

PEDAGOGICAL CONDITIONS FOR THE FUTURE FINE ARTS TEACHERS' PREPARATION FOR THE LEADERSHIP OF THE SCHOOLCHILDREN ARTISTIC AND CREATIVE ACTIVITIES

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Abstract

This article examines important theoretical and methodological aspects and practical recommendations for improving the professional training of future fine arts teachers in the art and graphic faculties and pedagogical universities and colleges departments, defines the pedagogical conditions that contribute increasing this process efficiency: the first condition is the sustainable professional interest formation among future fine arts teachers by rethinking the goals and objectives of artistic and creative activity in accordance with modern artistic education and upbringing, the artistic and creative activities guiding specifics of schoolchildren; the second condition is the theoretical knowledge, practical skills and abilities actualization in the artistic and creative activity on the basis of logical and semantic models; the third condition is an "Integrative workshop" creation which is a developmental tasks system for students' independent work, focused on guiding the artistic and creative activities of schoolchildren; the fourth condition is the special courses introduction that strengthen the future fine arts teachers training to guide the artistic and creative activities of schoolchildren; the fifth condition is the students' methodological and pedagogical reflection formation by the creative training method.

Ключевые слова: professional training improvement, future teacher, fine arts, pedagogical conditions, artistic and creative activities of schoolchildren.

I.Introduction

In connection with the education modernization tasks, significant changes are taking place in art and pedagogical education: new content, methods and technologies are being mastered; the education at the university correlates with modern processes in art and in artistic

culture. The changes taking place in society require the scientific foundations analysis and revision of various education fields. In a "rapid technology change" situation, which is leading to a change in values and living standards, it is necessary to develop the younger generation ability to act in a constantly changing environment. Social and scientific and technical progress sets before the school educating tasks of a person with high creative culture, capable of active perception and new things creation in the educational, industrial and social activities. In the information society conditions, a school graduate is required to have developed creative abilities, spatial thinking, imagination, visual culture, and therefore the fine arts role in teaching and educating students increases immeasurably. The problem of raising the quality level of future specialists training in art education is becoming very urgent.

In recent years, the "artistic pedagogy", "pedagogy of art", "art pedagogy" concepts have been used to designate the pedagogical activity related to the teaching, development, and education problems of the individual by art, which confirms the corresponding field selection of science, which is in the of formation process, search for approaches to the design of pedagogical technologies and ways of their implementation.

II. Main part

The teacher's personality formation, his general pedagogical and special abilities development, the forms and professional training methods improvement, the professional skills of future teachers are given a lot of attention in the works of S.I. Arkhangelsky, M.I. Dyachenko, N. D. Nikandrov, V.C. Rozov. V.A. Slastyonin, N.F. Talyzina, A.I. Shcherbakov and others [3]. Teaching the working skill with various art materials and instilling interest in it as a source of creative activation and students' self-realization creates optimal conditions for the creative potential manifestation of the individual, fantasy, imagination, heuristic thinking, and the professional development of the future fine arts teacher. The multifaceted complex of artistic and technological tasks requires serious theoretical training and the acquisition of versatile skills and abilities. Educational activities in the classroom, mastering the key points of creating a product from idea to implementation in material forms the ability to see the system, highlight the features of using technical and artistic means when creating works of decorative and applied art of a utilitarian or artistic purpose. All this contributes to the implementation of the connection between theoretical knowledge and practical skills in future professional activities [2].

The scientific and theoretical foundations of the training of a teacher of fine arts, the formation of his personality, the mastery of artistic and pedagogical competencies in the learning process and further activities are reflected in the works of A.A. Alekhin, K.J. Amirgazin, K.E. Eralin, L.A. Ivakhnova, V.P. Zinchenko, A.I. Ikonnikov, D.A. Kemeshev, V.S. Kuzin, V.K. Lebedko, S.P. Lomov, L.G. Medvedev, A.S. Puchkov, V.U. Plyukhin, I. M. Radjabov, N. N. Rostovtsev, G.B. Smirnov, A.E. Terentyev, A.A. Unkovsky, E. V. Shorokhov, A.S. Khvorostov, T. Ya. Shpikalova and others [3]. Important theoretical and methodological aspects and practical recommendations have been developed to improve the professional training of future teachers of fine arts in the conditions of art and graphic faculties and departments of pedagogical universities and colleges. Specialists are attracted by issues related mainly to the development of the pedagogical orientation of the process of teaching students to individual disciplines, while the problem of the content of the pedagogical preparation of students for teaching fine arts at school and its specific features is not fully developed (V.V. Abramova, A.A. Milyukov, M.A. Popova, I.V. Solodukhin, A.E. Terentyev, N.K. Shabanova). The works of N.N. Rostovtseva, E.I.

Ignatiev, N.G. Bogolyubov, T.S. Komarova, V.S. Kuzin, S.P. Lomov, V.V. Koreshkov, N.P. Sakulina, N.M. Sokolnikova, E.V. Shorokhov, V.S. Shcherbakov, A.S. Khvorostov, Yu.V. Khijnyak and B.P. Yusov are devoted to the development of children's visual creativity, in which the teacher is given the main role. At the same time, the professional competence of a teacher of fine arts remains unexplored from the side of its constituent components, a wide range of professional knowledge, abilities, skills in their interaction has not been studied; special training is often viewed in isolation from psychological and pedagogical training.

Psychological and pedagogical training of a modern specialist is based on a number of methodological principles and approaches: the principle of the formation of a professional pedagogical culture, culturological, acmeological, axiological, dialogical, individual-creative, innovative, systemic [6].

The management of the person artistic and creative development process in real practice is carried out as artistic and creative activity management, which has certain characteristics, which differ from educational activity in other areas of school education. The students' activities in the studying process the school course "Fine Arts" and, accordingly, the teacher activities have their own structure, which is determined by the very nature of art education and, at the same time, is subject to the general laws of the activity theory. The art education specificity is such that the main directions of pedagogical work are in the impact, on the one hand, on the emotional sphere of the child, his subconsciousness and intuition, on the other hand, on his logic, rational thinking, and the ability to understand the assigned tasks. Mastering the basics of teaching technology in the field of art is possible only if versatile conditions are provided for the successful artistic and creative activity of students in the process of professional training. Here, of course, it is necessary to integrate the theory and methodology of teaching fine arts and the whole range of special disciplines - drawing, painting, composition, graphics, arts and crafts.

Theorists and practitioners of art education, methodologists agree that the leading role in transforming this area knowledge belongs to the teacher, who can analyze the experience of his colleagues and improve himself, seek and find new solutions to pedagogical problems and problems, and overcome professional difficulties [7].

The students' artistic and creative activity is a complex, multi-stage process of cognition and creativity, and this process management is an activity that requires knowledge of a number of aspects: psychological characteristics of age, psychology of creativity, knowledge in the field of fine arts, mastery of practical artistic activities, knowledge of methodology, modern art teaching technologies.

The problem state analysis shows that, despite its certain theoretical and practical elaboration level, such aspects as the professional competence and its formation methods in a future fine arts teacher, students' methodological preparation for mastering the specific features of managing artistic and creative development schoolchildren. We consider the professional training of a fine arts teacher to guide the students' artistic and creative activities as his professional competence forming process based on the integration of psychological and pedagogical and artistic and creative directions.

The psychological and pedagogical training of such a specialist is based on a number of methodological principles and approaches: the professional pedagogical culture, culturological, acmeological, axiological, dialogical, individually creative, innovative formation. Artistic and creative training is considered by us as a process of forming professional competencies in the fine arts, which provides for the artistic and creative thinking, imagination, the ability

development to create an artistic image with various visual means, and materials mastery. Both of these areas of professional training of an artist-teacher form his professional competence, which allows him to manage the artistic and creative development process of schoolchildren, and not just teach the basics of visual literacy. Such guidance is a purposeful, systematic influence of the teacher on the process of artistic creativity of students, its motivation, goal setting (which is to create an artistic image); disclosure of work tasks (compositional, color, linear-constructive, technical); organization of the image process; analysis and assessment of the work performed [1].

Based on the philosophical, psychological and pedagogical literature analysis, which shows that the teacher preparation to guide the artistic and creative activities of schoolchildren is determined by the pedagogical science development logic and the personality development needs, the following contradictions were identified: the first contradiction arises in the professional training process of a fine arts teacher and is inherent in the very nature of artistic and creative activity, which does not allow for harsh pedagogical influence, but, at the same time, requires a wide range possession of specific knowledge and rules that regulate it.

The professional training purpose of a future specialist at the present education development stage is his professional competence formation [4]. Mastering professional competence and skill is carried out in the professional, pedagogical and artistic training unity: the skills and abilities acquisition in artistic activity and the development of forms, methods, techniques and means of teaching children.

The artistic and pedagogical orientation is understood as a stable positive the student's attitude to the teaching profession, his knowledge of the peculiarities of the fine arts teacher work, a positive perception of everything related to the fine arts, with this profession, a tendency to this work type. The positive attitude formation to the teaching profession in the teaching process at a pedagogical university depends on the harmonious combination of a general orientation with artistic and pedagogical, on individual-typological characteristics of a person, on activity in practical pedagogical activity. Based on the analysis of the pedagogical and artistic-creative orientation of the future teacher, we identified the structure of the professional competence of the future fine arts teacher.

The holistic professional training process of future fine arts teachers for the artistic and creative activities management is reflected in the built structural and functional model, including the goals, tasks of psychological, pedagogical and artistic and creative training; methodological approaches, content, stages of professional training; vocational training methodology, its purpose, objectives, principles, methods, skills, pedagogical practice, in the process of which the professional training levels (high, medium, low), and as a result, professional competencies are formed, the student's readiness to lead artistic and creative activities is formed schoolchildren, to transfer them various types of experience: cognitive activity, creative activity, practical activity, emotional-value relations.

In the art and pedagogical education real practice, the future teacher preparation to guide the students' artistic and creative development process is carried out as preparation for the artistic leadership and creative activities. This process is a purposeful, systematic impact on the students' artistic creativity, it is carried out as the interaction organization between teachers and students, the result of which should be the transition of the student from the state when he is an object of leadership, to the state when he becomes a full subject of his activity and its development.

The artistic and creative activity management specificity consists in the indissoluble unity of teaching and creativity [8]. The interrelation and thoughtful ratio of educational and creative tasks is a necessary condition for the artistic and creative development of a person. Having determined the artistic and creative activity structure of schoolchildren as an pedagogical guidance object, we have developed a structural and functional model that reflects the activities guiding process of schoolchildren in the lesson of artistic and creative activity.

The planning stage includes the educational process design in the studying programs form in the fine arts, drawing up a work program, work plan, outline plans, which reflect educational tasks (training, developing, upbringing) and a model for conducting a lesson.

The orientational and motivational activities organizing stage includes creating an emotional and creative atmosphere with the visual, literary, musical series help; a clear statement of the lesson goal and objectives, which can be demonstrated with the pedagogical drawing, visual teaching aids help, reflecting the creating means an artistic image.

The operational side management of the activity, the drawing process a involves the working methods choice: didactic (information-receptive, reproductive, problem presentation method, heuristic, research) and artistic (the formation of ideas about objects, objects, about their depiction in any practical way) depending on the purpose, the lesson tasks, the students' preparation level.

The monitoring stage and evaluating the activity process involves the analysis of pupils' drawings (composition, image of the form, color scheme, work technique, artistic expressiveness) depending on the purpose and objectives of the lesson and the of pupils' work assessment (ascertaining, diagnosing, predictive, corrective) depending on training stage.

The whole pedagogical guidance process of artistic and creative activity is aimed at the various experience types formation: the cognitive activity experience, the creative activity experience, the emotional-value relations experience, the practical activity experience, which leads to the general artistic and creative the pupil's personality development.

The essential features of teaching leadership in arts education are as follows:

- pedagogical leadership always opposes spontaneous regulation and is focused on improving the pupils' artistic and creative development level;
- guidance is carried out consciously and systematically as a complex pedagogical impact on the pupil personality, at various stages of the artistic and creative process (perception of nature, the formation of ideas about the subject; the formation of ideas about the image; evaluation of the result of the finished work);
- the mutual understanding presence between the teacher - the leader (who must represent the final result - the drawing and the achievement level of each pupil) and the leadership object - the pupil (who must realize the assigned tasks and successfully implement them in their own creativity);
- the dynamism or the ability of guided pupils to move from one artistic and creative development level to another, higher;
- reliability as the professionalism indicator of the teacher-artist - the ability to lead when the educational process conditions change in working with pupils with different abilities, preparedness level;
- stability - the ability to maintain the main direction in the pupils' creative abilities development, priorities in their artistic and personal development [3].

The specificity of training future fine arts teachers to guide the artistic and creative

activities of schoolchildren is as follows:

Preparation for leadership should be based on the internal mechanisms disclosure that ensure the pupils' artistic and creative process success (the formation of a work mental image, its implementation in the material, a critical analysis of the finished work and the introduction of changes, additions, correction of errors).

Such training should form the ability to model the creativity process in pupils, develop a creative approach to the teaching process the fine arts - the assignments, methods and teaching techniques choice, and not equip them with ready-made methodological techniques and recommendations.

It is realized through awareness of specific stages of the image process, on the one hand, and through an intuitive approach to image creation, on the other. This applies to both the actual creativity of pupils and the approach to organizing the creative process among schoolchildren.

At the present stage of the artistic pedagogy development, it is necessary to improve the training of fine arts teachers to lead the process of pupils' artistic and creative development. We have proposed the necessary, in our opinion, pedagogical conditions that contribute to increasing this process efficiency:

first condition is the sustainable professional interest formation among future fine art teachers by rethinking the goals and objectives of artistic and creative activity in accordance with modern concepts of art education and upbringing, the specifics of the artistic and creative activities management of schoolchildren;

the second condition is the theoretical knowledge, practical skills and abilities actualization in the artistic and creative activity field on the basis of logical and semantic models;

the third condition is the "Integrative workshop" creation - a system of developmental tasks for pupils independent work, focused on guiding the artistic and creative activities of schoolchildren;

the fourth condition is the special courses introduction that strengthen the future teachers training of the fine arts to guide the artistic and creative activities of schoolchildren;

the fifth condition is the pupils' methodological and pedagogical reflection formation by the creative training method.

The preparation of a future fine arts teacher to guide the artistic and creative activities of schoolchildren is a purposeful and conscious mastering process of the professional competence and skill, due to the artistic and creative integration and professional and pedagogical components.

III. Conclusion

The purposeful mastery of professional competence by future specialists on the basis of the developed structural-content model and the pedagogical conditions introduction into the educational process allows to increase the pupils' preparation level for the artistic and creative activities management of schoolchildren at the study at a university.

A fine arts teacher at school must have high special training, which allows children to develop aesthetic taste, activate creative activity and, at the same time, form practical drawing skills sufficient to create and implement a creative idea. All this poses new serious tasks for higher education in terms of all-round improvement of the training of future teachers. In this regard, at present, scientific searches in the professional training of future teachers of fine arts have significantly intensified. The professional training tasks complexity of fine arts teachers is

due, first of all, to the very specificity of this profession. You can be a good artist, but this, as practice shows, is still not enough for a successful pedagogical and professional activity. On the other hand, it is impossible to conduct high-quality teaching of fine arts in school without high professional, artistic and pedagogical training.

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