E-ISSN: 2997-9439

American Journal of Education and Evaluation Studies

https://semantjournals.org/index.php/ AJEES

| Research Article

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Didactic Methods of Improving Pedagogical Skills of Future Teachers in Fine Arts

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Abstract: Based on the current period, the requirements for the modern teacher, the use of modern methods aimed at improving the quality of the lesson, and the future teacher's becoming a specialist in the future, are embodied in the knowledge related to the improvement of educational and cognitive skills. Currently, the role of professional knowledge in the training of future teachers is considered special. Also, a small study was carried out using the research of world scientists.

Keywords: learning - knowledge, professional competence, education, models, simulation, mixed education, social emotionality.

Enter. At present, great attention is being paid to the organization of education based on pedagogical technologies. Pedagogical technology is the skill of choosing and developing the most convenient way and method to achieve the intended result, taking into account the abilities, opportunities and needs of students, and it really increases the effectiveness of the educational process. , forms the process of independent thinking of students, increases enthusiasm and interest in knowledge in students, develops skills and competencies of solid assimilation of knowledge, free use of it in practice. The prospective student should aim to be fully prepared before entering the classroom.

The main part. Currently, the role of professional knowledge in the training of future teachers is considered special. In the higher education system, there is a strong need to determine the specific forms and methods of developing students' professional and theoretical knowledge, as well as the content of education aimed at this goal, based on the competency approach. The process of educating students is to arm them with professional experience and fundamental knowledge. All this is manifested through the student's learning activities and the results of the educational process. In the course of education, in connection with its content, various aspects of the student: intellectual, spiritual, professional abilities are developed. As a result, the future teacher is formed as a subject of professional activity. The future teacher's professional worldview develops directly during the educational process. His intellectual and professional qualities are included [1].

In the preparation of future teachers, it is the main factor in the center of their professional activities.

Activity is not a set of relations, but a set of actions that harmonize goals and direct motives. Motives are a means of carrying out activities and serve to determine the essence of human activity. As a result, the activity becomes productive. It is expressed in the external and internal actions, knowledge, skills, motives and needs of a person. Human cognition develops depending on which activity takes the leading place. Including pedagogical activities, communication activities.

The well-known Russian scientist V.V. Davidov presented a unique concept of cognitive activity in his research. In the process of mastering educational material, a person not only acquires knowledge and skills, but at a certain stage of the development of society, he shows that he is capable of carrying out his activities [2].

Professional competence also occupies a special place in the training of future teachers. Professional initiative is manifested as a person's desire to search for new information, to raise one or another idea, to master other areas of activity, to deviate from the known framework and engage in intellectual activity that is not stimulated from the outside. . Intellectual initiative should be considered as a holistic feature.

When considering the problems of modernization of education, the term "professional competence" is widely used in determining the requirements for graduates of higher education institutions. T. Yu. Bazarov considers the category of ―professional competence‖ to be a specialist's readiness and ability to make effective decisions in the course of his professional activities. Professional competence is "in general, a whole, integrated set of knowledge, skills and experience, as well as personal qualities, which allows a person to effectively design and implement his professional activities in relation to the environment" [3]

Projects focused on women's history, gender roles, or social justice issues allow student teachers to delve deeper into the topic and develop innovative ways to present it in the classroom. It develops critical thinking skills and allows them to consider the historical and social context of women's education.

Encourage student teachers to collaborate on lesson plans and share successful strategies for developing a culture of empowerment in their classrooms. Practice makes perfect, allowing student teachers to learn from each other and develop a strong support network.

Create simulated classroom settings with diverse student groups where student teachers can try out different teaching methods and receive constructive feedback before facing real-world situations. This allows them to improve their skills and develop confidence in addressing gender issues.

By incorporating these diverse didactic methods, teacher education programs can equip preservice teachers with the pedagogical skills necessary to foster inclusive and enriching learning environments that honor the potential of all students. . It provides a more equitable and empowering educational environment for all, especially girls and women. Training of future teachers on the basis of gender equality in all educational processes on a global scale is a method of world standards.

Using technology for advanced education:

- blended learning: Combining online modules with in-person instruction allows for a personalized learning experience. Student teachers can access core content online at their own pace, freeing up classroom time for deeper study and practical application.
- virtual reality (VR) simulations: VR simulations can immerse student teachers in real classroom scenarios, allowing them to practice teaching techniques and manage challenging situations in a safe, controlled environment.

Developing partnerships and mentorship:

- professional learning networks: Online platforms connect student teachers with experienced teachers and peers, encouraging continuous collaboration and knowledge exchange across geographic boundaries.
- co-teaching experience: Placing student teachers in real classrooms with experienced mentors provides invaluable hands-on experience and allows them to directly observe effective teaching practices.

Develop critical thinking and problem solving:

- problem-based learning: Presenting real-world educational problems to student teachers, encouraging them to develop critical thinking and problem-solving skills as they research, analyze, and propose solutions.
- educational examples: Dealing with real or imagined scenarios allows student teachers to analyze complex situations in educational settings and develop effective strategies for different student needs.

Prioritize data-driven guidelines:

- video analysis and reflection: Recording and analyzing classroom lessons allows student teachers to identify strengths and weaknesses in their teaching, leading to continuous improvement through self-reflection. will help
- data analysis and assessment literacy: Equipping student teachers with data analysis skills will enable them to interpret student data and personalize instruction to meet individual needs

5) Development of social-emotional learning competencies:

Mindfulness practices: Incorporating mindfulness techniques such as meditation or yoga can equip student teachers with strategies to manage stress and promote emotional well-being for themselves and their students.

- culturally sensitive pedagogy: training future teachers in culturally sensitive pedagogy allows them to create an inclusive learning environment that values diverse backgrounds and experiences.

By incorporating these modern methods, teacher education programs can produce a new generation of teachers better equipped to navigate the complexities of modern classrooms. These future teachers will be adept at integrating technology, developing collaboration, developing critical thinking, using information effectively, and prioritizing the social-emotional well-being of their students.

Summary. In the current period, perfect teaching of professional knowledge, increasing professional competence, preparing classrooms based on the principles of gender equality, and using modern methods based on these principles can bring effective results for future teachers to become specialists in the labor market in the future. . In addition, in increasing the educational motivation of future teachers, it should be emphasized that the analysis and development of students' learning activities using integrative, reflexive approaches is not only to ensure the intellectual development of future specialists, but also of special importance for their professional development and improvement of the higher pedagogical education system.

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