

LANDSCAPE COMPOSITION IN VISUAL ARTS

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Abstract: This article examines the role of art therapy in the educational process of higher education institutions, particularly in visual arts classes. The main methods of art therapy, their impact on students' emotional well-being, the development of creative abilities, and the formation of professional competencies are highlighted. The article also analyzes the results of applying art-therapeutic approaches in educational practice.

Keywords: art therapy, visual arts, higher education, creative development, pedagogy, emotional state, creativity.

Introduction

The modern higher education system is focused not only on the transmission of knowledge but also on the comprehensive development of students' personalities. In this context, the use of innovative pedagogical technologies becomes particularly relevant, one of which is art therapy. Within visual arts classes, this approach helps reveal students' inner potential, reduce stress levels, and foster sustainable motivation for learning. In contemporary higher education, special attention is paid to the development of students' creative thinking and artistic perception. One of the key areas in the training of future specialists in visual arts is the formation of composition skills, particularly landscape composition.

Landscape composition is not merely a depiction of nature but a thoughtfully and artistically organized space in which all elements are subordinated to a single idea and the author's concept. The ability to construct a composition competently enables students to convey spatial depth, mood, and emotional states through artistic images. The relevance of this topic is determined by the need to improve methods of teaching visual arts in accordance with modern pedagogical approaches. Particular importance is attached to developing students' observation, analytical, and creative thinking skills, which contribute to their professional growth. The aim of this study is to investigate the features of landscape composition construction and determine effective methods for teaching it within the higher education system. To achieve this goal, the following tasks were identified: to study the theoretical foundations of composition, examine the principles of landscape construction, and analyze practical methods of teaching students the skills of creating artistic compositions.

Discussion and Methods

The study employed both theoretical and practical research methods,

including analysis of scientific literature, observation, pedagogical experimentation, and comparative analysis. The following art-therapeutic methods were applied in visual arts classes: Free drawing; Work with color and form; Collage-making; Creation of thematic artistic compositions; Visualization of emotional states. Special attention was paid to creating a favorable psychological atmosphere in which students could freely express their feelings and thoughts through artistic imagery. The study also focused on analyzing pedagogical approaches to teaching landscape composition in higher education. The discussion is based on comparing traditional and modern methods of teaching visual arts and examining their effectiveness in developing students' creative abilities. The following research methods were used:

- Theoretical analysis of scientific and methodological literature;
- Pedagogical observation;
- Practical classes;
- Experimental methods.

The theoretical analysis made it possible to identify the main principles of landscape composition, such as unity, balance, rhythm, contrast, and dominance. The practical part of the study included conducting classes with students using various teaching methods. In particular, tasks aimed at developing compositional thinking were employed, including creating landscapes from imagination, working from nature, producing sketches, and creating thematic compositions. A special place was given to the step-by-step teaching method, through which students sequentially mastered the basic elements of composition: identifying the compositional center, arranging objects on a plane, conveying perspective, and working with color. Interactive teaching methods aimed at stimulating students' creative activity were also used. These included collective discussions of artworks, analysis of artistic works, and independent creative projects. Thus, the combination of theoretical and practical methods allowed for a more effective organization of the educational process and contributed to the development of stable landscape composition skills among students.

Analysis of the Results Obtained

The results of the study demonstrated that the use of art therapy in visual arts classes has a positive impact on students. In particular:

- ✓ The level of creative activity increased;
- ✓ Levels of anxiety and emotional tension decreased;
- ✓ Communication skills improved;
- ✓ A deeper understanding of artistic processes was formed;
- ✓ Motivation for learning increased.

In addition, students demonstrated greater independence and initiative in completing creative assignments. The conducted research also revealed the positive impact of systematic instruction in landscape composition on the development of

students' artistic and professional skills. During practical classes and pedagogical experiments, results were obtained indicating a significant improvement in students' compositional thinking. Analysis of student works showed that most students became more conscious in constructing compositions, correctly identifying compositional centers, considering the laws of balance and rhythm, and effectively using expressive means. Their understanding of linear and aerial perspective improved, enabling them to convey spatial depth more convincingly in landscape compositions. Furthermore, the development of color perception and the ability to work with color schemes was observed. Students became more confident in using color contrast and harmony to convey mood and emotional states in their works.

An important result was the increase in students' independence and creative activity. They began to take greater initiative in selecting themes, experimenting with artistic means, and striving to develop an individual style. Improvement in communication skills was also observed during collective discussions and analysis of artworks, contributing to the development of critical thinking and the ability to express opinions in a reasoned manner. Thus, the obtained results confirm the effectiveness of a comprehensive approach to teaching landscape composition and demonstrate its significant role in the professional training of students in the field of visual arts.

Conclusion

Thus, art therapy is an effective tool in the higher education system, especially within the teaching of visual arts. It contributes not only to the development of creative abilities but also to the harmonization of students' emotional well-being. The integration of art-therapeutic methods into the educational process improves the quality of education and creates conditions for students' personal growth.

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