

VOLUME: Vol.07 Issue05 2026
 DOI: - 10.37547/pedagogics-crjp-07-05-12
 Page: -55-60

RESEARCH ARTICLE OPEN ACCESS

The Theoretical and Methodological Foundations of Preparing Future Fine Arts Teachers for Innovative Professional Activity

Axmedov Muxomod-Umar Baxridinovich

Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor at Uzbek State Pedagogical University named after Nizami, Uzbekistan

Received: 13 April 2026 Accepted: 05 May 2026 Published: 31 May 2026

ABSTRACT

This article examines the theoretical and methodological foundations of preparing future fine arts teachers for innovative professional activity. The main purpose is to substantiate the necessity of transitioning from traditional teaching to an interdisciplinary and competency-based education model. The study focuses on mechanisms for ensuring the alignment between Uzbekistan's national education standards and UNESCO's global requirements (Global Framework for Culture and Arts Education, Delta Framework). The conclusion provides proposals for improving the quality of teacher training through the modernization of curricula and the introduction of reflective-assessment systems.

Keywords: Innovative competence, STEAM, arts integration, digital pedagogy, education in Uzbekistan, teacher training, VR/AR, competency-based education.

INTRODUCTION

In the modern education system, the role of the fine arts teacher is moving beyond the level of a specialist who only teaches drawing techniques and is becoming an integrator and innovator who develops creativity, critical thinking, emotional intelligence, and social resilience. At the international level, these requirements are strictly defined by UNESCO's new Global Framework for Culture and Arts Education, which emphasizes the need to give priority to culture and arts education in the process of teacher training and to place greater emphasis on local and indigenous cultures and heritage. This global mandate requires viewing art as a central element that promotes not only academic outcomes, but also respect for diversity and openness in society.

Innovative professional activity is a system of continuous application of pedagogical creativity aimed at modernizing curricula and integrating technological infrastructure based

on competency-based teaching models. This process is not merely the application of new methods, but requires scientifically and psychologically grounded approaches.[2]

The theoretical basis of innovative activity is grounded in models of creativity in scientific psychology. In particular, J.P. Guilford's structure of intellect, E.P. Torrance's tests of creative thinking, T.M. Amabile's social psychology of creativity, and R.J. Sternberg's theories synthesizing wisdom, intelligence, and creativity serve as a basis for shaping the teacher's creative potential.[2] In teacher training, these theoretical frameworks should be taught in a clear and explicit form; only then will teachers be able to effectively apply theory to practice in the educational process.

The most important feature of this methodological approach is the "Standards-Based Foundation." Genuine

arts integration requires the teacher, when creating or conducting a lesson, to ask himself/herself: “What standards am I addressing in both the content area and the arts area?” If the teacher cannot identify both standards, this means using art only as an auxiliary tool (“Arts Enhancement”), which is an approach with low effectiveness.[5]

Preparing fine arts teachers for innovative activity means preparing them as engineers of advanced curriculum development and mapping. In their activity, they should be

able to intentionally blur the boundaries between disciplines and create a synergistic learning environment based on interconnected standards. This, in turn, requires the teacher to transform from merely a provider of content into a designer of the learning system.[8]

The innovative professional competence of fine arts teachers is a complex synthesis of theoretical, practical, and reflective components, and their interconnection is reflected in the following table.

Table 1

<i>Competence domain</i>	<i>Main elements</i>	<i>Innovation result</i>
Theoretical-integrative	Defining secondary standards; understanding STEAM methodology; applying theories of creativity.	Development and implementation of interdisciplinary curricula.
Digital-technological	ICT competencies; applying AI/VR to pedagogical practice; decisions based on digital data.	Personalizing the learning process and increasing efficiency.
Professional-reflective	Ethical behavior; striving for continuous professional development; renewing creative potential.	Continuously improving pedagogical activity based on self-assessment.

Structural components of the innovative competence of fine arts teachers.

Preparing teachers for innovative activity is impossible without digital transformation. In the Republic of Uzbekistan, within the framework of UNESCO’s “Delta Framework” program, it is planned to develop national ICT competencies and organize special training courses for teachers of pilot institutions. This initiative defines a

formal and systematic path for mastering digital skills, which serves to modernize the vocational education system.[13]

The most complex form of innovative competencies is manifested in the teacher’s ability to use artificial intelligence (AI) tools not only as a creative tool, but also as a pedagogical analyst. In preparing fine arts teachers, it is necessary to introduce training courses on analyzing assessment data using descriptive and inferential statistical

methods, identifying students’ potential, and making data-based decisions. A high level of proficiency in the use of digital technologies makes it possible to transform the teacher’s role from a reactive instructor into a proactive, data-based strategist, which serves to personalize the

learning process and increase efficiency.

The main directions of integrating innovative technologies in fine arts education are summarized in the following table.

Table 2

<i>Innovative technology</i>	<i>Pedagogical purpose</i>	<i>Competence required from the teacher</i>
Arts Integration / STEAM	Developing interdisciplinary creativity, critical thinking, and problem-solving skills.	Developing integrated curricula; finding the “commonality” of disciplines.
AI (Artificial Intelligence)	Personalizing the learning process and conducting in-depth analysis of assessment data.	Ethical and effective use of digital assessment tools and LLMs; fundamentals of statistics.
VR (Virtual Reality)	Immersive pedagogical practice, influence on cultural context, and a safe practice environment.	Creating and modeling virtual learning environments; teaching cultural sensitivity.

Integration of innovative technologies in fine arts education.

The system of preparing future teachers for innovative activity requires the targeted modernization of curricula. This process provides for the integration of a special curriculum, pedagogical practice, innovative projects, and technological infrastructure.[2] In modernizing curricula, in accordance with the requirements of the Global Framework for Culture and Arts Education, greater attention should be paid to local and indigenous cultures

and heritage (Uzbek national art – miniature, shashmaqom, Lazgi dance, atlas and adras weaving traditions).

Students need to master theoretical and practical foundations simultaneously, with great attention also being paid to their scientific activity.[21] This integration enables them to acquire not only knowledge of art studies, but also pedagogical methodology at a high level.

The criteria and tools for assessing innovative professional activity are presented in the following table.

Table 3

<i>Competence area</i>	<i>Assessment criterion</i>	<i>Assessment tool</i>	<i>Result</i>

Pedagogical integrativity	Teaching based on the equality of interdisciplinary standards (Arts Integration).	Integrative project rubrics; lesson observations.	Synergetic efficiency of the learning process.
Digital reflection	Analyzing and improving assessment data using AI.	Data analysis reports; personalized feedback.	Making data-based pedagogical decisions.
Professional growth	Searching for content-specific CPD and sharing knowledge.	Reflective journals; implementation of a professional development plan.	Culture of continuous improvement.

Criteria and tools for assessing innovative professional activity.

The theoretical and methodological foundations of preparing future fine arts teachers for innovative professional activity should rely on an interdisciplinary, competency-based, and technologically enriched system. The study showed that success is ensured through the synthesis of competency-based teaching, psychologically validated theories of creativity, and internationally approved methodological models such as STEAM/Arts Integration.

The following practical recommendations are provided to improve the quality of the system for preparing for innovative professional activity:

1. Institutional change: Teacher training institutions should implement internal structural changes to eliminate disciplinary “baskets.” This requires the mandatory

development of collaborative curricula based on STEAM/Arts Integration models among the faculties of fine arts, technology, and core subjects.

2. Investment in immersive education: It is necessary to urgently invest in virtual reality (VR) and augmented reality (AR) infrastructure. This serves to provide future teachers with high-fidelity, culturally sensitive, and safe teaching environments. It also makes it possible to model unique elements of Uzbek national culture in a virtual environment and integrate them into international teaching practices.

3. Improvement of policy documents: Curriculum documents should clearly include the requirement for teachers to use specially designed assessment tools (rubrics, checklists) to measure the results of innovative projects, professional reflection, and ethical behavior. This ensures the continuity and accountability of professional growth.

REFERENCES

1. Mirziyoyev Sh. M. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning YuNESKO Bosh konferensiyasi 43-sessiyasining ochilish marosimidagi nutqi. -T.: //Xalq so‘zi, 2025 yil 31 oktyabr, № 224 (9119). WWW.XS.UZ, E-maill: Info@xs.uz
2. Akhmedov M. B. Preparation of Future Fine Arts Teachers for Innovative Professional Activity Scientific And Practical System. Next Scientists, European International Journal of Pedagogics. TYPE Original Research PAGE NO. 117-123 DOI 10.55640/eijp-05-04-28. OPEN ACCESS SUBMITTED 26 February 2025. ACCEPTED 22 March 2025. PUBLISHED 25 April 2025. VOLUME Vol.05 Issue04 2025. <https://eipublication.com/index.php/eijp>.
3. Akhmedov M. B., & Ruzmatova F. G. (2023). Methods of Teaching Painting to Students in Higher Education. Current Research Journal of Pedagogy, 4(05), 68-78-betlar.
4. Amabile, T. M. (1996). Creativity in context: Update to the social psychology of creativity. Boulder, CO: Westview Press.
5. Arts Integration. (n.d.). Arts Integration is the connective pathway toward reaching and teaching every child and empowers educators in their professional growth.
6. Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of the Arts: Visual Arts. Developed by: Colorado Teachers of the Arts and the Colorado Department of Education. Updated Winter, 2018 To provide feedback, please email: Educator_Effectiveness@cde.state.co.us
7. Csikszentmihalyi, M. (1996). Creativity: Flow and the psychology of discovery and invention. New York, NY: HarperCollins.
8. Georgette Yakman. STEAM Education: an overview of creating a model of integrative education. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/327351326>
9. Liu, D. (2025). Temple professor’s groundbreaking use of AI and virtual reality revolutionizes teacher education. Philadelphia, PA: Temple University News.
10. QCA/UNESCO. (n.d.). Support for teaching and learning: Professional development aimed at improving primary teachers’ confidence in arts teaching and offering secondary teachers opportunities to develop new skills and replenish their own creativity. QCA/UNESCO Report.
11. Sharipov K. Building Peace Through Knowledge: Uzbekistan’s Expanding Cooperation With UNESCO. Tashkent-Brussels: A New Stage of Cooperation with Europe. What Is PIMEC, and Why Its 2nd Edition Stands Out. Modified: October 24, 2025.
12. STEAM & Science Integration. (2018). Infusing creativity-by means of the arts-into the education and training of future scientists. / Perspectives Article, 11(5), 555-559-betlar.
13. Sternberg, R. J. (2003). Wisdom, intelligence, and creativity are synthesized. Cambridge: Cambridge University Press.
14. Temple University. (2025). Temple professor’s groundbreaking use of AI and virtual reality revolutionizes teacher education.
15. The Art of Education University. (2024). Assessment tools in FLEX Curriculum (Rubrics, checklists, reflections). The Art of Education University.
16. Torrance, E. P. (1974). Torrance tests of creative thinking: Norms-technical manual. Bensenville, IL: Scholastic Testing Service.
17. UNESCO. (2020/2023). Analysis of UNESCO (2020) global reports, OECD (2021) analyses, and regulatory documents on pedagogical education (2023) of the Ministry of Higher Education of the Republic of Uzbekistan. (Parij, Fransiya) / UNESCO.
18. UNESCO. (2024). Global Framework for Culture and Arts Education (on STEAM, civic engagement, and diversity). Abu Dhabi, UAE: UNESCO.
19. UNESCO. (2024). UNESCO Member States adopt global framework to strengthen culture and arts

education (on teacher training priority, local heritage).
Abu Dhabi, UAE: UNESCO.

20. UNESCO/Delta Framework. (n.d.). National ICT competencies and special training courses for teachers of pilot institutions planned. (Delta Framework). / UNESCO.
21. Urazimova T.V. Uzbekistan's professional pedagogy in the context of developing students' artistic and creative abilities by means of fine arts. *European Journal of Research and Reflection in Educational Sciences*. Vol. 9 No. 4, 2021 ISSN 2056. P 18-24. www.idpublications.org
22. Uzbekistan Professional Pedagogy. Standards of higher professional education... integrating special, psychological and pedagogical disciplines. IdPublications.
23. Verónica A Segarra, Barbara Natalizio, Cibele V Falkenberg, Stephanie Pulford, Raquell M Holmes. STEAM: Using the Arts to Train Well-Rounded and Creative Scientists. Articles from *Journal of Microbiology & Biology Education* are provided here courtesy of American Society for Microbiology (ASM). 2018 Apr 27;19(1):19.1.53. doi: 10.1128/jmbe.v19i1.1360