



## TECHNOLOGIES FOR DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE VISUAL ARTS TEACHERS THROUGH PAINTING

**Submission Date:** April 14, 2023, **Accepted Date:** April 19, 2023,

**Published Date:** April 24, 2023

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-04-04-11>

**Journal Website:**  
<https://masterjournals.com/index.php/crjp>

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**Nurtaev Urinboy Nishanbekovich**

The Head Of The Fine Arts Department Is A Candidate Of Pedagogic Sciences, Associate Professor At Tashkent State Pedagogical University Named After Nizami, Uzbekistan

**Mambetkadirov Gayrat Amanbaevich**

Head Of The Department Of Fine Arts And Engineering Graphics At Nukus State Pedagogical Institute Named After Ajiniyaz, Uzbekistan

### ABSTRACT

This article describes the content and essence of the technologies for developing the professional competence of future teachers of fine arts through painting.

### KEYWORDS

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

### INTRODUCTION

In the world higher education system, a number of scientific researches on the introduction of technologies for the development of professional competence of future art teachers through painting, clarifying the professional competence and factors of future art teachers through painting, and improving the electronic software support for the development of professional competence of future art teachers through painting based on an integrated approach is being conducted. Special attention is being paid to the

improvement of the pedagogical mechanisms of developing artistic creativity as the basis of figurative thinking, ensuring the harmony of technologies of professional competence development through painting, personal, cultural life and artistic-aesthetic experience as the main tool of moral and humanitarian education.

In our republic, it was determined as an important task to clarify the criteria and indicators of the technologies for developing the professional competence of future



teachers of fine arts through painting, to clarify the didactic parameters of the systematization of educational materials for the development of professional competence of future teachers through painting, and to improve the organizational-technological system of developing the professional competence of future teachers of fine arts through painting. In the "Strategy of Actions for the Further Development of the Republic of Uzbekistan", it is proposed to develop the professional competence of future teachers of visual arts through painting, "Educating young people who are physically healthy, mentally and spiritually developed, independent-thinking, loyal to the Motherland, with a firm outlook on life, deepening democratic reforms and citizenship "increasing their social activity during the development of society" was defined as an important task.

Decree No. PD-4947 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PD-5847 of October 8, 2019 "On Approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" This article serves to a certain extent in scientific research in the implementation of the tasks defined in the decisions and other regulatory legal documents related to this field.

S.Abdirasilov, C.Azimov, B.Boymetov, S.Bulatov, K. on issues of preparing future teachers of fine arts for professional activity, the connection with the spiritual-ethical, ecological, valeological foundations, historical thinking of the technologies of developing the professional competence of students through painting in the continuous education system. Gulyamov, U. Nurtaev, A. Sulaymonov, N. Talipov, R. Khairov, R. Hasanov, etc.

Scientists from the countries of the Commonwealth of Independent States (CIS) N. Volkov, T. Ilina, V. Kuzin, N.

Kornilova, P. Kovesnikov, S. Lavrenova, E. Shorokhov, I. Mikhailov, N. Rostovtsev, K. Eralin, B. In Yusov's researches, pedagogical and methodical aspects of formation of professional competence, artistic-aesthetic culture of future visual arts teachers were highlighted and scientific researches were carried out.

recognizing that a number of studies have been carried out on the development of professional competence of future teachers of fine arts through painting, the acceleration of the pace of renewal and development in the development of society requires ensuring consistency and continuity in the development of professional competence through painting and improving the pedagogical mechanisms of this process.

It consists in developing proposals and recommendations for improving the technologies of developing professional competence of future visual arts teachers through painting.

Clarify the structure and essence of professional competence through painting;

to clarify the psychological-pedagogical and methodical features of the technologies of developing the professional competence of future visual arts teachers through painting;

development of a model of technologies for the development of professional competence of future visual arts teachers through painting;

improving the technologies of developing professional competence of future visual arts teachers through painting.

The content, model and technology of the formation of technologies for the development of professional competence of future visual arts teachers through painting



The scientific significance of the results of the article is that the technologies for developing the professional competence of future fine art teachers through painting have been clarified, the innovative methodical requirements for the training of fine art teachers have been highlighted, the pedagogical-psychological and methodological features of developing the professional competence of future fine art teachers through painting have been determined, the future fine art teachers have been identified through painting. It is explained by the fact that the diagnostic criteria and indicators of the development of professional competence have been clarified, and the consistency and continuity of the development of professional competence of future visual arts teachers through painting has been ensured.

When studying the issue of preparation for pedagogical activities, many scientists emphasize that future pedagogues should have a certain attitude towards acquiring knowledge and skills necessary for working as teachers. In our article, we understand attitude as a stable desire, a need for self-development. Therefore, in the preparation of the future visual arts teacher, it is necessary to attach great importance to the satisfaction of the pedagogical activity, which is realized through the teacher's desire for self-development.

Also, the views of scientists on the structure of this process are important in studying readiness for pedagogical activities. Sh. Urakov proposed the following components of readiness for professional activity: motivational, operational and reflexive.

The structure of the teacher's readiness for pedagogical activity is the ability to master educational and teaching technologies; development of pedagogical consciousness (I-concept, T-concept of education, and F-concept of activity); acquisition of

pedagogical techniques; includes communicative, perceptive, prognostic, constructive, didactic, gnostic, organizational, expressive pedagogical abilities.

To sum up, it is possible to distinguish three structural foundations of the teacher's readiness for professional activity:

first, the creation of a foundation in the form of solid knowledge;

secondly, the formation of personal qualities, abilities, and priorities reflected in interactions with students, colleagues and in the pedagogical process;

thirdly, self-development has a solid foundation.

It should be noted that the above considerations are not perfect for some specialties, for example, teachers of fine arts, because the requirements for the training of teachers of fine arts should be determined depending on their field of activity.

According to its qualification description, the specialty of the teacher of visual arts is aimed at the artistic and aesthetic education of students, and it serves the socialization of the individual by enabling his knowledge of the world of human civilization, as well as self-awareness and self-expression.

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