

Theoretical Principles of Development of Professional-Pedagogical Competence through Students' Pen and Draft Execution

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Abstract: In this article, the methods of developing professional competencies through the genre of portrait painting, the necessary content of the fine arts education, and the analysis of compulsory and elective subjects in the bachelor's education, which are solved by teachers in the course of the lesson tasks, specific systematic and sequential ways in teaching, sequential stages of portrait work, and emerging problems are discussed.

Keywords: painting, education, competence, portrait, pedagogical activity, textbooks, creative activity, traditional education, professional activity, fine art.



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Introduction. In the modern education system, it is necessary to consider a person not only as an object of pedagogical influence, but as a subject of learning, and to create the necessary conditions for him to reveal his potential as a student. This is for the higher education system of pedagogy, for general education and vocational schools, for secondary special and professional education systems, who are knowledgeable, have mastered all aspects of their subject, have knowledge of new pedagogical technologies, are computer literate. he set the urgent tasks of training science teachers who have mastered foreign languages and developed professional competence.

Fine arts teachers are the main person who provides information to students about new techniques and technological advances. It is necessary for them to be well-educated and talented in their profession. For this purpose, the future teacher of fine arts should acquire deep knowledge of the art of painting during his studies at a higher educational institution of pedagogy and be able to apply them in his work. In addition, it is necessary to provide knowledge in compulsory and elective subjects with a scientific approach based on modern pedagogical technologies in the preparation of future teacher bachelors.

In the development of artistic-pedagogical abilities, problem tasks solve a number of problems of a large and already creative nature (compositional problems, plastic, figurative solutions, etc.). Solving the whole complex of creative tasks involves drawing from memory and imagination, because they force students not only to independently use previously acquired knowledge and skills, but also rely on figurative thinking and imagination.[1]

Along with studying nature through pencil drawing, forming certain graphic skills and abilities, developing both artistic and pedagogical abilities, we create the foundations of professional skills.

Pedagogical skills are closely related to creativity, but they are not the same thing. B. Likhachev believes: Skills are embodied in skills and abilities, by mastering methods and methods of pedagogical work. They are an integral part of the usual pedagogical consciousness, developed with the usual actions that guarantee a positive result in the upbringing and education of children. I. Zyazyun and his colleagues understand skill as a set of personal characteristics that ensure a high level of self-organization of professional activity. [2] A. Khalikov believes that “pedagogical skill” is a synthesis of scientific knowledge, methodical art skills and qualifications, and personal qualities of the teacher. Among scientists, there is no consensus on the definition of the concept of “pedagogical skill”. We believe that a teacher’s skills, along with his good knowledge of his subject, will lead to consistently high results in the education of students. [3]

Pedagogical skill may not be a teacher's inclination to new, non-standard solutions, creative research. And on the contrary, creativity without skills is often found in beginners. The formation of pedagogical skills is carried out in the process of pedagogical training, it has its own stages:

- in the field of visual art teaching methodology, designed for mastering basic, theoretical information and practical skills;
- the last one is aimed at acquiring practical skills in teaching science in the process of educational practice.

The art of pencil drawing is a complex creative process. Its teaching as a subject creates a foundation for students not only for their own works. In the process of mastering the science of pencil drawing, it helps to form skills and abilities such as drawing, creating, drawing. [4]

Below we will consider the stages and initial stages of pencil drawing and sketching in the development of professional competence of future visual arts teachers. The researcher emphasizes that it is necessary to work tirelessly to acquire art, and writes that “drawing constantly, without missing a single day... will benefit you”. Chennino advises Chennini to start with the following methodological sequence in the process of learning to draw: “Start drawing with simple patterns, draw as much as possible, practice the hand...”.

The use of innovative technology to improve the content of pencil and draft classes will lead to positive results. The use of innovative technologies is important for the development of spatial thinking, problem solving and creativity and cognitive competence of future visual arts teachers. For example, using virtual reality tools in classes can help students develop spatial thinking and visualization skills. [5]

Visual-Spatial Skills: Drawing requires visual-spatial skills, such as the ability to clearly see and reproduce shapes and forms. Teachers can help students develop these skills through exercises focused on observation, proportion, and perspective.

In conclusion, in the process of drawing, the artist has to perform a number of complex tasks with the pencil. In order to depict a three-dimensional shape on a paper plane, the artist must work on the composition and form of nature, and express the situation around it through light and shadow. It is necessary to solve tasks such as generalization, separation of typical aspects. It should not be forgotten that the above factors ensure the artistic effectiveness of the work. So, if a certain sequence is not maintained in painting, the solution of these tasks becomes more complicated for the artist.

Foydalanilgan adabiyotlar

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