

Development of Artistic and Aesthetic Competence of Image Teachers

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Abstract: *Since the development of the artistic and aesthetic competence of fine arts teachers and the formation and quality of professional skills in the field of fine arts and teaching of fine arts in educational institutions are important in this article, if the assessment of creative work and its relevance is also provided criterial information on an issue relevant to the art teacher.*

Keywords: Innovative, motivational, strategic, conceptual, aesthetic, communicative, prognostic, constructive, didactic, gnostic, organizational, expressive, substructure, emotional, therapy, image, associative, individual, graphic, epistemological, cognitive, reflexive, composition, galleries.

INTRODUCTION

This requirement is art pedagogical education, which forms the aesthetic culture of the younger generation; it is based on a strategic plan in the field of teacher training and is directly related to the purpose of the main professional education program in the field of training students in the field of fine arts: training of professionals capable of effective artistic and aesthetic activities in educational and cultural institutions.

Students of pedagogical higher education institutions in the field of fine arts methodology should have a spiritual and aesthetic orientation, which are clear criteria for assessing the beauty of art and the surrounding world. Prospective teachers of fine arts should not only master the basics of pedagogical skills, rather, they should also be promoters of aesthetic culture. Therefore, the concept of professional and aesthetic training of future teachers of fine arts today has its own content and structure, a special need to identify opportunities for its formation in the context of the higher education process.

THE MAIN FINDINGS AND RESULTS

Problems of professional preparation for pedagogical activity have been studied as the object of many researches. In particular, H.Abdukarimov - the education of the teacher in the process of continuous pedagogical education [1, p. 46], A.Jajibaeva - the introduction of a person-centered approach to the education of future teachers [2, p. 23], D.N.Arzikulov - the psychological features of professional development [3, p. 22], R.Kh.Djuraev - organizational and pedagogical bases of professional training [4, p. 43], Sh.N.Majitova - integrated development of the future teacher in the process of professional training [5, p. 172], Sh.K.Mardonov - training and professional development of teachers on the basis of educational values [6, p. 302], N.A. Muslimov - pedagogical bases of professional formation of the teacher [7, p. 315], BH Rakhimov - formation of professional and cultural relations in the future teacher [8, p. 160], M.B. Urazova - preparation of future teachers for project activity in the process of professional education [9, p. 287], N.M. Egamberdieva - personal and professional socialization of students [10, p. 332], F.R. Yuzlikaev - acceleration of didactic training of future teachers [11, p. 303], S.R. Zoxidova - improved the process of professional socialization of teachers [11, p. 303], and others have conducted research in this area.

A.S. Puni emphasizes that readiness for pedagogical activity is no different from any other activity, which means that an individual has confidence in his abilities, understands his motivation and all actions are aimed at achieving goals. This idea is certainly somewhat controversial, because in our view, training is a much more complex category than simple actions, and is a multi-stage, multi-faceted system, the essence of which is determined by the specific characteristics of the activity [12, pp. 123-128].

The versatility and complexity of teacher professional training compels researchers to explore the essence of the concept of teacher training. For example, K.K. Platonov considers professional training for pedagogical activity as an integral part of personality. He concluded that the beginning of its formation corresponds to the subtraction of experience, that is, it depends primarily on knowledge, skills and abilities [13, pp. 68–78]. M.T. Mirsolieva professional training, the ability of the professional to organize specific and team research; noted that it is possible to include qualities such as the ability to see an innovative future, self-organization and self-development [14, p. 225].

F.R. Yuzlikaev, N.M. Egamberdieva, Sh.R. Uraikov and others interpreted the concept of “readiness” on the basis of emphasizing the multifaceted nature of pedagogical activity by functionally differentiating the tasks of the teacher's professional activity [15, p 303]. Thus, “readiness” is considered by scientists as a prerequisite for the success of any activity. It includes not

only conscious relationships, but also equally important tasks, possible behavioral patterns; determination of the optimal method of activity, involves assessing their own capabilities, as well as achieving a specific outcome.

V.A. Slastenin gives the most complete description of professional training for pedagogical activity, as well as shows its multifaceted nature. Preparatory criteria included: the ability to identify or perceive oneself with others; a psychological state that reflects the dynamism of the individual, the richness of the spiritual world, independence, entrepreneurship; emotional resilience; professional-pedagogical thinking based on the understanding of success and failure as the search for the necessary cause-and-effect relationship; ability to predict outcomes [16, p. 224].

Thus, the analysis of the scientific literature on this issue allows us to draw certain conclusions. In particular, vocational training is the result of activities by researchers; quality that establishes an attitude to the solution of problems related to the professional situation; conditions for targeted activities; included in the general direction of his actions and, despite some similarities in preparation and attitude, the configuration of the subject's activity was interpreted as the active state of the person arising from the type of activity with a complex structural basis.

The definition of preparation for pedagogical activity in the scientific literature is interpreted in terms of a research approach. Therefore, several types and forms of preparation for activities are distinguished: personal, professional, psychological, ethical, motivational and others.

Many scholars emphasize the importance of personal training in pedagogical activities, because "... a person's readiness implies an attitude to the profession, ideological maturity, broad and systematic professional-subjective competence, didactic needs" [17, p. 19].

Indeed, a teacher's professional readiness stems from the presence of personal qualities such as knowledge, goal setting, thinking, instinct, improvisation, observation, cheerfulness, intelligence, prediction, and reasoning. Note that preparation is dynamic in nature, and many personal qualities of a person can develop and replace existing ones with new ones. It should be remembered that training is a set of human qualities, the formation of which also depends on the acquired knowledge, so it should be based on modern knowledge and good practical training.

When studying the issue of preparation for pedagogical activity, many scholars emphasize that future educators should have a certain attitude towards mastering the knowledge and skills necessary for them to work as teachers. In our research, we understand attitude as a stable desire, a necessity for self-improvement. Therefore, in the preparation of a future teacher of fine arts, it is necessary to pay great attention to the satisfaction of pedagogical activity. This is done through the teacher's desire for self-improvement.

The views of scholars on the structure of this process are also important in the study of preparation for pedagogical activity. Sh.Urakov proposed the following structure on the components of professional training: motivational, operational and reflexive [18, p. 48].

The structure of the teacher's readiness for pedagogical activity is the ability to master teaching and learning technologies; development of pedagogical consciousness (I-concept, T-concept of upbringing, and F-concept of activity); mastering pedagogical techniques; communicative, cognitive, prognostic, constructive, didactic, gnostic, organizational, expressive pedagogical skills.

In summary, there are three components to a teacher's professional readiness:

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

Secondly, the formation of personality qualities, abilities, priorities, which are reflected in the interaction with students, colleagues and the pedagogical process;

Thirdly, that there is a solid foundation for self-development.

It should be noted that the above considerations are not perfect for some specialties, for example, for teachers of fine arts, because the requirements for the training of teachers of fine arts should be determined by its area of activity.

According to its qualification description, the specialty of a teacher of fine arts is aimed at artistic and aesthetic education of students, which serves the socialization of the individual by allowing him to know the world of human civilization, as well as self-awareness and self-expression [19, p. 346].

A separate component of fine arts includes the works of art itself, elements of art criticism, the theory of fine arts, the study of applied drawing. The fine arts introduce students to a variety of disciplines such as painting, graphics, sculpture, architecture and art and crafts. The content of the subject "Fine Arts" is aimed at shaping the perception and study of works of fine art, the development of a creative approach to the surrounding reality and children's art. Fine arts classes are directly related to the surrounding realities: promoting aesthetic perception of the world; shaping the ability to observe beauty; distinguish between aesthetic phenomena in reality and works of art; to have an active aesthetic attitude to reality by the teacher-students by directing them to analysis and classification, teaches to apply artistic skills in practice in the process of study, work, social activity.

The main purpose of fine arts in school is not only to acquaint students with works of art; rather, it is to develop their spirituality, their ability to see and appreciate beauty in art and life. The effectiveness of fine arts in the aesthetic education of students will be high. Fine arts not only form an aesthetic ideal, but also develop the creativity of schoolchildren by combining the qualities of aesthetic taste, appreciation of beauty, understanding and creation, intensive influence on the intellectual, emotional and volitional sphere of the learner.

We have identified three components of a future fine arts teacher's artistic and aesthetic preparation for professional activity.

Artistic-aesthetic education includes students' conscious aesthetic attitude to reality and art, expressed in the generality of aesthetic ideas, theories, views, evaluation criteria. At the heart of aesthetic consciousness is the socially conditioned notion of perfect beauty in nature, society, man and art, the ability to evaluate various objects, events, life situations and works of art in terms of personal artistic and aesthetic taste - the aesthetic ideal.

Artistic-aesthetic education has a great impact on the inner world of the individual in educational activities, creates a diverse and complex experience. At the same time, aesthetic feelings, needs, and ideals stimulate socially useful activities, shape beliefs, and motivate people to fight against things that hinder their realization. This is the main educational function of art.

COCNCLUSION

The study of a number of disciplines of higher education through works of art is always carried out in a deep and thorough manner, as it activates the whole system of emotionally enriched clear-image thinking. It is through this that the cognitive and pedagogical functions of educational activity in artistic and aesthetic education are manifested. For example, in order to understand and comprehend the spiritual world that exists in works of art, it is necessary to have a great moral outlook, an emotional culture, a keen understanding. To do this, it is important to strive to develop students' aesthetic consciousness on the basis of outstanding masterpieces of local and world art in the educational process.

The purpose of art and aesthetic education of students of higher education is to form the moral and aesthetic humanistic ideal of all-round development, the achievement of which is to ensure the emergence of artistic and aesthetic development, artistic taste, productive figurative thinking. As a form of thinking, the artistic image gathers complete information about nature, society, social relations, and social consciousness. With the help of artistic images, a person thinks, comes to new generalizations and conclusions.

Based on the above, it should be noted that the process of formation of professional and aesthetic training of future teachers of fine arts should be carried out taking into account national characteristics, ethnic traditions, which are directly involved in the aesthetic and cultural activities of students.

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