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The Essence and Logical Analysis of Developing the Professional Competence of Fine Arts Teachers Through the Portrait Genre

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ABSTRACT

This article presents the essence and logical analysis of developing the professional competence of fine arts teachers through the portrait genre, based on factual evidence. It explores the development of practical and creative skills through portraiture, an in-depth study of anatomy and facial proportions, the integration of aesthetic thinking with art history, emotional and psychological expression, as well as the enhancement of creativity and artistic thinking.

Keywords: Portrait genre, anatomy, pedagogical diagnosis, competence, creativity, painting, contrast.

INTRODUCTION

In New Uzbekistan, the rapid implementation of socio-economic changes and the gradual renewal of the education system have become a focal point for society, turning into a significant process that increases public interest in spiritual values.

In the higher education system, the integration of advanced international experience and the application of modern pedagogical technologies in the teaching and training process, particularly the implementation of innovative technologies to develop the professional competence of future fine arts teachers, have become key pedagogical issues of today. From this perspective, the Presidential Decree of the Republic of Uzbekistan No. PQ-289, issued on June 21, 2022, "On Measures to Improve the Quality of Pedagogical Education and Further Develop the Activities of Higher Education Institutions Training Pedagogical Personnel," outlines priority tasks related to the training of highly qualified pedagogical personnel and the continuous professional development of teachers.

Improving professional competencies holds particular significance among the complex challenges of training

future fine arts teachers. Especially in the preparation process, integrating professional, practical, psychological, methodological, and research activities alongside the development of professional competencies further enriches their training.

The professional competencies of future fine arts teachers can be developed through multiple approaches. This includes integrating education and the learning process, combining theory with practice, engaging in creative activities, and enhancing competency through specialized subjects in fine arts such as painting, graphics, and sculpture.

The essence and logical analysis of our dissertation on improving the professional competence of future fine arts teachers through the portrait genre are reflected in the following well-founded facts:

Development of Practical and Creative Skills: The portrait genre requires students to study fundamental concepts such as anatomy, facial proportions, depth, and lighting techniques, which deepens their practical and creative skills.

In-depth Study of Anatomy and Facial Proportions:

During the portrait drawing process, teachers are required to study the anatomical structure of the human face and accurately apply proportional relationships to different facial features. This enhances their ability to depict even the smallest details correctly, achieving realism and precision, thereby improving their technical mastery. Scientific research has also shown that such approaches play a crucial role in developing the skills necessary for creative and realistic line work.

Integration with Aesthetic Thinking and Art History:

The portrait genre has held a central place in art history, evolving through various styles and techniques across different eras. For example, Renaissance portraits emphasized realistic expression and anatomical accuracy, while the Modern era focused more on creative and subjective representation. This exposure helps students not only develop technical skills but also gain a deeper understanding of diverse artistic styles and aesthetic perspectives.

Emotional and Psychological Expression: The portrait genre serves as a means to convey a person's inner state, emotions, and character. Pedagogical research indicates that through portrait drawing, teachers develop a deeper understanding of human emotions and personalities, enhancing their ability to reflect complex emotional states with precision. This skill is particularly essential for future educators, as it enables them to build effective relationships with students and inspire them throughout the learning process.

Development of Creativity and Artistic Thinking: The portrait genre fosters various creative techniques and approaches, such as the use of color, lighting, contrast, imagination, and composition. Research indicates that the process of drawing portraits enhances creative thinking, helps in effectively implementing new ideas, and encourages the exploration of innovative approaches.

Practical Application in Pedagogical Activity: Due to its versatility, the portrait genre not only teaches students various techniques and styles but also helps unlock their creative potential. This process prepares teachers to implement innovative approaches in education. Portraiture is a powerful means of expressing human identity, allowing educators to depict a person's character, inner emotions, and external appearance, thereby enhancing opportunities for creative expression.

The Pinnacle of the Profession – Mastery of Portraiture:

In fine arts education, working in the portrait genre represents the highest level of professional and methodological preparation. Research shows that portraiture is an effective tool for capturing students' attention and increasing their engagement. It not only enhances visual skills but also fosters imagination, creativity, and professional-methodological training. This, in turn, helps future educators create an active and effective learning process, playing a crucial role in developing their professional competence.

What is Competence? Competence refers to the acquisition of the knowledge, skills, and abilities necessary for students to perform professionally significant personal and social activities and their ability to apply them in professional practice. Professor N. Muslimov fully explains the essence of the concept of "competence," highlighting two key aspects: it manifests both as a set of personal qualities in students and as the fundamental requirements of the professional field.

Since the mid-20th century, the concepts of "competence" and "competency" have appeared in scientific literature. For example, in linguistic theory, American linguist Noam Chomsky first introduced the concept of competence in his work *Aspects of the Theory of Syntax*, defining it as "the ability to know, speak, and understand one's language" or "a person's capacity to perform a specific activity."

In the field of pedagogy, renowned scholar A. Kolesnikov studied the concept of "competence" in relation to terms such as "literacy," "education," "culture," and "mentality."

In his dissertation, P.V. Paydukov defined and summarized the concepts of "competence" and "competency." He described "competence" as the process of effectively utilizing personal qualities, knowledge, skills, and abilities in a specific field, while "competency" is understood as the ability to perform a particular activity.

According to O.A. Qosynov's research, professional competence is a quality that reflects a specialist's mastery of their professional activity. It includes an inclination toward the profession, the ability to assess personal qualities, correctly determine the direction of professional development, and the capacity for self-improvement and self-discipline. Pedagogical scholars suggest that professional competence consists of three components: content-related, motivational, and executive.

According to our research, we are particularly interested in the logical aspects of standardizing education. In conducting our study, we examined the content of the education systems in Spain, Poland, France, Germany, and other countries. As a result, we found that in European countries, the primary focus is on the specialist's level of competency and qualification.

In line with traditions established in Western countries, a specialist's professional qualification is measured by their competence, while the education system is evaluated based on the level of knowledge, skills, and abilities. In foreign countries, education operates based on qualification standards, which reflect only the desired outcomes and encompass the specialist's required knowledge and skills. If we analyze the etymology of the terms "competent" and "competency," it becomes clear that these concepts did not emerge randomly but have a structured and deliberate foundation.

Competency does not simply refer to the acquisition of individual knowledge and skills by a student; rather, it implies the integration of knowledge and actions across each independent discipline.

The essence of our country's national education system is based on the minimum content requirements of education, which are structured around three fundamental components: knowledge, skills, and competencies.

From the perspective of professional training requirements for graduates, competency refers to students' ability to effectively apply a set of knowledge, skills, and methods in specific situations in a purposeful manner.

Nowadays, various regulatory documents on education emphasize that one of the key conditions for improving the quality of education is the moral upbringing of individuals. It is frequently stated that the ethical potential of art should be more extensively utilized as a tool for shaping and developing moral principles and competencies. This requirement aligns with the strategic plan for developing the aesthetic culture of the younger generation through artistic-pedagogical education and the professional training of teachers. It is also directly linked to the main objective of the professional education program in fine arts teacher preparation: to train specialists capable of enhancing professional competence in educational and cultural institutions.

The multifaceted and complex nature of preparing future teachers for professional competence development requires researchers to further clarify the essence of the concept of "readiness." For instance, K.K. Platonov considers professional readiness for pedagogical activity as an integral part of an individual's personality. He concludes that its formation begins with experiential substructures, meaning it primarily depends on knowledge, skills, and abilities. Meanwhile, M.T. Mirsolieva expands the definition of professional readiness to include qualities such as the ability to organize independent and collective scientific work, envision an innovative future, as well as self-organization and self-development skills.

It has been determined that one of the primary tasks of the education system is to identify effective forms and methods of teaching in higher pedagogical education institutions, adapt curricula and program content to meet modern requirements, and enhance the educational and methodological preparation of future fine arts teachers. Additionally, it is crucial to develop their professional competencies, strengthen pedagogical activities, and create the necessary conditions for improving their teaching skills.

O'.Q. Tolipov conducted research on the topic "Pedagogical Technologies for Developing General Labor and Professional Skills in the Higher Pedagogical Education System." His studies focused on the role of pedagogical technologies in enhancing the professional skills and competencies of future teachers and the key aspects of implementing these technologies in the educational process.

N.A. Muslimov emphasized that one of the key tasks in the higher education system is the formation of a new generation of specialists who are morally and ethically mature, possess an independent worldview, think creatively, and remain loyal to both national heritage and universal human values.

N.M. Boritko studied the development of a personal model for teachers and its role in enhancing professional pedagogical training, which is directly relevant to future fine arts educators.

According to R.Z. Khayrov, achieving high efficiency in the educational process requires taking into account students' individual abilities and aptitudes, implementing differentiated assignments tailored to their capacities.

Based on these findings, we conclude that improving the professional competencies of future fine arts teachers through portraiture can lead to higher efficiency. As a result, one of the main objectives of our research is to focus on both domestic and international portrait artists to gain deeper insights into this genre.

Portraiture is one of the most fundamental and valuable branches of fine arts, aimed at depicting a person's external appearance, emotions, individual characteristics, and personality. This genre plays a crucial role in realistically and deeply expressing the intricate details of the human face and its psychological traits. Unlike genres such as landscape or still life, which focus on nature and inanimate objects, portraiture highlights personal attributes, emotions, and external features, providing profound insights into human nature.

Drawing portraits is an effective tool for mastering various artistic disciplines and improving essential artistic skills. Through portrait studies, students gain in-depth knowledge not only of human facial representation but also of other fine arts subjects. This process not only enhances practical skills but also significantly contributes to the professional knowledge and competencies required for future fine arts educators.

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