TEACHING VISUAL ARTS IN GRADES 5–7 USING DIGITAL TECHNOLOGIES IN GENERAL SECONDARY SCHOOLS: METHODOLOGICAL APPROACHES

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Annotation: This article analyzes methodological approaches for teaching visual arts to students in grades 5–7 in general secondary schools using digital technologies. It explores strategies for organizing interactive lessons, developing students' creative and practical skills, and implementing individualized teaching methods. The study highlights the effective application of modern pedagogical technologies in visual arts education.

Keywords: Visual arts, digital technologies, methodological approaches, grades 5–7, interactive lessons, creative skills, modern pedagogy.

Information and communication technologies (ICT) have fundamentally transformed the educational process and play a significant role in enhancing students' learning abilities. Teaching visual arts in grades 5–7 using digital technologies allows students to develop visual and creative thinking, make lessons more interactive, and acquire practical skills. Multimedia resources, virtual galleries, digital drawing software, and animations enrich the learning process, making it engaging and motivating. Therefore, integrating digital technologies into visual arts education is a current and relevant issue in modern pedagogy.

Teaching visual arts to students in grades 5–7 using digital technologies in general secondary schools represents a modern pedagogical approach that enhances both creativity and technical skills. The use of digital tools allows lessons to become more interactive and engaging, while also fostering students' visual thinking, artistic abilities, and practical competencies. Digital technologies facilitate easier explanation of complex artistic concepts, enabling students to experiment with colors, shapes, and compositions more effectively.

Digital tools enrich the visual content of lessons. Students can use tablets, interactive whiteboards, computer graphics software, and online galleries to create drawings, select color schemes, and develop compositions. This approach encourages visual thinking, experimentation with forms, and exploration of color harmony. Additionally, digital technologies provide immediate feedback, allowing teachers to assess students' progress and guide their creative development in real time. Such interactive methods increase students' involvement in lessons and enhance their motivation to learn.

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Organizing interactive lessons is a crucial aspect of incorporating digital technologies. Through virtual galleries and online tours, students become familiar with the works of renowned artists, analyze different artistic styles, and draw inspiration for their own projects. Drawing and design software allows students to create and modify compositions, experiment with colors, and adjust visual balance. These digital tools not only foster creativity but also enhance technical skills necessary for creating artwork in both digital and traditional formats.

The use of multimedia presentations, animations, and video materials further enriches the visual experience of lessons. Complex artistic concepts can be demonstrated visually, making them easier for students to comprehend. Online platforms also enable teachers to assess students' knowledge quickly and interactively, providing instant feedback that promotes engagement and motivates students to actively participate in lessons.

Digital technologies support the development of both creative and practical skills. For example, creating virtual artwork allows students to explore their imagination, test color combinations, and study compositional balance. Students can save and share their digital projects, which also encourages collaboration and the development of social skills. Practical skills, such as mastering drawing techniques, using geometric forms, and organizing compositions, are reinforced when students work with digital tools. This combination of theoretical knowledge and practical experience creates a comprehensive learning environment that nurtures artistic competence.

Individualization is another significant benefit of using digital technologies. Each student can progress at their own pace, creating drawings or compositions independently. This personalized approach increases students' engagement and supports self-directed learning. Moreover, digital platforms allow students to review each other's work, provide constructive feedback, and engage in collaborative artistic discussions, promoting social and communicative skills alongside creative development.

From a methodological perspective, several recommendations are essential for effective use of digital technologies in visual arts education. Lessons should allocate sufficient time for using digital tools, consider students' age and developmental characteristics when preparing interactive materials, and include strategies for assessing and encouraging creative work. Multimedia content should be introduced gradually to avoid overwhelming students, and digital tools should complement, rather than replace, traditional artistic methods. Balancing technology with hands-on drawing ensures that students develop both digital and traditional artistic competencies.

Integrating digital technologies into visual arts lessons also enables teachers to design interdisciplinary projects that connect art with other subjects, such as history, literature, or science. For example, students can create digital representations of historical events, visualize literary descriptions, or explore patterns and symmetry in

nature. Such interdisciplinary projects enhance students' critical thinking, problem-solving abilities, and creativity, while making lessons more meaningful and engaging.

Furthermore, digital tools support collaboration and peer learning. Students can work together on digital projects, share ideas, and participate in group critiques. This approach fosters teamwork, communication, and mutual respect, while encouraging students to consider different perspectives and refine their artistic expression. Collaborative digital projects also allow students to develop leadership and organizational skills as they plan, create, and present their work collectively.

The implementation of digital technologies in visual arts education requires teacher training and ongoing professional development. Educators must be familiar with relevant software, interactive platforms, and multimedia resources to effectively guide students and integrate technology into the curriculum. Schools should provide technical support and ensure access to necessary devices and software to maximize the benefits of digital learning tools.

Overall, teaching visual arts in grades 5–7 using digital technologies enhances the quality of education and supports the development of students' creative, visual, and practical abilities. Digital tools make lessons interactive and engaging, allow for individualized learning, and foster collaboration and social skills. By combining traditional artistic methods with modern technologies, teachers can create a balanced, innovative, and stimulating learning environment. This approach not only nurtures students' artistic competence but also prepares them for the digital world, equipping them with the skills and confidence to express their creativity in multiple formats.

In conclusion, the integration of digital technologies into visual arts education in general secondary schools provides a modern, pedagogically sound method that improves student engagement, creativity, and practical skills. It encourages independent thinking, collaborative work, and the application of knowledge in meaningful ways. Implementing these approaches ensures that students develop not only artistic competencies but also critical 21st-century skills necessary for lifelong learning and creative problem-solving.

The integration of digital technologies into visual arts education for students in grades 5–7 in general secondary schools is a modern and effective pedagogical approach. Digital tools make lessons more interactive, engaging, and visually stimulating, allowing students to develop both creative and practical skills. Interactive platforms, virtual galleries, multimedia resources, and digital drawing software enhance students' visual thinking, artistic abilities, and experimentation with color and composition.

Using digital technologies also allows for individualized learning, enabling each student to progress at their own pace while receiving guidance and feedback. Collaborative digital projects foster teamwork, communication, and social skills, while encouraging students to consider diverse perspectives and refine their artistic

expression. By combining traditional art methods with modern digital tools, teachers can create a balanced, innovative, and stimulating learning environment.

In summary, teaching visual arts with digital technologies not only develops students' artistic competencies but also equips them with critical 21st-century skills, including creativity, problem-solving, and collaboration. This pedagogical approach prepares students to apply their knowledge in meaningful ways, promotes independent thinking, and fosters a lifelong engagement with the arts.

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