

FORMATION OF ART EDUCATION SYSTEM FOR TEACHERS OF FINE ARTS

*Yuldasheva Nilufar Ibrahimovna
(PhD), associate professor, (TDPU)*

Abstract: This article discusses the formation of artistic-aesthetic competence of future visual arts teachers and the use of effective technologies in pedagogical conditions.

Keywords: artistic-aesthetics, art, creativity, tradition, tolerance, technology, process, conditions, subject, event, event, reality, philosophical, sociological and psychological.

Аннотация: Ушбу мақолада бўлажак тасвирий санъат ўқитувчиларининг баддий – эстетик компетентлигини шакллантириш ва педагогик шарт-шароитлари ҳақида самарали технологияларини қўллаш борасида фикр юритилган.

Калит сўзлар: Баддий-эстетика, санъат, ижод, урф-одат, толерантлик, технология, жараён, шарт-шароит, предмет, воқеа, ходиса, воқелик, фалсафий, социологик ва психологик.

Аннотация: В данной статье рассматривается формирование художественно-эстетической компетентности будущих учителей изобразительного искусства и использование эффективных технологий в педагогических условиях.

Ключевые слова: художественно-эстетика, искусство, творчество, традиция, толерантность, технология, процесс, условия, субъект, событие, событие, реальность, философское, социологическое и психологическое.

Conditions are conditions that determine certain causes, the occurrence of which interferes with one process or event and facilitates others. It is important to take into account the conditions associated with the existence, operation and development of this or that object, event, phenomenon and situation. Thus, defining conditions is only logically relevant to an object, event, process, system, etc. Therefore, the need to determine conditions at the philosophical level of analysis of any problem is an important methodological requirement for any study of objects, events, processes and systems.

As for the pedagogical process, taking into account the research topic, the educational process should focus on the conditions for the implementation of the activities of the participants aimed at solving any research task.

Since in pedagogy, any activity is considered from the point of view of the formation of personality characteristics, their commonality ensures its effective development, so we must and need to talk about the pedagogical conditions of the effectiveness of the process of implementing these types of activities. Based on their philosophical definition, for the effective development of a person, we can interpret it as a set of circumstances that occur and contribute to the success of this process.

At the same time, the conditions may also include: a) objects of the surrounding reality; b) subjects of the process of implementation of various activities; c) specific features of the process of formation and development of an active person; d) means, methods and forms of organization and implementation of this process.

The analysis of scientific and pedagogical literature made it possible to determine the following main features of the concept of "pedagogical conditions":

a set of external objects of the educational environment in certain relations, which are considered the object of research;

a set of internal characteristics (states, qualities) of the research subject, on which the solution depends;

this set of external objects and internal features determines the essence, operation and development of the research topic (effective solution of the task).

Summarizing the above points, the following definition of the concept of "pedagogical conditions" can be formulated: it is a set of structural foundations, forms, methods, and objective possibilities of the material environment aimed at solving specially created pedagogical tasks in the educational process, their implementation ensures the effectiveness of previously planned activities.

From this point of view, agreeing with the opinions of pedagogic scientists, pedagogical conditions cannot be interpreted as a set of objects affecting only external conditions, situation, process, because the formation of a person is a mutual unity of subjective and objective, internal and external, essence and phenomenon. For this reason, within the framework of the research, we defined as an important task the clarification of the organizational and pedagogical conditions for the formation of artistic and aesthetic competence of future visual arts teachers. Within the framework of the research, the following organizational and pedagogical conditions and technologies for the development of artistic and aesthetic competence of future visual arts teachers were determined:

Organization of the educational process on the basis of intercultural communication.

Today's reality shows that the general signs of the need to develop the ability to interact in an intercultural environment in many cases remain the description of official requirements for the content of higher pedagogical education.

The analysis of the nature of the pedagogical possibilities of communication within the framework of the research made it possible to reveal the following humanistic description of it:

dialogue - communication - conversation - discussion - debate - negotiation - polemic - discussion can create a culture of dialogical relations;

discussion can be expressed in a dialogical form at different levels, it affects emotions and psychophysiological state; communication does not destroy our goals, but helps to communicate, preserve and develop the communication of cultural traditions, times and cultures from generation to generation.

Dialogue includes informational and personal components. In turn, the informative component includes: the topic of the dialogue; preliminary theoretical knowledge on the chosen topic; information on dialogue and the rules of conducting it (D. Halpern); principles of discussion code (Ya.S. Yaskevich) and effective communication (K.G. Pavlova). Personal component behavior style, skills of the future specialist (awareness, research, constructive, forecasting functions), nature of real interaction (dialogic-monological) in the educational process (A.B. Orlov); includes communication skills, type of thinking, attention, activity, interest, etc.

The search for mechanisms that respond to the dialogic nature of communication between subjects in the educational process requires clarifying the principles that distinguish it from other forms. Among them are objective (scope of interaction; unity of language; existence of a common interaction problem for subjects) and subjective (existence of different points of view and substance; equality of partners; emotional involvement of teacher and student; mutual understanding; emergence of new knowledge); the emergence of new knowledge in relation to the topic of discussion; integration; unity of purpose) principles play an important role.

It should be emphasized that communication differs from question-and-answer as a means of creating a person-centered situation. A person-oriented situation is created by updating students' personal tasks, gaining experience in the implementation of their valuable choice, communication focused on critical perception.

Dialogue not only reveals a person's identity, but also forms a person as a person. In communication, the student does not absorb ready-made examples of culture, its results, but

creatively processes them by revealing his personal meaning and discovering new things for himself. This is the essence of the development of personal culture, the mechanism of its self-expression. The following can be used as methods of organizing and conducting the communication process: educational dialogue (S.Yu. Kurganov), creating a problem situation (Lerner I.Ya., A.M. Matyushkin, N.N. Azizkhojaeva, etc.), dialogue-lesson, team teaching methods (V.K. Dyachenko), social interaction, "brainstorming" (A.N. Lutoshkin), asking students questions teaching (S. Yu. Sorokin, Ye. Yu. Nikitina, etc.), interaction with the help of symbolic tools, action drawings and models, situations (V. V. Rubtsov, etc.).

Experience shows that the most important methods of teaching students on the basis of intercultural communication can be included:

- discussing conflicting intercultural situations between representatives of different cultures. This discussion is conducted on the basis of considering speech acts as right or wrong from the point of view of carriers of other cultures, their interpretation, consideration of acceptable options of positive behavior that helps to avoid conflict, taking into account the values of national and foreign cultures. A distinctive feature of these methods is that empathy mechanisms, behavioral motives are not "coded";

- analysis of artistic values, aesthetic situations in order to identify cultural stereotypes. Interpretation of stereotypes allows to focus on the differences in cultural values and norms, to treat them impartially and without stereotypes, to establish effective intercultural relations;

- comparative analysis of events related to national and foreign cultures. Analyzing his own cultural experience, national and cultural traditions, the student as an object of intercultural communication simultaneously realizes their foreignness and tries to take into account not only other language codes, but also other customs, other norms of behavior, which contributes to the development of empathy in the future teacher;

- interpretation of artistic values based on the consideration of the value orientation of national and foreign culture. Intercultural communication shows that within the framework of the national culture, a person can understand his way of life. In fact, after going beyond the scope of national culture, a student who encounters a different worldview and attitude begins to analyze the specific features of his mind and at the same time begins to learn to engage in open communication with the culture, begins to objectively evaluate the representative of another culture.

In short, intercultural communication is aimed at expanding the professional experience of the future visual arts teacher by creating artistic and aesthetic situations that serve to foster diversity of opinions, respect for them, and establish positive communication and relationships. Orienting future visual arts teachers to tolerant communication.

At the 28th session of the UNESCO organization held in Paris on November 16, 1995, 185 state participants and officials signed the "Declaration of Principles of Tolerance". 2003 was declared by the UN as the year of international tolerance. November 16 was declared the International Day of Tolerance and began to be celebrated all over the world.

The main concept of human relations is revealed as follows: "Tolerance means respect, acceptance and correct understanding of the diversity of culture and the manifestation of human personality. Tolerance is provided by freedom of thought and conscience. It is not only a moral duty, but also a legal necessity is also".

Tolerance (lat. tolerantia - endurance, patience), tolerance - being tolerant and resistant to changes in the way of life, behavior, habits, feelings, opinions, ideas and beliefs. It is the harmonious coexistence of dissimilar people. We may not like something in a person or in a foreign culture, but we must recognize their existence and development, as long as they do not harm the rights and interests of others, and do not violate current laws. That is, tolerance does not mean passive, natural submission to the thoughts, views and behavior of others. Perhaps it means an active ethical perspective and psychological cooperation between individual people, different groups, peoples, social groups, mutual understanding, positive cooperation.

In the social work dictionary, it is said: "Tolerance is a management principle of social work, recognition of cultural, racial and other differences between individuals, groups and social communities, and tolerance for differences in people's appearance, behavior, values and their differences."

List of used literature:

1. Rubtsov V. V. Sotsialnoe vzaimodeystvie and obuchenie// Psikhologicheskaya nauka i obrazovanie. - 1996. - #2. - S.9-20.
2. Azizkhodjaeva N.N. Pedagogical technology and pedagogical master's degree. - T.: TGPU, 2003. - 192 p.
3. Azizkho'jaeva N.N. Pedagogical technology of teacher training. - T.: TDPU named Nizomi, 2000. - 52 p.
4. Halpern D.H. Psychology critical thinking. - SPb.: Izdatelstvo "Peter", 2000. - 512 p.
5. Pavlova K.G. Psychology sport. - Vladivostok: Izd-vo Dalnevost University, 2013. - 205 p.
6. Nikitina E.Yu., Kostyuk I.S. Participativnyi podkhod k razvitiyu graficheskoi komentatsii budushchikh injenerov // Vestnik Chelyabinskogo gosudarstvennogo pedagogicheskogo universiteta. - Chelyabinsk, 2014. - No. 9.1. - P.180-189.
7. Nikitina E.Yu. Pedagogical management of communication education of university students: perspectives: monogr. / E. Yu. Nikitina, O. Yu. Afanaseva. - M.: MANPO, 2006 - 154 p.
8. Komoldinov S.J., & Abdirasilov S.F. (2023). ON THE INTEGRITY OF ILLUSTRATION IN PAINTING LESSONS AND ITS RELATIONSHIP WITH COMPOSITION ACTIVITY. Economics and society, (3-2 (106)), 168-171.
9. S. Abdirasilov, & B. B. Kurbanov. (2022). FORMATION OF ARTISTIC IMAGE IN STUDENTS THROUGH PORTRAIT GENRE. Proceedings of International Conference on Scientific Research in Natural and Social Sciences, 1(2), 53–59. Retrieved from <https://econferenceseries.com/index.php/srnss/article/view/282>
10. Jabbarov Rustam Ravshanovich, . (2024). THE STUDY OF TEACHING APPLIED DECORATIVE ARTS IN HIGHER EDUCATION INSTITUTIONS THROUGH SOFTWARE SOLUTIONS: A REVIEW OF METHODOLOGICAL LITERATURE. CURRENT RESEARCH JOURNAL OF PEDAGOGY, 5(10), 106–111. <https://doi.org/10.37547/pedagogics-crjp-05-10-18>
11. Nigmatjon Nozimovich Talipov (2024). THE STAGES OF DEVELOPMENT OF THE ART OF ENGRAVING IN THE ANCIENT PERIOD AND THE MIDDLE AGES. European Journal of Arts, (1), 67-71. doi: 10.29013/EJA-24-1-67-71
12. Makhkamova Saodat Bakhtiyarovna (2024). THE FORMATION OF VISUAL ARTS SKILLS OF SCHOOLCHILDREN IN PERFORMING SKETCH, COMPOSITION AND CREATIVE WORKS. European Journal of Arts, (1), 63-66. doi: 10.29013/EJA-24-1-63-66
13. Bulatov, S. S. (2022). AN INNOVATIVE ARTISTIC SOLUTION OF IDEAS IN THE IMAGE OF A MOTHER IN UZBEKISTAN'S MODERN PAINTING. In E Conference Zone (pp. 9-19)