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The Content, Form, And Methods Of Improving The Professional Competence Of Future Fine Arts Teachers

Fayzullayeva Zarnigor Abror qizi
Doctoral student of Navoi State University

Abstract
This article discusses the content, form, and methods of improving the professional competence skills of future fine arts teachers, as well as education and upbringing.
Keywords: upbringing, education, innovation, method, professional, technology, simulation, pedagogue, knowledge, skill, goal, characteristic, preparation, development.

The 21st century is characterized by the rapid development of technology and the expansion of the information space. Accordingly, new approaches to education are emerging, unprecedented technical opportunities are opening up, and innovative technologies are being developed that allow students to quickly master large layers of information, apply their knowledge in real-life situations as well as in specially simulated conditions, quickly process large flows of information, and supplement and update their knowledge and skills. Of course, in such conditions, new, more stringent requirements are placed on teachers. Today, the main requirement for a teacher is a high level of professional competence.

An important goal of professional education is the relevance of education, the correspondence of education and development to the prospective needs of modern society, as well as the preparation of a comprehensively developed individual capable of self-education and self-improvement. Today, society needs highly qualified, skilled specialists.

The artist-pedagogue serves as a guarantee of achieving the goals they set for themselves because they can predict their intended results and model the educational process in an artistic-pedagogical direction.

L. F. Spirin includes several interrelated blocks in the professiogram:

1. Characteristic features of the pedagogue's personality.
2. Professional-pedagogical knowledge.
3. General pedagogical skills.
4. General pedagogical mastery.

There are 3 criteria for increasing professional training in fine arts classes based on modern innovative methods:

- Reproductive
- Heuristic
- Creative

The classification of forms and methods of teaching in the process of preparing students for professional activity is based on interconnected and mutually conditioned activities:

- Regarding the management and organization of the educational process;
- The activities of teachers;
- The learning and cognitive activities of students.

The following can be cited as examples of the stages of organizing the process of using modern innovative pedagogical technologies in the professional training of students:

Traditional (reproductive) teaching technology. The main features and didactic content of traditional technology include the following:

- It is intended to provide knowledge and form learning and skills;

- It ensures that students master the educational content at a reproductive level and controls and evaluates it;
- The leading method is explanation based on demonstrations;
- The main type of student activity is listening and memorizing;
- The didactic criterion is the error-free recall and practical application of what has been learned.
- The didactic scheme is: learning new material - reinforcement - control - evaluation.

Developmental education technology. Main features:

- Increases the effectiveness of teaching;
- The leading principle is teaching at a high level of difficulty and at a fast pace;
- The educational content is the joint development of practical learning and skills based on theoretical knowledge;
- Encouraging student reflection in various situations of learning activity.
- **Technology of the gradual formation of mental action.** In this technology, the educational process is carried out on the basis of organizing a clearly goal-oriented activity.
- **Technology of collective interaction.** Organizational dialogue, joint dialogue, the collective method of teaching, and students working in pairs with alternating compositions are the leading forms of this pedagogical technology.
- **Mastery learning technology.** It differs from traditional teaching technology in the final result, that is, the level of knowledge acquisition in students.
- **Multi-level teaching technology.** This technology envisages the creation of a pedagogical environment that takes into account the activities of each learner corresponding to their zone of proximal development and provides for differentiated level-based teaching.
- **Adaptive teaching technology.** Adaptive (flexible) teaching technology is distinguished by the variety of multi-level teaching technologies. It aims to organize a flexible system of educational sessions, taking into account the individual characteristics of students. The main focus is on the formation of students' learning abilities.
- **Problem-based learning technology.** The goal of this pedagogical technology is aimed at forming the student's independent creative search abilities directed at solving educational problems under the guidance of the teacher. The application of this pedagogical technology leads to the formation of new knowledge, skills, and abilities in the student, as well as other important personal qualities and abilities such as developing cognitive abilities, erudition (knowledge, intellect), a love for learning, and creative thinking. In this technology, the pedagogue does not convey knowledge in a ready-made form, but creates a problematic situation for the student on the topic and creates conditions for the emergence of ideas and thoughts in them regarding the solution of the problem.
- **Project method technology.** The project method is a comprehensive method that currently incorporates all the innovative pedagogical methods used in the educational process. The project method is a practically significant, flexible model and teaching system with subjective and objective innovations, aimed at the full use of a person's abilities through the development of the student's intellectual and physical capabilities, independence, and creative abilities in the process of creating new products and services under the supervision of a teacher.
- **In modern conditions,** the educational process, according to all its possibilities, is required to be directed towards the development and socialization of the individual and the cultivation of independent, critical, and creative thinking abilities in them. Education that can

demonstrate these possibilities is called personality-oriented education.

- **Personality-oriented education** is education aimed at developing the student's personality, their unique characteristics, and abilities, taking into account their thinking and action strategies.

This education envisages adapting the teaching environment to the student's capabilities. According to it, the educational environment, pedagogical conditions, and the educational process as a whole are intended to realize the student's personal potential, develop their abilities, ensure their maturation as a person, and enrich their thinking and worldview. The use of various active methods of an innovative character by the pedagogue in the educational process serves to develop students and further enhance their abilities. In particular: problem-based search, conducting small research projects, debates, discussions, heuristic conversations, working in small groups, and others.

- **Practical games.** First, it is required to understand the essence of the concept of "game." A game is an important type of human activity and a form of mastering the content of social relations based on imitation (copying, mimicking) by children. Practical games are activities that provide the opportunity to imitate the organization of certain practical actions. Practical games used in educational practice inherently acquire a didactic character, which is why they are often called "didactic games." In all periods of human historical development, the game has been recognized as the first and most important type of activity of the subject.

Interactive education is organized on the basis of cooperation that arises between the main participants of the teaching process - the teacher, the student, and the student group, with opportunities for lively discussions and mutual exchange of ideas. It is characterized by free thinking, expressing personal views without hesitation, searching for solutions together in problematic situations, fostering closeness among students in mastering educational materials, mutual respect, understanding, and support between the "teacher-student-student group," sincere relationships, and achieving spiritual unity.

The concept of professional competence is relatively new. A few years ago, it was primarily defined by professional knowledge and experience gained through training, but today it is a much broader concept. If until recently we assessed the qualifications of teachers, that is, the correspondence of their knowledge and methods of organizing educational activities with state standards of educational quality, today, to have sufficient qualification, one must have professional competence, which implies the presence of special knowledge on the subject, the ability to transfer it to students and use it in practical activities; communication and reflection skills, constant self-improvement, etc. It should be noted that these requirements are placed on the teacher, and he, with his example and level, directly influences the formation and development of the personality and the competence of the student studying the subject, and is, accordingly, one of the formers of it. [1] Because the task of educational institutions is not only to transmit and control the level of knowledge of students but also to form creative thinking in them, a creative approach to solving various problems, a high level of culture, a stable civic position, the ability to establish strong social relations, which is one of the main tasks of the science of pedagogy for teachers of artistic specialties, in particular, fine arts. One of the conditions for implementing a multicultural approach is education aimed at supporting the consciousness of the younger generation in two languages, the need to learn the native

language, the native land, and native culture. Close attention to the subject is the practical implementation of one of the main principles of state policy in the field of education, namely the principle of flexibility in adapting the education system to the quality and new educational needs for services that not only guarantee the level of functional competence of the student, taking into account the specifics of their development, but also ensure the preparation of students at the level of European standards, forming a graduate with a European type of thinking, culture, and behavior. Given European integration and the desire for globalization, knowledge of a foreign language today is a key component of an educated specialist. In the modern world and with all the changes, especially in Europe, it causes the need to know at least one or two foreign languages. In conclusion, I can say that the effectiveness of education increases through interactive methods, and the cooperation between teacher and student develops and forms free creative thinking skills in students. In this innovative approach, the student's personality becomes the central figure in education. Unconventional forms in teaching, interactive methods, can be divided into three groups: cooperation in teaching, modeling, and the research model of learning. The developed model improves the conditions for the professional training of future teachers to use modern pedagogical technologies and the content of the teaching methodology.

In the target component of the model for improving the professional activity of future teachers based on modern pedagogical technologies, attention is paid to the development of the teacher's professional components based on qualification requirements. In particular, the main types of modern pedagogical technology, the structure of the professional activity of future teachers, and the structures of the components are highlighted.

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