



PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE VISUAL ARTS TEACHERS THROUGH PAINTING

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ABSTRACT

In this article, the pedagogical-psychological aspects of the development of professional competence through painting, the effectiveness of the thinking process, the ability to draw conclusions necessary for the science of painting, the ability to summarize the educational information, the achievement of the goal, and the determination of one's opinion are discussed in this article.

KEYWORDS

Competence, painting, integral, reproductive, individual, creative activity, traditional education, professional activity.

INTRODUCTION

In the world education system, scientific research is being carried out on the use of interdisciplinary modular educational technologies for the development of the professional competence of future visual arts teachers through painting, and the improvement of electronic software support for the development of professional competence of future visual arts teachers through painting based on an integrated approach. In particular, to improve the

mechanisms of pedagogical-psychological aspects of developing professional competence through painting for future visual arts teachers, to improve the socio-pedagogical technologies of forming competence related to painting, to ensure the harmony of artistic-aesthetic experience, to improve the mechanisms of pedagogical-psychological aspects of developing artistic creativity as the basis of figurative thinking special attention is paid to the article.



In recent years, in our republic, as in all spheres of society, improvement of the content and methodology of teaching fine art, in particular, its painting laws, and the purposeful study of foreign experiences are being created. "Today, we are moving to the path of innovative development aimed at the radical renewal of all spheres of state and social life. It's not for nothing, of course. Who wins in today's fast-paced world? A country that relies on a new idea, a new idea, and innovation will win," said the veteran. It defines the conceptual directions of expanding the pedagogical possibilities of developing professional competences of future teachers.

PD-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan", PD-4947 dated October 8, 2019 "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" Decree No. 5847 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the comprehensive reforms implemented in the country" No. PD-3775, December 21, 2020 This scientific article serves to a certain extent in the implementation of the tasks defined in the decisions PD-4688 of April "On measures to further increase the efficiency of the field of fine and applied arts" and other regulatory legal documents related to this field.

Many scientific and research works have been devoted to the problem of determining the nature and structure of the pedagogical and psychological aspects of the development of professional competence of future fine art teachers through painting, as well as the problem of developing their professional competence. One of the complex aspects of the issue of pedagogical and psychological aspects of developing professional

competence of future fine art teachers through painting is the specificity of this field. A person can be an artist with high experience, but this is not enough for him to successfully carry out his pedagogical and professional activities in practice. On the other hand, it is impossible to carry out high-quality educational activities in a school without high-level artistic-pedagogical and field training. Pedagogical works and articles systematizing achievements in the theory and practice of higher education, especially in the teaching of painting, serve to increase various aspects. Today, in traditional education, the conduct of lectures and practical sessions of each academic subject depends on other academic subjects, which has been showing its effect on the integrative formation of knowledge among students. It has been observed in the experience that this causes the students' ability to think creatively to slow down. The specialized subjects given in the higher education system of pedagogy are not only limited to informational and teaching functions, but also have the functions of developing, integrating, educating the mind. It can be seen that each subject teacher is assigned the task of not only equipping the future visual arts teachers with the scientific information available in the structure of this subject, but also developing the scientific concepts they have acquired and integrating them with other concepts, as well as educating the future visual arts teachers in the spirit of national values. Therefore, every pedagogue-scientist, preparing for the next training session, should choose the educational material in accordance with the above-mentioned requirements and principles, and make good use of relevant concepts when bringing it to the attention of future visual arts teachers. Pedagogical-psychological aspects of development of professional competence of future fine art teachers through painting will depend on their place in society, obligations and tasks in pedagogical higher education institutions, and



individual abilities. The teacher's individual engagement with painting is determined by the level of development of his individual characteristics (scientific thinking, creative approach to painting, striving to realize his potential, etc.).

It is manifested in the content of professional qualities such as originality and expediency to feel the contrast of pedagogical-psychological conditions for the development of professional competence of future fine art teachers through painting, and to find their solution. A creative teacher of modern visual arts realizes not only his identity, but also his life goals when he chooses one of the reproductive (depicting what is remembered) and creativity methods of pedagogical activity. He changes himself qualitatively, overcomes psychological obstacles, looks for opportunities to develop his professional qualities, develops his own pedagogical concept. In general, for the teacher's pedagogical activity, firstly, innovative orientation, secondly, creative approach to his work, individuality are very important.

A teacher with developed professional competence correctly understands that it is impossible to achieve a high position in professional activity without self-improvement, without developing individuality, without forming professional skills. Therefore, it is impossible to acquire new technologies without developing the qualities that are a professional necessity as a vital goal. These two directions can be taken as an indicator of the creative individuality of the pedagogue. Pedagogical style of the teacher is a system of harmonizing his individuality with the conditions of professional activity, a source of creativity of future visual arts teachers and a means of expressing his identity in the form of a result of creative activity. Individual psychological and personal aspects of the future art teacher can be distinguished. Their pedagogical activity is determined by the level of

manifestation of general and professional abilities, as well as professional motivation. The wider the range of sufficiently developed competencies, goals, and needs, the higher the level of professional skill of the future visual arts teacher. The main conflict that ensures the development of the professional competence of the future art teacher is determined by the difference between human abilities and the requirements of pedagogical activity. Each teacher resolves conflicts arising in the pedagogical process at the level of his capabilities and abilities. This activity determines the individual style of the future art teacher. The future art teacher should have self-control, determination, courage, bravery, respect and attention to the people around him, confidence in his abilities while feeling his shortcomings, honesty in evaluating his work, strong will, the ability to purposefully direct his energy, perform activities and set tasks. It has been determined that a person can achieve a high level of professional competence only if he has the qualities of being able to concentrate his abilities on his way, to properly manage his activities in the realization of the set goal, to be mentally active and to adapt to changing conditions, to be the force that moves a person and to be able to compare his capabilities with the social world. The future visual arts teachers' assimilation of educational information in the development of professional competence through painting will help them to improve the efficiency of their thinking process, to be able to draw the conclusions necessary for the science of painting from this educational material, to be able to summarize educational information, to achieve their goals, to be firm in their opinion, and to fill in the shortcomings of educational information in the educational process. must also be taken into account. Therefore, the selection of educational materials to meet scientific, educational-didactic and moral requirements is the future level of knowledge of future visual arts



teachers, their practical achievements in the future, and their personal improvement. Therefore, taking into account the psychological and pedagogical laws in the teaching of painting in the field of fine art is important in the pedagogical and psychological aspects of developing professional competence of future fine art teachers through painting. Developing the professional competence of the future fine arts teacher is an activity that helps to form an intellectual professional mindset along with the qualities of a perfect person by showing his active attitude to the educational process, approaching the implementation of the set goals and tasks from a social and economic point of view. That is why in-depth professional knowledge, improved in every way, is necessary in the development of professional skills and competence. It is desirable to determine the unique synthesis of the knowledge of painting and the nature of the knowledge involved in this synthesis, their interrelationship, structure and relationship with other disciplines. Visual art is one of the psychological-pedagogical components of teaching students, which requires a certain high level of personal quality of "remembering". In addition, according to the structure of the work being carried out, it includes the methodology of integration, interrelation and use of several knowledge. In his researches, Professor T.R. Tolaganov stated, "The student always participates in the theoretical and practical dialogue of educational information, because in order to make a conclusion according to the educational information, he often refers to his block of knowledge." In the method of developing the professional competence of future teachers of fine arts through painting, the laws of painting are considered as the main ground. In this, first of all, the main essence and function of art is directed to the creation of an artistic image as the final result. After all, an artistic image is a creative product that defines "complex, multifaceted ideas about the

relationship between art and existence, the role of the artist in relation to the problems of artistic perception, and reveals the internal laws of visual art." In the development of professional competence of future fine arts teachers through painting, priority is given to increasing the effectiveness of the practical-applied functions of these functions. Naturally, it is also necessary to create similar pedagogical conditions.

In the development of professional competence of future teachers of fine arts through painting, theoretical knowledge, practical application of imagination, and creative activity are usually tested in a unique way. In this process, the students' color perception becomes clearer. In this way, it is determined what should be paid attention to at which stage, and certain corrections are made to the process. Painting, as the highest level of visual and creative activity, is based on the laws of fine art, and is considered a work of fine art, in particular, its main basis.

In psychological research [B.G. Anan'ev, L.V. Vygotsky, E.I. Ignatiev, V.S. Kuzin, S.P. Rubinshtein, O.K. Tikhomirov, P.M. Yakobson, etc.] It is justified that its essence is directly related to the cognitive process. Also, in researches related to the psychology of artistic creativity, it is emphasized that this process takes place in a unique way in visual activity, and its stages are the observation, perception, analysis of events and phenomena in the environment, the formation of certain imaginations, impressions, and the creation of artistic images based on them. Therefore, in improving the content of painting lessons, first of all, it is necessary to take into account that students' aesthetic imagination, artistic observation competences play a decisive role, that is, logical-painting thinking competences should be formed on the basis of perception and feeling.



From the above points, it can be concluded that the structure of pedagogical-psychological aspects of developing professional competence of future visual arts teachers through painting is to imagine the goals of the formation and development of individuality, that is, to set the goal of creative activity and to strive for success in creative activity, the development of creative imagination, and emotional development in the conditions of creative activity. management of situations, as well as perseverance in the implementation of creative activities, striving for a goal, overcoming situations that are difficult to find a solution, being able to manage oneself in a state of curiosity, being able to develop the ability to analyze one's own creative solutions, the quality of a creative individual, the development of imagination, independent thinking as it consists of.

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