

## Current State of Professional Skills Formation of Future Fine Arts Teachers

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### Abstract

The article focuses on the formation of imaging techniques and skills in the training of highly qualified pedagogues in the field of visual arts in higher education. It also talks about how old master painters honed their skills by copying famous works of art.

### Keywords:

Fine art, methodology, imaging technique, technical skill, academic task, composition, line, construction

One of the most discussed problems in the continuous education system in recent times is the improvement of the professional competence of the teacher. From this point of view, the competencies of the future teacher-artist are of the most urgent importance. L.L. Malinskaya, V.S. Kuzin, S.P. Lomov, B.M. Nemensky, N.N. Rostovsev, N.V. Sokolnikova and many other researchers and scientists, professional-practitioners have been and are conducting scientific work on this problem for many years. They emphasize the importance of high-level training not only for educating a general pedagogical mature specialist, but also for creative self-realization as part of professional activity. It is known that thorough mastery of the theoretical foundations of fine art helps the student to see and understand the laws of the structure of all forms in nature, skillfully describe what he sees, and prepare for future pedagogical activities. prepares But these are not enough to become a skilled artist-pedagogue in the future. Studies show that even if a student remembers well the basic theoretical rules of drawing from nature, there are cases of not being able to apply the acquired theoretical and practical knowledge in practice. Therefore, in addition to theoretical knowledge, he should also have performance and technical skills in visual arts. Technical skills are just as important to an artist as a young preschooler needs to know letters to write poetry.

Acquiring technical skills freely and skillfully allows the student to be full of creativity, to realize creative abilities and to become a highly qualified artist-pedagogue. A student who lacks drawing skills and techniques cannot feel free in the process of practical work and, as a result, cannot fully express his thoughts and feelings. In ancient times, when artists first met their students, they tasked

their students with copying the examples of master artists, and the main focus was on the technique of painting. These can be seen in the manuals of Julen, A.T. Skino, V.V. Pukirev, A.K. Savrasov. Also, we can witness how the portrait of Sultan Husain Boygaro, the king of Khurasan, by the great painter of the East, Kamoliddin Behzad, was created with the technique of simple lines. In many cases, the important issue of painting technique is sometimes forgotten in the professional training of the future artist-pedagogue. Therefore, to argue that the development of technical skills and skills is not considered a creative activity is a mistake, a mistake that does not have any scientific basis. The professional skills acquired by the student not only determine the quality of his pedagogical and educational process, but also help to manifest his creative abilities. Ability is the foundation of any great talent.

Skills are the basis of any creative work, as well as visual activity. Skills are strengthened through practice. Exercises should be based on a clearly designed and orderly system. The necessary technical skills can be acquired as a result of correctly performed exercises and acquisition of work methods. In this regard, the great French artist and architect Le Corbusier said: "In the process of painting, you see how objects come into the world, how they develop, grow, flourish. Observing this existence, first of all, the "inner" world of objects, then it is done as a result of studying the "outside" - we perceive the real beauty of the object, first of all, paying attention to the outside, and then in the process of depicting it with technical skill. To depict means to observe, to create, to invent."

No matter what the teaching methodology and individual system of each pedagogue is, but if the student has the right technical training, he will become a successful artist in the future, no matter how he takes lessons under the guidance of any pedagogue-artist. develops. However, the skill of the pedagogue is defined in such a way that he can give instructions to each student in accordance with his imaging technique, widely use educational methods, and give the correct instruction to the student.

Is in giving. Drawing skill is the ability of a person to be able to make a certain form truthfully using certain methods and techniques based on previous experience. Skill in artistic creative activity is based on previously acquired knowledge and skills. When working with young people, it is always necessary to keep in mind the gradual development and improvement of their skills.

In the initial courses, the student initially expresses the skills very loosely, and later, in the process of developing the correct skills, they become stronger. It should also be emphasized that there should be a "pattern of actions" of imaging in order to eliminate errors when they are made in the imaging process. The well-known psychologist B.F. Lomov writes about skills and abilities: "Skill is formed on the basis of a complex mental process. It is carried out in the process of performing exercises together with a system of skills related to a certain type of activity. To achieve this, a person only the necessary skills and knowledge system should be acquired. "Skillful action" always determines the

success of the work.

Today, a number of pedagogical manuals have been created for the schools of our country on the requirements for the program, textbooks and teaching-methodical manuals prepared on the basis of new pedagogical technology and their scientific-pedagogical foundations<sup>1</sup>. In these manuals, the interpretation of the new system and model of modern teaching and learning, new pedagogical technology, didactics, methodology, state educational standards and curricula is shown and justified. Accordingly, along with the creation of programs, textbooks, teaching-methodical manuals for each educational subject, teaching technology, didactics and methodology will be developed. In addition, there was a need to revise the teaching technology, didactics and methodology of the "Fine Art" subject. It is known that the subject of visual arts taught at school, according to its purpose-task - content-essence: 1. Perception of existence (in grades 1-4); 2. Artistic construction (in grades 1-4); 3. Describing something according to itself; 4. Compositional activity; 5. Works on the basis of classes such as the basics of art history (perception of art). These types of training in visual arts have their own pedagogical technology, didactic principles and methodical methods. Also, all these trainings work towards a single goal. In order to achieve this goal, pedagogical technology is used, which is a project of a pedagogical process that guarantees the achievement of a predetermined goal by using all educational tools in the lesson, each of them performing their tasks separately. Our schools are based on secular education and adhere to the didactic principles that can create pedagogical conditions for easy, short, reasonable teaching of each subject. These principles are: scientificity, consistency, educativeness, systematicity, sequence, consciousness-activity, demonstrativeness, creativity, integration of theory and practice, and new educational materials, from interdependent teaching of academic subjects. will consist of The visual arts teacher of the school must follow didactic principles. Because teaching visual arts at school based on didactic principles increases the effectiveness of each lesson and training and guarantees the achievement of the set goal. The main and main goal of the educational subject is to provide graphic knowledge and skills from the visual arts taught at school, and it is in accordance with the requirements of the State Education Standard and Curriculum. depends on how much it is conveyed to the mind. The technology and didactic processes of teaching visual arts at school are quite complex, which causes the variety of teaching methods in the lesson. Visual art education at school uses the methods of pedagogy "Oral presentation", "Visual teaching 4", "Practical works" and their necessary methods. These methods: • "Oral presentation" method consists of "Story", "Lecture", "Conversation", "Question-answer". • The methods of "Showing", "Demonstrating", "Excursion" (trip, excursions) are used in the "Demonstration teaching" method. • In the "Practical works" method, "Laboratory works", "Drawing exercises", "Sculpting exercises", "Building exercises", "Analysis of works of art" are organized in the content of such exercises. In general, in order to teach fine arts at school and to have a high level of knowledge and skills, the teacher chooses the most convenient and effective method of explaining

the lesson material, based on the content of the lesson, such as explaining, justifying, showing, returning. Very complex processes take place in the teaching of visual arts, during which the teacher uses several methods and styles, one of such methods is called "Mixed method". The "Mixing" method is also used in all classes of visual arts. The teaching of visual arts at school began in the time of Aristotle, and it was improved in the schools of Sikion, Ephesus, and Thebes in Ancient Greece. In the Middle Ages, various technologies, didactics and methods of teaching visual arts were formed as a science. But they all appear spontaneously. Since the 17th century, with the development of secular schooling in Europe, many methods of teaching subjects began to be created.

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