



## DEVELOPMENT OF ARTISTIC AND CREATIVE ABILITIES IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE PEDAGOGUES-ARTISTS

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**Annotation:** *the author of the article believes that the goal of professional training of the future teacher of fine and decorative arts is the formation of his professional competence, which is carried out in the unity of the psychological-pedagogical and artistic-creative components.*

**Key words:** *art education, professional training, artistic and creative activity, arts and crafts, fine arts, self-assessment, artistic and creative development, competence.*

In recent years, the content and methodology of the development of the higher education system, the improvement of its socio-pedagogical effectiveness, and the qualitative adaptation of educational processes to the requirements of the new stage have been created. From this point of view, among the most important problems of modern higher education, it is permissible to highlight the priorities of training a competent specialist in the field of artistic education with a complex of professional and special qualities.

In particular, to raise the content of higher education to a new level in terms of quality, to establish a system of training highly qualified personnel that can contribute to the sustainable development of the social sphere and economic sectors, to find a place in the labor market, to introduce advanced standards of higher education based on international experiences, including training programs, the gradual transition from education focused on theoretical knowledge to the educational system focused on the formation of practical skills is recognized as a priority task.

N.N.Azizkho'jaeva, N.M.Boritko, S.S.Bulatov, M.G.Davletshin, E.Roziev, N.N.Azizkho'jaeva, N.M.Boritko, N.M.Boritko, N.N. V.K. Vilyunas, R.Z.Gaynutdinov, M.G.Davletshin, M.G.Dzukojeva on the theoretical issues of creating and improving the motivational environment of personal activity by K.Sergeev, O'.Q.Tolipov, F.R.Yuzlikaev, Yu.M. Zabrodin, E.F. Zeer, E.M. Ivanova, E.A. Klimov, S.L. Rubinshtein, P.A. Rudik and N.F. Talizina's researches are of great importance [6, 7].

B.A. Abdykarimov, V.I. Baydenko, N.V. Efremicheva, E.F. Zeer, I.A. Zimnyaya, L.M. Mitina, V.A. Slastenin, Yu. In the scientific research of scientists such as G.Tatur, A.V.Tutolmin, A.V.Khutorsky, the competence approach in the modernization of professional pedagogical education, the integrative approach in assessing the social and professional competence of future teachers, the formation of the creative competence of the future teacher in the process of continuous pedagogical education professional training and development, as well as diagnostic problems of the teacher's personality and professional skills have been studied [4, 36].



Psychological aspects of the development of professional skills of future teachers L.S. Vygotsky, P. Ya. Galperin, E. Goziev, M. G. Davletshin, V. V. Davydov, A. K. Markova, V. Karimova, N. V. Kuzmina, S. L. Rubinstein, G'. B. Shoumarov and others were studied in research works.

Methods of teaching fine and applied art S.F.Abdullaev, I.V.Alekseeva, B.B.Baymetov, S.S.Bulatov, R.T.Ibragimova, N.V.Kozlyakova, V.S.Kuzin, P V. Paydukov, N. N. Rostovtsev, N. B. Smirnova, M. V. Sokolov, V. P. Strokov, A. C. Khvorostov, Z. Yu. Khubieva, K. K. Kasimov, R. Hasanov and others [4, 37].

In Mazkyr's research works, artistic and aesthetic education of a person based on examples of visual and applied decorative arts, taking into account the internal needs and psychological characteristics of a person's development in the development of professional skills, and the pedagogical basis of using the examples of past cultural heritage to students in education and training based on the requirements of the time are recognized.

However, in this regard, until now, in higher education institutions, a systematic approach to the training of qualified pedagogues from applied decorative arts, maxsys scientific-research works have not been carried out to ensure that future fine and applied arts teachers will be able to demonstrate the knowledge, skills and qualifications acquired during practical decorative arts training in future pedagogical activities. , in this regard, it means the existence of problems that are waiting for their scientific-practical solution [4, 37].

Concepts on the formation of pedagogical skills in the process of research (P.R. Atutov, E.A. Grishin, Yu.K. Vasilev, V.A. Krutetsky, N.V. Kuzmina, L.M. Mitina, V.A. Slastenin, A.I. shcherbakov); psychological theories that shed light on the formation of personality and its essence (A. Abulkhanova-Slavskaya, M.G. Davletshin, V.S. Ilina, V. Karimova, A.N. Leontev, D.A. Leontev, V.S. Merlin, S. L. Rubinstein, G'. B. Shoumarov, D. B. Elkonin); theoretical ideas of formation of professional culture of the pedagogue (G.S. Batyshev, M.M. Bakhtin, V.S. Bibler, L.P. Bueva, N.D. Nikandrov, G.V. Platonov), self-development of teachers ( S.Ya.Batyshev, V.S.Bezrukova, V.A.Kan-Kalik, N.V.Kuzmina, S.M.Markova) and research on the problems of pedagogical ethics (N.N.Azizkho'jaeva, U.Mahkamov, O. .Musurmonova, S.Nishonova, M.Ochilov, N.E.shchurkova) were studied [1, 449].

There are different approaches to studying the process of professional development of a future teacher in psychology and pedagogy. Some researchers consider professional development from the perspective of the teacher's personality (K.M. Durai-Novakova, S.B. Elkanov, L.M. Zakharov, V.A. Kan-Kalik, N.I. Petrov, L.M. Mitina, etc. ), V.D.Shadrikov, T.V.Kudryavtsev, K.A.Abulkhanova-Slavskaya and others will consider it from the point of view of its activity. From the point of view of the ongoing research, the approach to studying this process from the point of view of the effectiveness of teacher training at the pedagogical higher education institution is of interest (V.A. Belikov, D.Yu. Anufrieva, etc.). In particular, L.M. Mitina defines professional development as the growth, formation, integration and application of professionally important personal qualities and abilities,



professional knowledge and skills to pedagogical activities. This leads to a radical change in the inner world and lifestyle of a person [5].

–Professional development of an activity subject is an unlimited dynamic process that takes place during the entire professional activity. Different approaches to understanding professional development allow us to identify and analyze its common features:

–professional development is a long-term process of acquiring a profession;

–professional development is based on self-development;

–in the process of professional development, certain qualities of a person as a labor subject change, as a result, the process of self-design of a person continues;

–professional training is an important stage of professional development in higher educational institutions, and the professional development of a future specialist is carried out in the process of active educational and professional activity [3].

The most important competencies formed in the future art teacher for his artistic and creative development are:

– in the field of creating an artistic image describing artistic activity; to have both pictorial-practical and expressive means of creating an artistic image; the specific language of visual arts; to acquire practical skills and abilities to work with various art materials and techniques;

– in the field of visual and practical literacy - developed artistic taste describing theoretical knowledge on the theory and history of visual art;

– in the field of control and evaluation activities - description of knowledge about the criteria of evaluation of artistic and creative works, development of self-evaluation and creative thinking;

– in the field of professional and personal development: the ability to learn, develop and understand oneself.

It should be recognized that the result of professional training is the sum of objective necessary knowledge, skills and abilities in the field of theory and history of visual arts, practical experience in pedagogical and artistic-creative activities, adaptability and critical thinking, individual psychological qualities.

The artistic-creative and professional-pedagogical directions of training a teacher-artist form his professional competence and make a great contribution to his professional development. It should be noted that the professional training aimed at improving the skills of specialists in the field of art education is a multifaceted phenomenon. First, according to the words of N.N. Rostovtsev and A.E. Terentev [7, 22], “it is desirable that the educational system of the pedagogue-artist should be clear and scientifically based and implemented within the framework of the educational institution”.

Assessment of creative work is of great importance in the artistic and creative training of a fine and applied arts teacher aimed at professional development. The mastery of artistic and creative activity implies the development of visual tools that form the basis of artistic literacy by students. As a result of developing the professional competence of the future



pedagogue-artist, evaluating his creative work becomes an effective method of developing his artistic and creative thinking.

In the process of monitoring and evaluation activities, analyzing the work helps to think more deeply and understand the progress of the work. In the process of creative revision of acquired knowledge, skills and abilities, in solving artistic and creative problems, independence and preparation for evaluation activities are formed in students. If these qualities are actively manifested, then we can talk about mastering educational material that helps creative activity.

Self-assessment is important in developing the level of artistic creativity and professional competence. The self-monitoring and assessment system becomes the regulator of the relationship between the student and the educational environment. In the process of evaluating and analyzing artistic work, he improves his professional artistic and creative skills, acquires qualities that help to raise and develop pedagogical activity to the next level. It should be noted that the development of self-assessment is a necessary condition for training a qualified specialist. With the regular formation of self-esteem among students, the development of self-esteem based on the solution of artistic-creative and imaginative tasks, it is possible to raise the quality of the artistic and creative development of the future teacher of fine arts to a higher level, because setting the goals of the creative process, analyzing information, stages such as critical evaluation of activity results are being optimized.

Systematic analysis and qualitative evaluation of the results of artistic and creative activity of students develops the ability to consciously build the activity, consistently solve problems in creating an artistic image, adjust the work at different stages, and be independent in additions and means of expression. Therefore, the activity can rightfully be considered creative. And this has a conscious, purposeful character.

Thus, it is reasonable to conclude that the training aimed at the artistic and creative development of the future teacher-artist includes the development of students' assessment competencies, self-improvement, creative reflection, preparation for self-realization, further professional growth and self-development.

Professional-pedagogical training is a complex and long-term professional development process that depends on the attitude to the teaching profession and artistic creation, interest and inclination in this field of work, skills, experience and training. Its dynamics are influenced by the following factors - critical, conscious attitude to artistic and creative activity and its results, developed artistic taste.

The artistic and creative development of future pedagogues-artists is carried out in the course of artistic and creative activity:

- in the process of mastering the methods of professional artistic and creative activity;
- development of professionally important qualities such as artistic and creative abilities (creative thinking ability, creative imagination, developed aesthetic feelings, willful characteristics of an artist's personality); pedagogical skills (empathy, communicative,



prognostic, methodological skills, reflection, self-analysis as a continuous process of personal self-design);

– transition to a higher level of professional competence of future pedagogues-artists in the conditions of higher educational institutions (introduction of problem-based teaching methods into the educational process, formation of visual culture as a method of developing aesthetic taste and evaluation criteria);

– development of students' assessment competencies, self-assessment, reflection.

It should be noted that the professional, artistic and creative development of future pedagogues-artists in the conditions of higher educational institutions is a purposeful, specially organized process and is the result of the formation of professional competences. It also manifests itself as a process of active qualitative change of the inner world, leadership, a fundamentally new structure and lifestyle, active realization of oneself in professional and artistic-creative activities.

Analysis of the structure, components and content of the professional training aimed at the artistic and creative development of the future pedagogue-artist revealed the following principles and important rules of its organization. Vocational education is a long, time-consuming process of mastering a profession, in which certain qualities (pedagogical and artistic) of a person as a labor subject are formed. It is conducted together with the training of students in fine and applied arts for pedagogical activities. Professional development is carried out as the development of creative self-awareness in the capacity of pedagogical and artistic-creative activity. Artistic-creative development implies readiness for assessment activities and solving artistic-creative tasks in the process of professional training, it should lead to the development of self-esteem, reflection and independence.

Today's education is an updated, dynamic process, and in order for the teacher to work effectively, he must learn modern teaching methods, new forms and technologies of organizing the educational process, and regularly develop his professional competence. From this point of view, self-training of pedagogical personnel and support of their research activities by management helps to create appropriate pedagogical conditions for more effective education of students [9, 27].

In conclusion, it can be said that the formation of professional competence in students is able to realize their potential in new social and cultural conditions, to create high artistic examples of spiritual and material culture, to master traditional and modern tools, methods and technologies for artistic design of environmental objects and various objects. enables training of competitive, in-demand specialists.

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