

## CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL CREATIVE AND MOTIVATIVE ABILITIES OF FUTURE TEACHERS OF FINE ARTS

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### Annotation

The article examines the conditions for the development of professional, creative and motivational abilities of future teachers of fine arts, as well as the stages of development of the level of student achievement. For this, the school teacher of fine arts must first of all improve his professional creative and motivational abilities, know well his role in teaching school fine arts, the content of the role, and then didactics of teaching school fine arts, its principles and teaching methods, that is, know when, where and in what content they should be used.

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### Introduction.

The use of new pedagogical technology in art classes in the development of professional creativity of future art teachers depends mainly on the teacher's skills, strong, bright, modern, and initiative of scientific-creative thinking.

If a future teacher knows and loves his profession and subject well, he will certainly be a creator and will eagerly try to use every innovation.

In the future, such a teacher will certainly learn the essence of the new pedagogical technology and bring it into his pedagogical activity.

### The main part.

The possibilities of using all principles, didactic requirements, methodological directions, and methods of the new pedagogical technology in school art classes are very wide, and each of them is very effective, which is giving its results in practice.

At this point, it is important to look at the concepts of "creativity" and "creativity" based on a special approach.

In a broad sense, creativity means the creative activity of an individual or society to change the natural, social and spiritual world in accordance with the goals and tasks of a person, his needs, wishes and capabilities.

Creativity means the activity process or the ability to create innovation related to the creation of essentially new material and spiritual values based on the creation of new combinations of knowledge,

skills, and products based on the new organization of existing experience.

There are different levels of creativity: at one level, existing knowledge is used and their fields of application are expanded; and at another, higher level, a completely new approach is created that changes the habitual view of an object or field of knowledge. Creativity is interpreted in scientific-pedagogical literature as a complex psychological process related to a person's creation of socially significant innovations in science, technology, production, culture and other fields.

In philosophical, pedagogical and psychological literature, "creativity" is interpreted as an original, unrepeatability, socio-historical uniqueness of activity. Recently, the term "creativity" is widely used together with the concept of "creativity". The concepts of "creativity" and "creativity" are also used as synonyms. Creativity is the author's inspiration, his talent, and creativity is a high level of creative ability. Creativity is generally related to cultural activity, and creativity is described as the creation of new opportunities for the subject [1].

Creativity is interpreted as a separate component (derivative) of creativity and is considered in connection with human potential and individuality. It is this approach that is objectively reasonable, therefore it is appropriate to accept creativity as the highest manifestation of individual creativity and to interpret this issue in this context. Pedagogical creativity means the development and implementation of optimal and non-standard pedagogical decisions by the teacher in the constantly changing educational process, in communication with students.

The main task of pedagogical creativity is to develop and apply new optimal systems of providing information (knowledge) to students, to involve them in the knowledge gained by the science and practice of pedagogy in reaching the peaks of pedagogical skills, and to develop the ability to independently search for new knowledge in them.

In improving the professional skills of future visual arts teachers, the teacher using the new pedagogical technology "Lesson technology":

- From modular teaching technology;
- Accelerated teaching technology;
- Teaches students to acquire knowledge and skills based on independence, initiative and creativity on the basis of problem-based teaching technology.
- Uses principles such as differentiated teaching technology to improve the effectiveness of their lessons.

Because, in order to improve the methodical training of future visual arts teachers, in each lesson of the five types of visual arts, the didactic process of the new pedagogical technology, called motivation, is used to introduce and prepare students for a new lesson, new educational material [2].

Motivation is the most basic didactic process in the teaching of visual arts at school, which represents the conversation of the teacher in his field and in connection with the materials of other educational subjects, creating opportunities to increase the interest of students in the material of each subject. This ensures that students' interest in the lesson material is at a high level.

Only here, it is necessary to strengthen the teaching and training tools shown in the pedagogical technology, which requires the strengthening of didactic materials, visual aids, and in-kind fund of teaching visual arts in the school. This requirement basically requires that the school establish a visual arts office that can meet the requirements of the State Curriculum and strengthen its educational base. The school's art cabinet is organized with the initiative and creativity, enthusiasm and hard work of the art teacher.

Motivational preparation of students not only affects their attitude to the chosen specialty and directs

their content to learning, but also "...encourages using the potential of the educational environment for the actualization of their potential and the quality of professional development"[3].

According to N.Yu. Maksimova, motivational preparation of students is "personal orientation, conscious acceptance of the values of professional activity, the predominance of motives that ensure the effectiveness of future professional activity, which allows to activate the cognitive, behavioral and emotional-voluntary components of a person, necessary for turning theoretical knowledge into practice He knows that in [4].

In addition, motivational training leads to professional self-awareness of students. In the studies of S.S. Kudinov, N.P. Avdeev and K.V. Arkhipochkina, it was shown that consciously distinguished students participate in the profession not only for their own benefit, but also for the benefit of society, and have not only socio-spiritual importance. At the same time, they emphasize that motivation is an acceptable type of self-awareness characterized by socio-moral determination, emotional-voluntary regulation of behavior, aspirations for self-expression and personality objects.

The use of new pedagogical technology in the lessons of visual arts in general education schools: mainly depends on the skills of the teacher, the strong, bright, modern, and initiative of his scientific and creative thinking.

If a teacher knows his profession and subject well and can love it, he will definitely be a creator and diligently start using every innovation.

### **Conclusion.**

Such a teacher will certainly study the content of the new pedagogical technology and bring it into his pedagogical activities. The possibilities of using all principles, didactic requirements, methodological directions, and methods of the new pedagogical technology in school art classes are very wide, and each of them is very effective, which is giving its results in practice.

Only here, the need to strengthen the educational tools indicated in the pedagogical technology requires the strengthening of the didactic materials, visual aids, and natural practice of teaching visual arts in the school.

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