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Title: MODERN REQUIREMENTS FOR THE LEVEL OF PROFESSIONAL TRAINING OF FUTURE FINE ART TEACHERS

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MODERN REQUIREMENTS FOR THE LEVEL OF PROFESSIONAL TRAINING OF FUTURE FINE ART TEACHERS

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Abstract: The article discusses the modern requirements for the training of teachers of fine arts and the importance of the use of pedagogical technologies in their professional activities.

Keywords: primary education, artistic image, pedagogical technology, artistic thinking, ethical principles, creative abilities.

Introduction

Introduction

In recent years, as in all areas, many reforms have been carried out in the field of education in order to strengthen the status and prestige of teachers in society and to improve the quality and efficiency of the educational process. This is confirmed by a number of goals set in the "New Uzbekistan Strategy" for 2022-2026. It is important for future teachers to be more active in the timely implementation of reforms, to provide the younger generation with the necessary knowledge through the effective use of new pedagogical technologies, to help them develop their abilities.

Everyone has an innate ability from an early age. These abilities, seen in early childhood, can be seen as a sign of a great talent for the future. If children's curiosity and hidden talents are not properly developed by teachers at school, if they are not given the right direction, if skills are not developed on the basis of special exercises, and if they are completely ignored, the existing qualities in the child will gradually disappear. In this process, the teacher plays a key role - management and executive functions. Therefore, the requirements in this regard are the most responsible for a teacher of fine arts.

Discussion and Results

The state educational standard "Fine arts and engineering graphics in the requirements for the level of preparation of a bachelor in the field of education:

- have a competitive general professional training;
- be able to independently acquire new knowledge;
- to be able to choose traditional and non-traditional methods, advanced pedagogical technologies in the transition to science and topics, to be able to creatively apply methods and technologies in their subject, to analyze the facts, to generalize and draw conclusions on this basis; [6; 9-10].

The purpose of the science of fine arts is to form in children an artistic culture that is an integral part of spiritual culture, to develop in them creative literacy and artistic thinking in the fine arts. In order to form such qualities in the younger generation, a fine arts teacher must have the following skills:

- Participate in research on the development of art education;
- be able to use the basic methods of scientific research in working on a problem related to the field of art education;

- Acquisition of new knowledge in education using modern information technology;

- to study the interests of students and pupils in the educational process;

- research on the new educational process; to achieve the goal, to master modern information technologies that are not alien to our national ideology, to learn any foreign language that will help to restore mutual cultural ties between peoples;

- creation of educational environment for pedagogical purposes in accordance with the training of teachers of fine arts and its application in practice;

- design and implementation of independent education;

- Carrying out individual lessons on the basis of the content of disciplines;

- Implementation of educational tasks of a spiritual nature on the basis of vocational education.

To do this, they themselves must have the following characteristics:

The professional level of a teacher of fine arts requires the selection of young people who are dedicated to the fine arts, who have a unique character in this profession.

The following professional qualities are very important for an artist to be successful as an educator:

- ✓ politeness;
- ✓ humanity;
- ✓ communication and organizational skills;
- ✓ high spirituality, - strong moral principles;
- ✓ depth of knowledge about world culture;
- ✓ strong emotion.

It is well known that the development of skills related to visual activity is a very difficult process. Because the composition of the

specificity involved in each specific creative activity will be different. In psychology, therefore, abilities are perceived as primary and secondary (primary and complementary) parts.

1. Basic artistic skills:

a) artistic imagination, the ability to find an artistic image and create a unique composition that provides a more original and natural origin of events;

b) the originality of visual memory, the appearance of bright images in the mind of the artist and the ability to skillfully copy it on paper or canvas;

c) an emotional, inspired approach to the imagined and portrayed image (mainly the development of the artist's intuition);

g) the strength of the artist's personality in the child, which enables the creative thought born in the mind to be able to apply and depict the imagination in practice.

As a result of the development of analytical skills, abilities are formed relatively quickly. The basis of the creative process is the continuous development of flat and volumetric shapes, their proportions, properties, direction of lines, spatial relationships of objects, light colors, harmony of light and shadows, perception of perspective contractions of three-dimensional objects, eye perception of movement in the image. should be visited.

2. Auxiliary properties of creative abilities.

a) visual perception of the softness or hardness, smoothness or roughness of the surface of the observed object and its practical expression;

b) skills that are mainly related to the child's hand movements, ensuring that new technical exercises that need to be mastered in fine arts classes are performed quickly and accurately.

Creative thinking and memory, which are the food source of imagination, are

invaluable at every stage of creating a work of art. In the process of describing a creative work, devotion to this activity, enthusiastic engagement in the pursuit of a goal, is relevant to each of the above, and defines the leading feature of these characteristics.

The role of future artists-teachers in the development of such creative abilities in children is enormous, and their professional and pedagogical training must meet the following requirements:

✓ to teach children to see, feel and feel the beauties of human life, which are the main products of this catastrophe, and the changes that take place in nature and society;

✓ to be able to develop children's artistic and creative abilities, their taste, memory, color perception, spatial imagination, observation of nature, various views of the environment, the ability to guess, plan;

✓ to be able to improve students' mastery of fine arts, applied arts, sculpture and architecture, fine arts, methods of depiction;

✓ interest in the process of fine arts, works of art, all creative products and their professions, the ability to cultivate a sense of pride and respect for their profession and the national masterpieces of folk art.

To do this, artists and educators themselves must master the field of fine arts, be ready to teach the next generation the secrets of art. In addition to mastering specialized subjects, they must also master non-traditional teaching methods in order to teach these knowledge and skills to students in a comprehensive way. Today's development, combining the peculiarities of the pedagogy of teaching national and modern fine arts of the past, requires the improvement of today's national pedagogical school in this area. At the same time, the young specialist is required to study and apply in practice the aspects that

correspond to our national ideology, based on the experience of world-renowned educators.

“Non-traditional education has didactic functions, such as attracting students to their profession, expanding the scope of knowledge, cultivating in them the qualities of responsiveness, activating and developing their ability to think independently. Experience has shown that if the lessons are conducted in the usual way - based only on listening, students have mastered more than 20% of the information, and with the use of advanced pedagogical methods, this figure has increased to 80-90%” [4; 2].

Experiments show that the main efficiency criteria of the method are [5; 10-12]:

- its suitability for the solution of the tasks set in the application;
- Simplicity and ease of use;
- Educational game, case, discussion,
- The method can not only provide the best results, but also ensure high reliability of achieving them.

It is known that teachers of fine arts are the representatives of the future science, culture and enlightenment, not only artists, contributing to the formation of masters of applied arts, but also promoters of national and universal values of art. They not only teach students to draw, but also provide them with extensive information about the works of fine and applied arts created by our ancestors, the architectural monuments built by our ancestors, Mother Nature, all creatures, and form feelings of love, care and pride. Therefore, first of all, future educators-artists must be martyrs of nature, have their own ideas and high professionalism in dealing with every change in works of art, nature and society. This requires a high level of use of modern information technologies, a perfect command of a foreign language to get acquainted with the

materials obtained from Internet sites. Because in the current era of globalization, it is very difficult to impress even an ordinary school student without mastering computer technology. That is why it is one of the highly effective methods of developmental teaching. At the same time, in order to cultivate a creative personality, the teacher must be able to go through this process, to demonstrate in practice the creation of creative works to set an example for his students.

These skills and competencies in future teachers are:

- trips to museums, exhibitions, artists' workshops, nature walks, making paintings and sketches directly from nature, constantly developing their creative abilities;

- Striving to exhibit his creative work, organizing art exhibitions of student work;

- Effective use of advanced information and computer technologies in the creative process and in the classroom;

- Continuously develops in the process of reading classical and world literature in the field, independent study of works of art, their analysis.

Conclusion

Бу кўникма ва малакаларнинг мавжудлиги ўқитувчини ҳар қандай вазиятдан ҳам тўғри чиқиб кетиши, ўз ўрнида талабанинг ҳам ўқитувчига нисбатан бўлган ишончи, меҳри ва хурмати, ижодкорликка бўлган ҳавасининг ортиши, меҳнат орқали ўз орзуларига етиш ҳиссининг пайдо бўлишига сабаб бўлади. Бўлажак мутахассис ижодий фикрлаш қобилиятлари ривожланиши негизда касбий фаолиятга оид бошланғич кўникмалар шакллантирилиб, ўқув-тарбиявий жараёни амалиёт билан бевосита боғлаб олиб боришни таъминлайди. Рақобатбардош умумкасбий тайёргарликка эга бўлган мутахассис ўқитувчи хислатлари шаклланиб боради. Келажакдаги таълим тизимидаги

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