

USING COLOR TO CREATE AN EMOTIONAL ENVIRONMENT IN VISUAL ARTS LESSONS

Dadamirzayeva Dilbarxon Bakhtiyor qizi

Master's Student of Namangan State Pedagogical Institute

Abstract: *This article analyzes the psychological and pedagogical aspects of using color to create an emotional environment in visual arts lessons. Colors have a direct influence on students' mood, emotional state, and creative activity, thereby increasing lesson effectiveness. The paper highlights effective methods of working with color, including warm and cool colors, color contrast and harmony, color expression accompanied by music, color combinations, and elements of art therapy. Conscious and purposeful use of color contributes to the development of students' motivation, creative thinking, and aesthetic perception. Moreover, the systematic integration of color psychology into lessons is considered a significant factor in enhancing pedagogical effectiveness.*

Keywords: *visual arts, color psychology, emotional environment, pedagogical approach, creative activity, art therapy, color contrast, motivation, aesthetic perception.*

INTRODUCTION

In contemporary education, special attention is given to the holistic development of the individual, creative thinking, and the formation of aesthetic perception. In particular, visual arts lessons play an important role not only in developing technical skills but also in fostering emotional sensitivity, emotional perception, and artistic thinking. During artistic activities, expressive elements such as color, form, and composition have a direct impact on a child's psyche, evoke positive emotions, and stimulate creative engagement.

Color is one of the most significant means of artistic expression, forming various psychological associations and emotional reactions in human consciousness. Psychological research has demonstrated that color affects perception, mood, motivation, memory, and attention. Especially in children's artistic activity, the appropriate selection and harmony of colors determine the emotional atmosphere of the lesson and enhance students' interest and activity. Consequently, teachers are required to understand color psychology and apply it purposefully in the educational process.

The relevance of this topic lies in the growing need within the school education system to support students' psychological well-being, create a positive classroom atmosphere, and implement learner-centered educational technologies. Conscious use of color in visual arts lessons strengthens emotional balance, self-confidence, self-expression, and aesthetic enjoyment among students. Therefore, color psychology is regarded as one of the essential directions of pedagogical practice.

The purpose of this article is to analyze the psychological and didactic foundations of using color to create an emotional environment in visual arts lessons, to describe effective methods, and to highlight the role of color in students' creative activity. The paper examines color psychology, artistic perception, and pedagogical influence mechanisms

based on theoretical sources, offers practical recommendations, and discusses possibilities for classroom application.

Color is a fundamental expressive means in visual arts and has a direct impact on the human psyche. From a physical perspective, color represents visible light waves; biologically, it is perceived through the activity of cone cells in the retina. Psychologically, color shapes mood, emotional state, and motivation. In visual arts, color functions not only as a means of spatial representation, contrast, and composition but also as an expression of emotional experience and artistic thinking.

Colors evoke different emotions: red symbolizes energy and activity, yellow represents joy and optimism, blue conveys calmness and stability, and green signifies balance and natural harmony. Children are particularly sensitive to color and frequently use it to express their emotions. Therefore, the conscious selection and harmonious use of color significantly enhance lesson effectiveness.

Scientific theories also confirm the psychological importance of color. Goethe studied the emotional effects of warm and cool colors; Kandinsky associated colors with inner states and “inner sound”; Lüscher developed a test to identify emotional states through color preference; and Lowenfeld examined the role of color in children’s creative development and emotional expression.

In children’s perception, color often dominates over form, stimulating imagination, enhancing creative thinking, and supporting self-expression. Effective use of color in visual arts lessons helps maintain emotional balance, increase self-confidence, and develop communicative abilities.

The emotional environment is a key factor influencing students’ motivation, creative activity, and interest in learning. In a positive psychological atmosphere, children create freely, are not afraid of making mistakes, and strive to express emotional experiences. Conversely, a negative or tense environment limits emotional engagement.

Several factors contribute to creating an emotional environment: a supportive teaching approach, opportunities for free creative activity, a visually rich and colorful setting, positive peer interaction, the use of diverse materials, as well as music and lighting. These factors foster confidence, interest, and aesthetic enjoyment.

The teacher, as the main initiator of the emotional atmosphere, shapes the mood of the lesson. Through speech, facial expressions, and individualized approaches, the teacher motivates students, encourages free communication, and evokes emotions through visual examples.

The physical environment also plays an important role. Colorful boards, paints, markers, pastels, colored paper and cardboard, visual reproductions, and natural objects (flowers, fruits, toys) enliven lessons, increase student interest, and stimulate creative activity. A colorful and positive environment thus contributes significantly to students’ aesthetic perception and emotional development.

Methods of Using Color in Visual Arts Lessons

Color is one of the most powerful expressive tools in art, shaping emotional experience, aesthetic pleasure, and creative motivation. Conscious use of color in visual arts

lessons enhances the emotional environment and increases students' interest and engagement. The following effective methods are outlined below.

Working with Warm and Cool Colors

Warm colors (red, yellow, orange, pink) express energy, movement, joy, and excitement. Cool colors (blue, green, violet) create a calming, balanced, and tranquil mood.

Suggested classroom activities include:

- drawing a “joyful mood” using warm colors;
- creating a “peaceful landscape” using cool colors;
- composing artworks that harmonize both color groups.

These exercises help students perceive the relationship between color and mood.

Color Contrast and Harmony

Contrast refers to sharp differences between colors, enhancing expressiveness and emphasizing forms. Harmony indicates a balanced and coherent relationship among colors.

Types of contrast applied in lessons include:

- warm–cool contrast;
- light–dark contrast;
- saturated–desaturated color contrast.

Tasks may include:

- highlighting a main object through contrast in still-life drawing;
- achieving harmony between background and object;
- expressing emotions by comparing two colors.

This method develops students' color sensitivity.

The Relationship Between Color and Emotion

Each color conveys specific emotional signals:

- yellow – joy, energy;
- blue – calmness, trust;
- red – strength, excitement;
- green – natural balance;
- violet – imagination and mystery.

Discussions, comparisons, and real-life associations enhance emotional perception.

Color Expression Accompanied by Music

There is a natural harmony between music and color. Rhythm, tempo, and intensity stimulate expressive color use.

Recommended activities include:

- using warm colors with lively music;
- applying cool colors with calm music;
- selecting a color palette that matches musical mood.

Such activities balance emotions and reduce stress.

Color Combinations and Composition

Color is inseparable from composition. Lessons focus on:

- color balance;
- primary and secondary colors;
- focal points;

□ relationships between background and objects.

Students perceive artworks as unified wholes.

Elements of Color Therapy

Art therapy uses color to improve emotional well-being and self-expression. Lesson elements may include:

□ stress-relief drawing with colors;

□ intuitive color selection;

□ mandala coloring;

□ free painting and decorative compositions.

These activities support students' psycho-emotional health.

Conclusion: The article analyzes the psychological and pedagogical significance of using color in visual arts lessons.

Colors directly influence students' emotional states, mood, and creative activity: warm colors evoke energy and interest, while cool colors promote calmness and balance.

Color combinations, contrast, and harmony shape the emotional atmosphere of art lessons and stimulate creative thinking.

Conscious use of color enhances motivation, increases engagement, and develops self-expression.

Additionally, art therapy elements, working with color accompanied by music, and colorful compositions contribute to psycho-emotional balance.

Systematic integration of color psychology into school lessons significantly improves instructional effectiveness.

REFERENCES:

1. Muratbekova M., Shanoi P. Color Emotion Associations in Art: Fuzzy Approach. – 2023. arXiv+1

2. Semenova M.A., Filippova O.A., Nozdracheva M.V. Painting in Aesthetic Education of Young Schoolchildren. International Research Journal, 2024. research-journal.org

3. Belozerova D.S. Razvitie koloristicheskikh navykov na urokakh izobrazitel'nogo iskusstva. Мир педагогики и психологии, 2024. scipress.ru+1

4. Khudjakulov R.I. Developing Creative Thinking and Figurative Expression in Children Through Color. Pedagogik islohotlar va ularning yechimlari, 2024. wosjournals.com

5. Samara State Technical University et al. Features of Color Design of Spaces in Educational Organizations. Perception of Color and Shape by Children of Different Ages. Bulletin of Belgorod State Technological University, 2023. naukaru.ru

6. Тушева Е.С., Сизова А.В., Кузьмина Е.С., Кирьянова В.С. Развитие зрительного восприятия обучающихся с интеллектуальными нарушениями средствами экспрессивной арт терапии. International Research Journal, 2022. research-journal.org

7. “Психология и физиология цвета”. (авт. Бехзода К., Азизов Д.Н.).
Международ. конференция — статья, 2024. Erus
8. (Klassik manbalar — agar siz ulardan ham foydalangan bo'lsangiz) Goethe J.:
Theory of Colours. London, 1840.
9. Kandinskiy V.: Concerning the Spiritual in Art. New York, Dover Publications,
1977.
10. Luscher M.: The Luscher Color Test. New York, Pocket Books, 1969.
11. Lowenfeld V.: Creative and Mental Growth. New York, Macmillan, 1957.