thinking: Many art educators emphasize critical thinking skills in their programs by teaching students to analyze and evaluate artworks, encouraging deeper reflection on their meaning and content. This deepens understanding of the artistic process and nurtures individual artistic vision.
- Experience exchange and learning: Many art programs offer experiential learning opportunities such as internships, residencies, and study abroad programs, allowing students to gain practical experience in diverse artistic contexts and develop their artistic and visual thinking skills in real-world settings.

In conclusion, by studying the contributions of researchers who have enhanced our understanding of artistic and figurative thinking development, especially in future visual arts teachers, and by examining numerous projects and technologies, it becomes clear that these initiatives greatly support the development of artistic and figurative thinking in visual arts students worldwide.

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