



FUTURE FINE ART TEACHERS, MODERN PEDAGOGICAL TECHNOLOGIES, PROFESSIONAL COMPETENCE DEVELOPMENT

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ABSTRACT

This article describes the content and essence of developing the professional competence of future visual arts teachers based on modern pedagogical technologies.

KEYWORDS

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

INTRODUCTION

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."

It is important to develop the professional competence of future teachers of fine arts, that students have a high level of specialized knowledge that allows them to form and develop modern pedagogical technologies, improve creative activity, and at the same time comprehensively improve drawing skills at a level sufficient to realize creativity and creativity. All this, in turn, creates new and urgent issues in the development of professional competence of future fine art teachers in the art education system. Therefore, many scientific researches are being conducted in the field of preparing future teachers of fine arts in order to solve the current issues.

At the same time, within the framework of international cooperation, a unique system of meetings and dialogues with foreign cultural and artistic figures has been formed, many artists and pedagogues of our country are participating in international conferences and exhibitions, festivals and competitions, and have won prestigious positions, and dozens of artists have received high state awards. is also directly related to the development of professional competence of future fine arts teachers in art education based on modern pedagogical technologies. At the same time, it is necessary to recognize that the present rapidly developing era requires further development of the field of visual arts, increasing its place and position, and improving art education activities.

Renewing the activities of modern pedagogical teachers on the basis of modern pedagogical education has a positive effect on the optimal construction of the educational process, the formation of free-thinking, thirst for knowledge, loyalty to the country, humanitarian feelings in young people. The effective organization of the educational process directly depends on the teacher's modern pedagogical activity, ideological beliefs, professional skills, talent and culture.

Modern pedagogic and information technologies teach students to strengthen their acquired knowledge, to read additional literature and do independent research, to be able to compare visual art material and draw conclusions based on it. Therefore, paying serious attention to educational methods has become a requirement of today. Usually, the educational goal of the lesson is achieved through the use of not one, but several methods. If the level of efficiency decreases or no growth is observed, it is necessary to change the method immediately. For example, in order to create a problem situation at the stage of a new topic description, the methods of "brainstorming", "critical thinking", "cluster" and, if necessary, the traditional method of explanation can be used. The following are taken into account when determining the pedagogical task of developing the professional competence of future visual arts teachers on the basis of modern pedagogical technologies:

- analysis of educational goals in the development of professional competence and determining the content of the educational subject based on this;
- developing the content structure of the educational subject and expressing it in the form of a system of educational elements;
- determination of mastery levels of educational elements;



- Determining the initial level of knowledge of future visual arts teachers, this indicator is derived from the level of mastery of the educational material representing the content of the educational subject;

- determining the limits of educational and material base and organizational forms of education in the development of professional competence.

The activity of the teacher is determined by the formation of methods, forms and tools of education aimed at designing the teaching technology that ensures the solution of pedagogical tasks of the future visual arts teachers. In other words, the activity of a pedagogue is characterized by three main features: the type of management, the type of information exchange process, the types of information transfer tools and the management of cognitive activities. Based on the concept of an activity-based approach to the teaching process, the following logical sequence of its organization can be constructed. First, the description of the content of the educational material, the intended purpose of learning it (levels of mastery), as well as the conditions for setting the pedagogical task are analyzed. Then, the appropriate methods of teaching and the scheme of managing the cognitive activities of learners are determined. Based on this, a list of teaching tools is compiled. The system of methods and educational tools created by this method is combined with organizational forms, that is, technology is developed.

Recommendations on the organization and conduct of professional competence development. The module of teaching methods of fine arts is conducted in the form of theoretical and practical training. In theoretical sessions, information is given about the composition of the teaching-methodical complex created from the teaching methodology module of fine art, the requirements for lesson development, the specific

features of fine art and its teaching methodology. In the practical training, they will learn how to create lesson plans, assess student knowledge, extracurricular activities, and observe and analyze lessons. The training involves extensive use of technical tools, image processing, composition, test questions, thinking, sketching, group work and other interactive learning methods.

There is a connection between the modern pedagogical direction and the activities and personal qualities of individuals who have achieved the results of high professional maturity. By the modern pedagogical direction of the teacher, we mean its quality, which is based on a set of motives and values that determine the modern pedagogical nature of pedagogical activity, striving for something new, achieving success, and the height of professional skills. In order to enrich the experience of modern pedagogical activity, one should have cognitive motivation, a desire for self-development, an understanding of the importance of modern pedagogical processes in educational practice, an active life position, an interest in creative ways of activity, the ability to analyze the process and activity results, and a positive attitude to one's work.

In conclusion, it should be noted that modern pedagogical competence reflects the level of readiness for effective fundamental theoretical, practical and psychological-pedagogical training of a person as a subject of modern pedagogical activity, self-development and personal growth in the conditions of the dynamics of modern pedagogical changes. This is the field of relations between knowledge and action in educational practice, pragmatically oriented personality traits, which cannot be reduced to either knowledge, skills, or experience, but work as a syncretic whole. A new way of thinking in the formation of the professional competence of the



future visual arts teachers in the art education system should be implemented taking into account the issues and peculiarities of the formation of the professional competence of the visual arts teachers. Also, in the development of professional competence of future visual arts teachers, new ways of thinking in modern conditions and interrelationship of developing professional competence of future visual arts teachers, as well as philosophical-historiographic features, pedagogical-psychological peculiarities were highlighted.

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