



UDK: 378.147:001.89

GENRE COMPOSITION “THE JOY OF CHILDHOOD” ARTISTIC AND METHODOLOGICAL APPROACHES TO ITS CREATION

Mo'minov Baxtiyor Karamatovich

Senior Lecturer, Department of Fine Arts

Termiz State Pedagogical Institute

mo'minobbaxtiyor@gmail.ru

ORCID: 0009-0000-6391-3542

Abstract: *Genre composition occupies an important place in fine arts education because it enables students to represent everyday life, human relationships, emotions, and social experiences through a coherent visual narrative. The theme “The Joy of Childhood” provides particularly rich opportunities for developing students’ creative imagination and compositional thinking. This article examines the artistic and methodological principles involved in creating a genre composition dedicated to childhood, happiness, friendship, play, and family relationships. Particular attention is given to the development of the artistic concept, selection of characters, organization of the compositional center, movement and rhythm, color relationships, spatial construction, and emotional expressiveness. The article also discusses pedagogical methods for teaching students to create genre compositions, including observation, preliminary sketching, visual analysis, teacher demonstration, creative experimentation, and individual correction.*

Keywords: *genre composition, childhood, artistic image, composition, creative imagination, fine arts education, color, visual narrative, aesthetic education, artistic expression.*

INTRODUCTION

Genre composition is one of the important forms of visual art in which scenes from everyday life are transformed into meaningful artistic images. Unlike a simple depiction of individual objects or people, genre composition requires the artist to organize several elements into a unified visual and emotional narrative. The theme of childhood is especially valuable in this context. Childhood is commonly associated with joy, curiosity, friendship, play, discovery, and emotional openness. These characteristics provide artists with a wide range of opportunities for creating dynamic and expressive compositions[2,3]. The theme “The Joy of Childhood” can be interpreted through various situations: children playing outdoors, spending time with friends, communicating with parents, discovering nature, participating in creative activities, or enjoying traditional games. The choice of situation determines the emotional character and compositional structure of the artwork[1,4,5].

For students of fine arts, such a topic is pedagogically significant because it does not require mechanical reproduction of reality. Instead, learners must observe life, select the most expressive moment, transform personal impressions into an artistic idea, and organize visual elements according to the principles of composition. The creation of a genre composition also develops students’ ability to think narratively. They must decide who the characters are, what they are doing, how they interact, and what emotional atmosphere should dominate the artwork. Therefore, genre composition combines drawing, painting, composition, observation, imagination, and storytelling. The purpose of this article is to examine the artistic principles and teaching methodology for creating the genre composition “The Joy of Childhood” and to identify effective

approaches for developing students' creative and compositional abilities. The central idea of the composition should communicate the emotional atmosphere of childhood rather than merely depict a group of children[1]. The selected concept should determine the characters, setting, color palette, gestures, facial expressions, and compositional rhythm. For example, a scene depicting children playing in a park can emphasize movement, freedom, and interaction with nature. A composition showing children engaged in a creative activity can emphasize concentration, cooperation, and imagination. A family-centered scene can communicate warmth, security, and affection.

Therefore, before beginning the artwork, students should formulate the main message of their composition in one or two sentences. This helps them maintain unity throughout the creative process. A successful genre composition requires careful organization of all visual elements. The artist must establish a clear hierarchy so that the viewer immediately understands the main subject of the scene. The compositional center should generally contain the most important action or interaction. Other figures and objects should support this central idea rather than compete with it. Several compositional principles are particularly important. The arrangement of figures, trees, buildings, furniture, or other environmental elements should create visual balance. Excessive concentration of objects on one side of the picture may make the composition unstable. Repeated gestures, figures, objects, or color accents can create visual rhythm. In a childhood scene, rhythm may be created through the movement of running children, repeated toys, trees, or patterns in clothing. Contrast can be achieved through differences in size, color, light, direction, and movement. For example, an active central

group may be contrasted with a quieter background. All parts of the composition must contribute to the same emotional and thematic idea. The characters, environment, color palette, and lighting should work together to communicate the joy of childhood[5].

Human figures are the central expressive elements of most genre compositions. When depicting children, students should pay attention to age-related proportions, posture, gestures, and characteristic movements. However, the primary goal is not to reproduce anatomical details with photographic precision. Instead, the figures should convincingly communicate the action and emotional state of the characters. Gesture sketches are particularly useful during the preparatory stage. Quick sketches allow students to capture movement without becoming distracted by unnecessary details. Color plays an essential role in communicating the atmosphere of "The Joy of Childhood." A cheerful theme may be supported by a harmonious palette containing warm and lively colors, although the choice should depend on the particular artistic concept. Students should understand that color is not simply decorative. It influences the emotional perception of the entire composition. Warm colors can create feelings of energy and closeness, while cooler colors may be used to establish spatial depth, balance, or atmospheric contrast. Bright accents can attract attention toward the compositional center. The teacher should encourage students to avoid excessive use of isolated bright colors. Instead, colors should be repeated or connected throughout the composition so that the entire artwork remains visually unified. The environment is an important component of a genre composition because it provides context for the characters and supports the narrative. Students should avoid filling the

background with unnecessary objects. Each element should have a compositional or narrative purpose. Spatial depth can be created through the use of foreground, middle ground, and background. Differences in scale, overlap, tonal contrast, and detail can further strengthen the impression of space. Several teaching methods can be effectively combined when working on this theme[4].

- ✓ **Observation method.** Students observe real situations involving children and analyze natural gestures, movements, and interactions.
- ✓ **Demonstration method.** The teacher demonstrates how to develop a composition from a small sketch to a finished artwork.
- ✓ **Comparative analysis.** Students compare several compositional solutions and identify their strengths and weaknesses.
- ✓ **Creative problem-solving.** Learners are encouraged to find individual solutions rather than reproduce a predetermined composition.
- ✓ **Collaborative discussion.** Students present their ideas to classmates and receive constructive feedback.
- ✓ **Individual correction.** The teacher provides personalized recommendations concerning composition, anatomy, color, or technique.

These methods help create a student-centered learning environment in which learners develop both technical skills and artistic independence. Students may encounter several difficulties while creating a genre composition. One common problem is the **absence of a clear compositional center**. When all figures and objects receive equal emphasis, the viewer may find it difficult to identify the main action. This

can be corrected through changes in scale, contrast, position, and color. Another problem is **excessive detailing at the beginning of the work**. Students should first establish large shapes and relationships before concentrating on individual objects.

Incorrect figure proportions can also weaken the composition. Regular anatomical exercises and gesture sketches can help overcome this problem. A further difficulty is **color fragmentation**. Students sometimes use many unrelated colors, resulting in a lack of harmony. Repeating selected colors throughout the composition can create greater unity. Finally, some students may reproduce a familiar scene without developing an individual artistic idea. Teachers should encourage them to introduce personal observations, original compositional solutions, and meaningful details. The theme “The Joy of Childhood” has considerable educational value. It encourages students to explore positive human relationships and develop sensitivity toward everyday emotional experiences. The theme can also encourage students to recognize the artistic potential of ordinary life. Everyday childhood activities can become meaningful subjects when interpreted through a thoughtful visual composition[4,6].

RESULTS AND DISCUSSION

The application of a structured methodology demonstrates that students achieve better compositional results when creative work is divided into clearly defined stages. Preliminary sketches help them avoid structural mistakes, while figure studies improve the naturalness of movement and interaction.

The integration of drawing and color exercises also contributes to stronger artistic results. Students who first establish the structure of

figures and the spatial organization of the scene are better able to concentrate on emotional expression and color harmony during the final stages. An important pedagogical outcome is the development of students' independence. Rather than copying a teacher's example, learners gradually learn to generate their own ideas, evaluate alternative solutions, and make conscious artistic decisions. The theme of childhood also creates favorable conditions for emotional engagement. Because students can connect the subject with personal memories and observations, they often demonstrate greater motivation and willingness to experiment with composition and color.

CONCLUSION

The genre composition "The Joy of Childhood" provides broad opportunities for developing students' artistic and creative abilities. The theme combines everyday observation with emotional expression and allows students to explore relationships between figures, environment, color, movement, and narrative. Effective teaching should proceed from the development of an artistic idea to preliminary sketches, figure studies, compositional construction, tonal organization, color development, and final refinement. The teacher's role is to guide students through these stages while preserving opportunities for individual interpretation. Particular importance should be given to compositional balance, the expressive role of figures, color harmony, spatial depth, and the creation of a clear emotional center. When these elements are carefully coordinated, students can transform an ordinary childhood scene into a convincing and expressive work of art. Thus, the study and creation of genre compositions on the theme "The Joy of Childhood" is not only a means of developing technical skills but also an effective method

of cultivating imagination, aesthetic perception, emotional sensitivity, and independent artistic thinking.

REFERENCES

1. Arnheim, R. (1974). *Art and Visual Perception: A Psychology of the Creative Eye*. Berkeley: University of California Press.
2. Dewey, J. (1934). *Art as Experience*. New York: Minton, Balch & Company.
3. Mominov B. K. Vol. 12 No. 09 (2025): Ethiopian International Journal of Multidisciplinary Research //ANALYSIS OF ARCHITECTURAL ELEMENTS AND THEIR FUNCTIONAL. 2025-374-377 betlar.
4. Mominov B. K. Vol. 12 No. 11 (2025) International Multidisciplinary Journal for Research & Development. THE AESTHETIC APPROACH TO STUDENTS' EDUCATION THROUGH THE DEPICTION OF MOUNTAIN LANDSCAPES. 2025-139-142 betlar.
<https://www.ijmrd.in/index.php/imjrd/article/view/399>
5. Baxtiyor M., Ilxomjon M. GRAPHIC PROGRAMS USED IN THE LEARNING PROCESS, AS WELL AS THE CAPABILITIES OF AUTOCAD AND 3D MAX GRAPHICS PROGRAMS //Universum: технические науки. 2021. – №. 11-5 (92). – С. 92-94.
6. Karamatovich M. B. THE PLACE AND SIGNIFICANCE OF FINE ARTS TODAY //Zbiór artykułów naukowych recenzowanych. C. 105.