

Developing Professional-Pedagogical Competence in Future Teachers of Visual Arts

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Annotation: Purpose of the study is to identify, theoretically substantiate, and experimentally test the pedagogical conditions for developing professional-pedagogical competence in future teachers of visual arts based on a polyartistic approach

Keywords:

The relevance of the research. The end of the 20th and the beginning of the 21st century are characterized by changes in all areas of societal activity. These changes have affected not only the economy but also education, the primary goal of which is to prepare competent and qualified workers capable of effectively working in their field at the level of global standards and being able to navigate in related fields of activity, ready for professional growth and competitiveness in the labor market.

The above statement pertains to the preparation of educators who must not only possess a sufficient stock of professional knowledge and skills but also be ready and capable of engaging in innovative activities and pedagogical creativity. This fully applies to the training of visual arts teachers, tasked with conducting aesthetic education for the younger generation, preserving and developing national culture. Fulfilling this mission requires visual arts teachers to have the ability to effectively and creatively carry out the aesthetic education of students, which is a matter of their professional pedagogical competence.

The works of E.V. Bondarevskaya, I.A. Zimnaya, O.E. Lomakina, N.V. Kuzmina, A.K. Markova, L.M. Mitina, and others are dedicated to the issue of professional-pedagogical training of teachers. In these works, the essence and content of the main concepts and approaches to solving the problems of preparing students of pedagogical universities for high-level pedagogical activities are revealed.

The professional training of art teachers, as well as the theoretical and practical foundations for improving its effectiveness, has been studied by V.N. Bannikov, S.N. Doroshenko, G.Yu. Ermolenko, L.L. Malinskaya, S.I. Mokrousov, and others.

Questions of the theory and methodology of art education and teaching visual arts to schoolchildren have found reflection in the research of V.S. Kuzin, V.K. Lebedko, S.P. Lomov, B.M. Nemensky, N.N. Rostovtsev, N.V. Sokolnikova, P.P. Chistyakov, E.V. Shorokhov, and others. In their works, they explore aspects of the professional preparation of future art teachers, propose new ways to improve the process of professional training for artist-educators, and develop their individual qualities, such as color and visual perception, artistic culture, coloristic literacy, and so on.

Despite the significant theoretical development of the problem of preparing future art teachers, its practical implementation proves to be insufficiently effective. The level of professional-pedagogical competence of graduates of pedagogical universities, as our research has shown, does not meet the expectations of educational institutions. This fact is partly due to the fact that in art-pedagogical education, significant attention is paid to training students as artists at the expense of their pedagogical preparation. In light of the above, there arises the problem of finding new ways to enhance the effectiveness of shaping professional-pedagogical competence in future art teachers.

However, the study of scientific works has shown that in the field of pedagogical theory, the problem of developing professional-pedagogical competence in future teachers of visual arts based on a polyartistic approach remains insufficiently developed. The pedagogical conditions for its solution in the educational process of a university have not been identified or justified.

Purpose of the study: to identify, theoretically substantiate, and experimentally test the pedagogical conditions for developing professional-pedagogical competence in future teachers of visual arts based on a polyartistic approach.

Object of study: The system of professional training for future art teachers in a pedagogical university.

Subject of study: The development of professional-pedagogical competence in future art teachers based on a multidisciplinary approach.

Research Hypothesis: The formation of professional pedagogical competence of future visual arts teachers based on a multidisciplinary approach will be effective if the following conditions are met:

- the essence and content of professional pedagogical competence of future visual arts teachers are disclosed, taking into account the specifics of the "Visual Arts" lesson.
- criteria, indicators, and levels of the formation of professional pedagogical competence of future visual arts teachers are defined.
- the following set of pedagogical conditions is implemented:

б) The use of various forms of art in the process of teaching students in the professional block disciplines.

в) Creating a multidisciplinary educational environment within the faculty, in which visual art serves as its subject-space foundation.

Research Objectives:

- To uncover the essence and content of the professional-pedagogical competence of future visual arts teachers.
- To determine the key criteria, indicators, and levels of development of the professional-pedagogical competence of future visual arts teachers.
- To identify the potential of a multidisciplinary approach for shaping the professional-pedagogical competence of future visual arts teachers.
- To develop, theoretically substantiate, and experimentally test the pedagogical conditions for the formation of the professional-pedagogical competence of future visual arts teachers based on a multidisciplinary approach.

The methodological foundation of our research is based on:

Philosophical theories of the synthesis of man and art, the aesthetic and spiritual unity of which represents a harmonious living whole (M.M. Bakhtin, V.P. Zinchenko, I. Kant, E.I. Roerich, V.S. Solovyov, and others). Principles of education and training within a holistic pedagogical process (J.A. Comenius, A.S. Makarenko, V.A. Sukhomlinsky, K.D. Ushinsky, and others).