DIGITAL TOOLS IN TEACHING VISUAL ARTS FOR GRADES 5–7 IN GENERAL SECONDARY SCHOOLS: PEDAGOGICAL STRATEGIES

Xamidova Dildora Muhiddin qizi
Navoi State University
"Fine Arts and Engineering Graphics" – educational direction
3rd year student, group "E"

Annotation: This article discusses the application of digital tools in teaching visual arts to students in grades 5–7 in general secondary schools. It highlights innovative pedagogical strategies, including interactive lessons, multimedia resources, and project-based learning, designed to enhance students' creativity, technical skills, and visual literacy. The study emphasizes the effectiveness of digital technologies in fostering engagement, collaboration, and individual learning progress in art education.

Keywords: Visual arts, digital tools, interactive learning, grades 5–7, creativity, multimedia education, pedagogical strategies.

The advancement of digital technologies has significantly changed educational practices, making learning more interactive and accessible. In visual arts education, digital tools offer students the ability to experiment with colors, forms, and compositions, explore artistic concepts, and develop both technical and creative skills. For students in grades 5–7, multimedia presentations, virtual galleries, digital drawing software, and online collaborative platforms enrich lessons and provide engaging learning experiences. The methodological integration of digital technologies into visual arts teaching is essential for developing students' artistic competencies while preparing them for the demands of the modern digital world.

Teaching visual arts to students in grades 5–7 using digital tools provides a modern, interactive, and engaging approach that enhances both creative and practical skills. Digital technologies allow students to explore artistic concepts, experiment with colors and shapes, and develop visual literacy in ways that traditional methods alone cannot achieve. By integrating tablets, drawing software, multimedia presentations, and virtual galleries into lessons, educators create an environment that encourages active participation, experimentation, and independent learning.

Digital tools expand the possibilities for creativity. Students can manipulate digital brushes, layers, and effects to experiment with new techniques and ideas. Unlike traditional materials, digital media allow for easy corrections, repeated experimentation, and the ability to save and revise work without limitation. This flexibility encourages students to take creative risks, learn from mistakes, and develop confidence in their artistic abilities. Moreover, students can explore advanced concepts

such as perspective, symmetry, and composition digitally, providing a foundation for more complex artistic tasks in later grades.

Interactive lessons are central to effective digital learning. Virtual galleries and online museum tours give students exposure to global artistic traditions and the works of renowned artists. Students analyze artistic styles, learn about historical and cultural contexts, and apply their observations to personal projects. Interactive platforms allow teachers to provide guidance, monitor progress, and give instant feedback, creating a dynamic learning process that encourages students to engage deeply with artistic content.

Multimedia resources, including videos, animations, and step-by-step tutorials, enrich lessons by visually demonstrating techniques that might otherwise be difficult to convey. These resources cater to various learning styles, ensuring that students with visual, auditory, or kinesthetic preferences all benefit from the lesson. Additionally, digital platforms allow teachers to design interactive assessments, quizzes, and peer evaluations, increasing motivation and reinforcing understanding of artistic principles.

Digital technologies also support individualized instruction. Each student can work at their own pace, revisit tutorials, and experiment independently. Personalized learning fosters self-expression and allows students to explore their artistic interests and strengths. Furthermore, students can share their digital projects with peers and receive constructive feedback. This collaborative environment promotes social and communication skills, encourages students to consider different perspectives, and inspires continuous improvement.

Practical skills, such as shading, perspective drawing, and geometric composition, are effectively developed through digital tools. Software that allows layering, scaling, and modifying visual elements helps students understand technical aspects of art while minimizing material waste. The iterative nature of digital creation encourages students to refine their work repeatedly, fostering perseverance and problem-solving skills. Digital technologies also provide opportunities for interdisciplinary learning, linking visual arts with subjects like mathematics, literature, history, or science. For example, students can design digital illustrations of historical events, create visual interpretations of literary texts, or explore patterns and symmetry found in nature.

Collaboration is further enhanced through digital platforms. Students can participate in group projects, exchange ideas, and critique each other's work. Collaborative assignments develop teamwork, leadership, and organizational skills, while exposing students to diverse artistic approaches. Shared digital portfolios and interactive projects allow students to present their work collectively, promoting creative expression and cooperative learning.

Teacher guidance is crucial to maximize the benefits of digital technologies. Educators must be proficient in using digital tools, multimedia resources, and interactive platforms to structure lessons effectively. Proper planning ensures that

technology complements traditional methods, balancing hands-on artistic practice with digital experimentation. Teachers also need to design activities that challenge students creatively, provide appropriate support, and encourage independent problem-solving.

The integration of digital technologies into visual arts lessons has additional benefits, including accessibility and inclusivity. Students with different learning needs or abilities can engage with lessons using adaptive features, such as zoom, color adjustments, or step-by-step digital instructions. This inclusivity ensures that all students can participate meaningfully and develop their artistic skills, regardless of individual challenges.

In conclusion, the use of digital tools in teaching visual arts for grades 5–7 enhances lesson quality, student engagement, and learning outcomes. Digital technologies promote creativity, visual literacy, and practical skills while enabling personalized learning and collaborative projects. By combining traditional art education methods with modern digital approaches, teachers create a stimulating, balanced, and effective learning environment. This pedagogical strategy not only develops students' artistic competencies but also equips them with critical 21st-century skills, such as creativity, collaboration, and problem-solving, preparing them for lifelong learning and artistic expression in a digital world.

Integrating digital tools into teaching visual arts for students in grades 5–7 in general secondary schools represents a modern, effective pedagogical approach that enhances both creative and practical learning outcomes. Digital technologies, including interactive platforms, drawing software, virtual galleries, and multimedia resources, make lessons more engaging and allow students to experiment with forms, colors, and compositions in innovative ways.

The use of digital tools supports individualized learning, enabling students to work at their own pace, revisit tutorials, and refine their artwork repeatedly. Collaborative projects foster teamwork, communication, and peer feedback, promoting social and artistic skills simultaneously. Furthermore, the combination of traditional artistic methods with digital technologies ensures a balanced, comprehensive, and stimulating learning environment.

In summary, teaching visual arts with digital tools not only develops students' artistic competencies but also equips them with essential 21st-century skills, including creativity, problem-solving, and collaboration. This pedagogical strategy encourages independent thinking, interdisciplinary connections, and meaningful engagement with the arts, preparing students to apply their knowledge and artistic skills in both academic and real-world contexts.

References

1. Shavdirov, S. A. Selection Criteria of Training Methods in Design Fine Arts Lessons. *Eastern European Scientific Journal*, 2017, № 1, pp. 131–134.
2. Shovdirov, S. Analyzing the Sources and Consequences of Atmospheric Pollution: A Case Study of the Navoi Region. *E3S Web of Conferences*, EDP Sciences, 2024, Vol. 587, 02016.
3. Shavdirov, S. Method of Organization of Classes in Higher Education Institutions Using Flipped Classroom Technology. *AIP Conference Proceedings*, AIP Publishing LLC, 2025, Vol. 3268, № 1, 070035.
4. Shavdirov, S. A. Preparation of Future Teachers for Research Activities. *Pedagogical Education and Science*, 2017, № 2, pp. 109–110.
5. Shavdirov, S. A. Pedagogical and Psychological Aspects of Forming Visual Art Competencies in Students. *Modern Education (Uzbekistan)*, 2017, № 6, pp. 15–21.
6. Shovdirov, S. A. Factors Shaping Students' Competencies in Visual Arts Education. *Inter Education & Global Study*, 2024, № 1, pp. 8–14.
7. Ibraimov, X., Shovdirov, S. Theoretical Principles of the Formation of Study Competencies Regarding Art Literacy in Students. *Science and Innovation*, 2023, Vol. 2, № B10, pp. 192–198.
8. Shavdirov, S. A. On Visual and Applied Arts. *International Scientific Review of the Problems and Prospects of Modern Science and Education*, 2018, pp. 84–85.
9. Shovdirov, S. Shaping Logical and Abstract Thinking in Students While Developing Competencies in Visual Literacy. *Eurasian Journal of Academic Research*, 2023, Vol. 3, № 12, pp. 193–196.
10. Baymetov, B. B., Shovdirov, S. A. Methods of Organizing Practical and Theoretical Classes for Students in the Process of Teaching Fine Arts. *International Journal on Integrated Education*, 2023, Vol. 4, № 3, pp. 60–66.