

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

Bekmuratova Shohida Nematjonovna

Basic doctoral student of Andijan State University

ARTICLE INFO.

Key words:

Future teacher, methodology, teaching and educational work, knowledge, information, skills, fine arts, pedagogical technology.

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.

<http://www.gospodarkainnowacje.pl/> © 2022 LWAB.

Introduction.

The rapid development and change in the field of education of our country requires teaching each of the school subjects on the basis of new pedagogical technology, improving their didactic and methodical areas.

Accordingly, it is necessary to teach school subjects, including visual arts, based on new pedagogical technology.

The main part.

This process requires the creation of conditions that will definitely make positive changes in its didactic and methodical aspects. Because, organizing any kind of education and ensuring that the given knowledge-skills (education) are at a predetermined standard, mainly teaching tools, didactic and visual aids, teacher's speech and teaching didactics and methodology - how perfect, correct, reasonable, depends on usage [1].

Because if the lesson does not meet the didactics of science teaching and its principles, it will never be effective.

Pedagogical technology of teaching fine art is a pedagogical activity that guarantees a pre-planned result, incorporating the rules of the law and the rules of personal development, giving students knowledge and skills in the field of fine art.

Pedagogical technology as a complex process consists of a number of teaching stages, and each of these

stages, in turn, consists of specific actions [2].

If we use all the opportunities, conditions, didactics, methodical methods (regardless of the level) for a guaranteed result in a visual arts lesson, i.e., within 45 minutes, all the activities that are carried out for a guaranteed result will be the pedagogical technology of visual arts classes.

The main thing in the technology of teaching visual arts at school is the possibility, conditions, tools, methods and methods for a guaranteed result, and their organization is part of the main task of the didactics of teaching visual arts and its principles. Because the didactics of teaching fine art at school ensures that the knowledge and skills provided for each lesson are on a scientific basis. The scientific principle ensures that every information given to students about the nature, object, subject, event or analyzed work of art is based on scientific and scientific information.

Then the imparted knowledge-skills will be based on a systematic, sequential basis - this pedagogy or didactics is carried out on the basis of the principle of going from easy to difficult.

This process is built on the basis of first drawing pictures of simple objects that are easier to describe, and the next exercises are gradually becoming more complicated. These are reflected in the content of the sequence of topics given in the school visual arts program.

Also, the knowledge-skills provided to the students in the field of visual art of the school are conducted according to the didactic principle of education.

Because the subject of visual arts at school teaches students to look with great respect at artistic - moral, aesthetic, work, their people, the Motherland, the work of their ancestors [3].

Also, according to the requirements of the teaching technology and didactics of visual art of the school, each lesson has the opportunity to apply the knowledge and skills given to the students in the practice of this lesson. Creative changes in the teaching technology of this subject are manifested according to the opportunities and conditions of this subject.

Another important didactic principle in the teaching of visual arts is to create conditions and opportunities for teaching according to students' visual ability, knowledge, and skills [4]. This principle allows students to engage everyone in drawing and creating images.

Special attention is paid to the creative, active, independent and initiative-based knowledge and skills of students in the field of visual arts.

Visual teaching of didactics is considered the most basic didactic principle in the technology of teaching, in order to ensure that the skills of visual arts given to students are easy, short, understandable, and on a scientific basis.

All educational materials of the State program of school visual arts require visual teaching. It is not without reason that it is always emphasized that "the only academic subject that cannot be taught at school without an exhibition is fine art." That's why school art education - visuality in its technology - is considered the most basic and effective didactic principle that can guarantee the achievement of the previously defined goal [5].

As V.P. Bepalko showed, the didactic process in the technology of teaching visual arts at school began with the process of - introduction to the new lesson material - i.e. - preparation of students to accept the new lesson material - motivational process. It gives students the opportunity to increase their interest in the new lesson material and ensure their activity, independence, initiative and creativity during the lesson.

Didactics and teaching methods take the main place in the technology of teaching fine art at school. Because methodology and didactics are considered the most basic and final pedagogical process of imparting knowledge and skills to students from school visual arts. Methodology is considered to be the

easiest, most effective means of pedagogical influence of imparting knowledge and skills to students from school visual arts, and it is a process that can guarantee predetermined results in the lesson. At this point, it is worth saying that some of the modern teaching methods used in the teaching technology of school visual arts are:

- Oral presentation method;
- Demonstration teaching method;
- It is a method of practical work, and each of these methods is divided into a number of methods;

Although the most used method in the teaching of visual arts at school is the "Oral presentation" method, the "Demonstration teaching" and "Practical works" methods are also used in every lesson.

Because school fine art is an educational subject that cannot be taught without an exhibition due to its unique nature. According to the pedagogical technology of this subject, more than half of the 45-minute lesson is provided with practical work.

- In school visual arts lessons: "Oral presentation" method from such methods as conversation, story, question-answer, lecture;
- Demonstration of the "visual teaching" method, work with illustration and reproduction, teacher's drawing on the blackboard and excursions, etc.;
- "Practical works" method is used such as painting, sculpting, artistic and practical art, working on compositions, analysis of works of art, essay on works of art, writing abstracts.

Conclusion.

As a conclusion, it should be said that the technology of teaching visual arts in general education schools is the main task of the teacher to be able to use the didactics and methods of teaching this subject at an excellent level in order to achieve its predetermined goal.

References:

1. B.N. Oripov. Didactics in fine arts education. N. 2008 (page 35)
2. N. Saidahmedov. New pedagogical technology. T. 2003. (pages 70-74)
3. R. Hasanov. Methodology of teaching visual arts at school. T. 2004 (pp. 83-98)
4. B.N. Oripov. Methodology of teaching fine arts. N. 2001 - 2007 (18 - 25 pages)
5. B.N. Oripov. Didactics in fine arts education. N. 2008 (pp. 13-25)
6. Abdumutalibovich, A. M. (2020). Methods of working with studies in piano lessons at the University. *Asian Journal of Multidimensional Research (AJMR)*, 9(7), 49-55.
7. Abdumutalibovich, A. M. (2020). The art of musical culture in medieval period in central asia (V-XV centuries). *Asian Journal of Multidimensional Research (AJMR)*, 9(8), 48-51.
8. Abdumutalibovich, A. M. (2021). Working on the Artistic Characteristics of Performance in the Teaching of Instruments and Ensemble for Students of Higher Education Music. *International Journal on Integrated Education*, 4(11), 38-41.
9. Abdumutalibovich, A. M. (2022). The relevance of traditional singing and its place in higher education. *International Journal on Integrated Education (IJIE)*, 5, 212-216.
10. Abdumutalibovich, A. M. Activity Of Folklor-etnographical Groups And Learning The Performance Programmes. *International Journal on Integrated Education*, 3(12), 535-537.

11. Abdumutalibovich, A. M. R. The study of the life and creativity of Yunus Rajabi and the rich heritage he left to the Uzbek nation. *International Journal on Integrated Education*, 3(12), 40-43.
12. Abdumutalibovich, A. M. To give higher education students an understanding of the description of the songs in the Shashmaqom series. *Multidisciplinary Peer Reviewed Journal-Journal NX*, 8, 187-193.
13. Abdumutalibovich, M. A. (2022). Analysis of the stages of historical development of Uzbek folklore. *Gospodarka i Innowacje*. 23, 232-241.
14. Abdumutalibovich, M. A. (2022). Exploring the work of George Bizet in music education classes in higher education. *Academicia Globe: Inderscience Research*, 3(03), 80-86.
15. Abdumutalibovich, M. A. (2022). HISTORY OF MUSICAL SCIENTISTS OF UZBEKISTAN. *Gospodarka i Innowacje*. 23, 242-248.
16. Abdumutalibovich, M. A. (2022). Musical life in the Samanid period in the IX-X centuries and Uzbek music in the XI-XV centuries. *Gospodarka i Innowacje*. 22, 527-537.
17. Abdumutalibovich, M. A. (2022). The role of the system of authorities and the historical formation of Shashmaqom in the teaching of music to students of higher education. *Academicia Globe: Inderscience Research*, 3(02), 121-127.
18. Abdumutalibovich, M. A. To Raise Awareness of Students of Higher Education in the Field of Uzbek Folk Music from the Culture of the Ancient East to the Present Day. *International Journal on Orange Technologies*, 3(12), 91-97.
19. Abdumutalibovich, M. A., & Ganeshina, M. A. (2022). THE ART OF MUSIC FORMS OF ORGANIZATION OF LEARNING AND ITS ROLE IN THE EDUCATION OF YOUTH. *Gospodarka i Innowacje*. 23, 515-520.