



PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL TRAINING OF A FINE ARTS TEACHER

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ABSTRACT

This article describes the content and essence of pedagogical conditions for the development of professional training of future visual arts teachers.

KEYWORDS

Professional competence, art education, professional, innovative pedagogical technologies.

INTRODUCTION

Providing in-depth knowledge to young people in the field of artistic education is one of the main tasks of higher pedagogical educational institutions operating in this field. Today's visual arts teacher should be a person who is rich in meaning, free-thinking, active, able to preserve and enrich national culture, who feels responsibility for the fate of the country, who is aspiring patriot in social and cultural conditions.

The issue of training pedagogues and personnel in our republic and raising the process of pedagogical

education to a new level from a qualitative point of view is one of the priorities of the modernization and further development of the society. "We will mobilize all the strength and capabilities of our state and society so that their peers can grow up and be happy in any field, in order for them to become happy people" tasks related to equipping future pedagogues with high professional knowledge, qualifications and skills, and increasing their professional competence.



"As we have set ourselves the great goal of establishing the foundations of the Third Renaissance in our country, we must create the environment and conditions that will educate new Khorezms, Berunis, Ibn Sinas, Ulugbeks, Navoi, and Babur. In this, first of all, development of education and training, establishment of a healthy lifestyle, promotion of science and innovation should serve as the main pillars of our national idea.

On the way to this goal, creating ample opportunities for our young people to set great goals and achieve them, and providing all kinds of support, should be the top priority for all of us. Only then will our children become a great and powerful force that will realize the age-old dreams of our people."

In order to properly organize the educational process and eliminate the noted shortcomings in the pedagogical activity of teachers and their professional training:

- humanization and democratization of relations between teachers and students;
- formation of conscious discipline by organizing and managing students' cognitive activities in cooperation in the educational process;
- to achieve educational efficiency through the harmonious use of modern pedagogical and information technologies in teaching;
- formation of independent and creative activities by organizing students' cognitive activities on the basis of independent and creative research;
- it is necessary to develop and put into practice the scientific-methodological foundations of the differentiated approach to the educational process, taking into account the interests, needs and abilities of students.

These tasks are assigned to teachers, who are active participants, organizers and managers of the

educational process, and the successful solution of these tasks depends on the level of professional and pedagogical training of future visual arts teachers.

Based on the requirements of the "Law on Education" and the "National Program of Personnel Training" in our republic, extensive research is being conducted on the problem of improving the educational process, creating content and increasing the professional training of pedagogues.

The requirements for teaching fine arts in the continuing education system require the improvement of this process. In accordance with the state and social orders placed before the educational system, in order to improve art education, in our opinion, it is necessary to do the following:

1. Using effective means, methods and forms of teaching in fine arts classes, excursions, extracurricular activities.
2. Determining the content, means, methods and forms of spiritual and moral education of students in the teaching of visual arts.
3. Development and implementation of methodical foundations of the use of pedagogical and information technologies in the teaching of visual arts.
4. Humanization and democratization of artistic education content and pedagogical relations.
5. In teaching fine arts, to educate students in the spirit of respect for national and universal values, principles of independence and loyalty to the Motherland, to determine and implement ways to activate their spiritual and moral qualities.
6. Development of the content, means and methods of instilling the idea of national independence into the minds and hearts of students in fine art education.



7. Ensuring the integrity of education, implementing intellectual, moral, patriotic, aesthetic, economic, physical, labor and international education in education.

8. To organize and manage students' cognitive activities according to the purpose, to determine the means and methods of activating this activity, ways to activate learning motives.

9. Paying attention to practical issues in the teaching of fine arts, developing students' academic, practical and work, creative and independent thinking skills, conscious attitude to the environment, implementation of the professional direction of art education.

10. It is necessary to solve problems such as implementation of feedback in the teaching process, that is, regular monitoring of students' level of knowledge, skills and skills acquisition through the rating system, making appropriate changes to the teaching process in accordance with the obtained results.

It should be noted that the above-mentioned problems are the subjects of separate scientific articles.

In our article, these problems were approached as factors of socio-pedagogical and didactic conditions that allow to improve art education and, depending on it, to increase the professional training of the visual arts teacher.

In order to implement these requirements and improve this process, first of all, it is necessary to create the necessary pedagogical conditions.

The unique aspect of the new relations that emerged on the basis of humanization and democratization of pedagogical relations, different from the traditional education, is to direct the independence of students and educational activities to the set goal without

prohibiting them, to organize educational activities in cooperation without management, to abandon coercion in the educational process, and to consciously direct students to these activities. It is considered to arouse the interest of students by effectively organizing an activity without imposing an order, and giving the individual's free right without limiting the needs, interests, and capabilities of the individual.

The formation of learning motives in students is a well-studied issue in didactics. In particular, in the study conducted by L.M. Friedman, V.I. Makhular, students were divided into four groups based on educational motives:

1. Pupils are dominated only by external motives, they do not observe internal educational motives, but negative motives are found.
2. Pupils are dominated by external motives, learning motives are secondary.
3. Pupils are dominated by internal motives, learning motives are weakly formed.
4. Pupils are dominated by motivations for learning, cognitive activity is dominant in them.

The teacher can achieve the intended goal of the teaching process only when the third and fourth groups of motives are formed in students through his pedagogical activity.

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