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PRACTICAL-TECHNOLOGICAL SYSTEM OF DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF FINE ARTS

Annotation: This article discusses the important aspects of the practical-technological system of developing the professional competence of future teachers of fine arts and the directions and mechanisms for the formation of professional competence, the conditions and effective use of opportunities for its development, and provides some information about the concepts of competence and competence.

Keywords: competence, competence, teacher, technology, system, education, specialist, fine arts, society, student, experience, qualification.

Аннотация: В статье рассматриваются важные аспекты практико-технологической системы развития профессиональной компетентности будущих учителей изобразительного искусства, а также направления и механизмы формирования профессиональной компетентности, условия и возможности ее развития, рассказывается о понятиях компетентности и компетентности. некоторая информация о.

Ключевые слова: компетентность, компетентность, педагог, технология, система, образование, специалист, изобразительное искусство, общество, ученик, опыт, компетентность.

INTRODUCTION

Science is an invaluable asset that largely determines the present and future of any state. Today, there is no sector of the economy, no sphere of social life that can develop without scientific analysis and assimilation of research results. At a time when most countries in the world are experiencing a financial and economic crisis, the modernization of production based on advanced technologies, the effective use of scientific and technical potential, and the transition to the path of innovation in the development of our economy are of great strategic importance in Uzbekistan.

It can be said that competence has become the central problem of the main directions of modern research. According to scientific, pedagogical, and psychological sources, competence is a very complex, multifaceted concept common to all disciplines. Therefore, its interpretations and explanations are diverse in terms of structure, meaning, and logical content. Competence is the ability to apply theoretical knowledge, practical skills and qualifications acquired in a subject in practice to solve practical and theoretical problems encountered in everyday life. The essence of the term is described in terms of concepts such as “efficiency”, “adaptability”, “achievement”, “success”, “understandability”, “effectiveness”, “readability”, “property”, “characteristic”, “quality”, “quantity”, “measure”. In general, “Competence is the property of possessing knowledge, skills and qualifications necessary for the implementation of a specific professional activity”. In addition to purely professional knowledge, skills and qualifications, competence also includes initiative, cooperation, the ability to

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work in a team, communicative skills, realistic assessment, logical thinking, sorting and using information.

Humanization of education and upbringing is one of the main principles of state policy in the field of education, as stipulated in Article 3 of the Law "On Education". Accordingly, in addition to providing future specialists with professional knowledge, skills and qualifications, the direction of their profession should be instilled with diligence, patriotism, doing good to the people, being kind, generous to nature and people, respecting folk crafts, national and professional traditions, religious beliefs, and personal thoughts and feelings of people. After all, educating future personnel on the basis of such a combination of professional competencies and personal qualities is of social importance in correctly and consciously directing the student to the profession. In this case, choosing a profession with an understanding of social and professional duty is a decisive social motive.

In the process of educational work in fine arts classes, it is important to teach students to think creatively, to adapt to changing situations, to organize activities on the basis of free competition, and to have students use information technologies, electronic textbooks, versions, and multimedia in practical exercises. We see that this requires the development of independence, free thinking, analysis of educational activities, and the ability to clearly define plans for the future development of professional skills and computer literacy in students.

METHODOLOGY

The professional development of a teacher begins in the process of receiving professional education at a higher educational institution. The curricula and subject programs of pedagogical universities provide future teachers with the secrets of this profession, provide scientific knowledge, provide information about the teaching profession, and develop skills. Seminars, practical and laboratory classes in subjects carried out during the educational process allow not only to consolidate theoretical knowledge and turn them into skills, but also to apply them in practical work. Such classes instill a sense of confidence that the chosen profession is the right one. In the process of professional development of a teacher after graduation, the school leadership, especially the scientific director, and the pedagogical community play a major role.

In the Republic of Uzbekistan, based on the continuity, coherence of education, the priority of the student's personality and interests, the following basic competencies are formed in Fine Arts lessons in accordance with their age characteristics:

a) Communicative competence - implies the ability to communicate in social situations in the native language and in any foreign language, to follow the culture of communication in communication, to be socially flexible, to work effectively in a team.

b) Competence in working with information - implies the ability to search for, sort, process, store the necessary information from media sources, to effectively use it, to ensure its safety, to form the skills of having a media culture.

c) Self-development competence - implies the formation of the ability to constantly develop oneself physically, spiritually, mentally, intellectually and creatively, strive for perfection, independently study and learn throughout life, independently improve cognitive skills and life experience, independently evaluate one's own behavior and independently make decisions.

d) Socially active citizenship competence - implies the formation of the ability to feel involved in events, phenomena and processes taking place in society and to actively participate in them, to know and observe one's civic duties and rights, to have a culture of behavior and legal culture in labor and civil relations.

e) National and general cultural competence - involves the formation of the ability to be loyal to the homeland, kind to people, and believe in universal and national values, to understand works of art and art, to dress modestly, to follow cultural rules and a healthy lifestyle.

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f) Mathematical literacy, knowledge of scientific and technical innovations and their use - involves the formation of the ability to make personal, family, professional and economic plans based on accurate calculations, to read various diagrams, drawings and models in everyday activities, to use scientific and technical innovations that facilitate human labor, increase labor productivity, and create favorable conditions.

In the field of fine arts, the issues of professional training of future teachers, the formation of the creative abilities of the individual, as well as the issues of professional training of young people in a creative way, one can cite the scientific and creative works of famous artists and theorists of the ancient European Academies of Arts: Leonardo da Vinci, Michelangelo Buonarroti, Peter Paul Rubens. Rafael Santi, Albrecht Durer and others. Among the figures of Russian fine arts, one can cite the creative and scientific works of I.E. Repin, N. Savrasov, Pavel Chistyakov, who worked in the 19th-20th centuries. Russian pedagogues and psychologists A.V. Bakushinsky, L.S. Vygodsky, E.I. Ignatyev, E.A. Flerina, T.S. Komarova, S.E. Ignatyev, S.L. Rubinstein, B.M. Teplov addressed the issues of creative professional training of future teachers, while scientists L.G. Medvedev, L.A. Ivakhneva, V.K. Lebedko, E.V. Shorokhov, V.S. Kuzin, V.V. Koreshkov, A.S. Khvorostov addressed issues related to improving the methodology of teaching specialized subjects in their scientific research works. Uzbek scientists B.B. Baymetov, S.S. Abdullayev, B.B. Azimov, N.Kh. Tolipov, Q.K. Kasimov, R.Kh. Khasanov and others conducted research. The development of any subject is directly related to the processes of historical development. In the 17th century, the theoretical rules of academic painting began to be expressed in the interpretations of Renaissance artists. In the 18th century, the theory of academic teaching of painting was introduced with certain changes, and now artistic practice is carried out in new conditions.

LITERATURE ANALYSIS

In the practice of teaching fine arts, students' independent work is formally considered, and the opportunities for their formation and development of independent activities are not taken into account. In pedagogical practice, students' independent work is not coordinated with didactic tasks at different stages of the lesson, but instead of developing students' thinking skills, attention is paid to reproductive actions such as copying a drawing and making geometric shapes. The relevance of the problem of developing students' cognitive abilities is due, firstly, to the lack of a single opinion among pedagogical scientists on the definition of this topic, and secondly, to the fact that the methods of development are interpreted differently in scientific and methodological literature.

The main idea of developing the education system in modern society is the intellectual and moral-spiritual development of a person based on his purposeful independent activity in various areas. Before developing the professional competence of a modern teacher, it is necessary to know the true essence of this concept, and then ways to improve it.

In the new century, the rapid and globalization process that is rapidly covering all spheres of society has imposed new tasks on the entire pedagogical community. Therefore, the number of social requirements placed on the personality and activities of the teacher is increasing more than ever. As is known, pedagogical activity is a type of social activity that is specially organized and based on the interaction between the teacher and the student, aimed at implementing educational goals. One of the conditions for the effectiveness of pedagogical activity is the professional and pedagogical competence of the staff. Based on the study of the problem of professional training of a teacher in the system of continuous education within the framework of modern requirements, a number of requirements have been formed for the professional and personal training of a modern teacher. The professional formation of a teacher is inextricably linked to self-education, constant work on oneself, and timely improvement of skills. All of these are an integral part of professional qualities. It is an urgent issue of today to organize the fine arts education system in Uzbekistan based on national ideas

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and requirements of the education of the growing younger generation, to ensure that it meets the prospects of social development and world standards.

Pedagogical skill is the highest example of a teacher's creativity, which is formed over the years. Its acquisition of high skill is an extremely complex process and is one of the most urgent problems of pedagogical science. Along with the many qualities inherent in the teaching profession, the acquisition of pedagogical skill is of great importance. Only a teacher with high pedagogical skill can be competent and talented in his profession.

The training of fine arts teachers in the higher education system involves the education of future specialists in artistic-creative and professional-pedagogical aspects. Below we will consider the preparation of a future fine arts teacher for professional activity, the formation of his professional competence in a single combination of psychological-pedagogical and artistic-creative directions. Artistic-creative preparation for the profession requires the acquisition of certain experiences and is aimed at the formation of the following:

• cultural-historical competence, which involves the study of the theory and history of fine arts of Uzbek and foreign peoples of different periods;

• artistic-practical competence, which consists in learning to work with means of artistic expression related to various areas of art;

• instilling artistic taste and evaluation criteria based on high spiritual-moral, aesthetic ideals of fine arts.

Since the professional activity of a specialist is associated with creativity, the issue of artistic training is of paramount importance. We imagine this process as the formation of professional competence in the field of fine arts, the development of special abilities in the field of artistic and creative thinking, the creation of an artistic image using various means of expression and materials.

CONCLUSION

The professional formation of a future teacher of fine arts begins in the process of receiving professional education at a higher educational institution. The curricula and subject programs of pedagogical universities provide for teaching future teachers the secrets of this profession, imparting scientific knowledge, providing information about the teaching profession, and developing skills. Seminars, practical and laboratory classes in subjects carried out in the educational process allow not only to consolidate theoretical knowledge and turn them into skills, but also to apply them in the process of practical work. Such trainings instill a sense of confidence in the correctness of the chosen profession. In the process of professional formation of a teacher after graduation, the school leadership, especially the scientific director, and the pedagogical community play a major role. Theoretically and methodologically equipping the education system aimed at the comprehensive development of the personality is today the main goal of pedagogical science. Successfully fulfilling the above-mentioned high, but honorable tasks requires high professional skills, knowledge, and a broad outlook from each pedagogical worker.

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