

## **Development of Visual and Expressive Competences in Improving the Professional and Methodical Training of the Future Visual Arts Teacher**

**Bekmuratov Ne'matjon Ahmadjonovich**  
Teacher of Andijan State University

**Tursunov Umidjon O'ktamjon o'gli**  
TSMG major, student of group 201

**Abstract:** This article describes the conditions for the development of visual and expressive competences in improving the professional-methodical training of the future art teacher, and the stages of development of students' mastery level.

**Keywords:** future teacher, methodology, educational work, knowledge, information, skills, visual arts, pedagogical technology.

The perfect mastery of the knowledge of plastic anatomy, as well as the rules of perspective in the structure of professional and methodical training of the future art teacher is a pedagogical guarantee of their pedagogical activity. It is not for nothing that the artists of the renaissance period focused on the deep mastery of the theory and practice of such sciences as things, objects, their proportions, perspective, anatomy, and color science. In their theoretical and practical work, they relied on the achievements of such sciences as optics, mathematics and anatomy [1].

The future visual arts teacher expresses the geometric structure of objects and the composition of things in their clear and natural state through light and shadow [2]. For example, one should pay attention to the change of the objects depicted in the still life genre depending on the direction of light, the materiality of the objects, the location of curves or planes.

Perspective is a science that reveals the methods of correctly depicting the spatial position of an object on a plane. It is known that any object, regardless of its shape, can be reduced based on the laws of perspective. But in many cases, students do not pay attention to this theory. Observations show that when describing circular objects, the student cannot correctly find its spatial position and makes a gross mistake in reducing the object based on perspective [3].

In strengthening the knowledge of future teachers of fine arts by knowing the types of fine arts, visual and expressive tools help to develop the competence to explain the secrets of art.

Future teachers of fine arts should have sufficient knowledge about the techniques and contents of painting and its directions. The painting includes the following types:

1. Easel painting.
2. Monumental (majestic) painting.
3. Miniature (miracle) painting.
4. Decorative (decorative) painting.
5. Theater-decorative (decorative) painting.

It is necessary for the future teacher of fine arts to know the above paintings in order, to be able to use them in his practical and creative activities.

In the professional-methodical training structure of the future fine art teacher, it is assumed that he will master the works of sculpture as well as the art of painting. This type of art also expresses life events and events with the help of different styles and imaging techniques and materials. Sculpture art, in turn, is divided into two types:

1. Fully rounded sculptures (viewable from all sides);
2. Relief - embossed (worked on a plane and partially protruding from the surface) sculptures. The future specialist learns the technical methods of sculpture by cutting, gluing, connecting and carving raw materials such as stone, metal, plaster, wood, wax, wire.

In the professional-methodical training structure of the future teachers of fine arts, the characteristics of the graphic type of fine art, as well as the technical methods used from other types, graphic expressive means, and the content and meaning of explaining them to students are sufficient. must have competence.

As a result of in-depth mastering of graphics, the future fine arts teacher will be able to independently create a composition in the field of graphics and explain it in fine arts classes.

By the Ministry of Higher Education, Science and Innovation, in the preparation of bachelors of the fields of "Fine Art and Engineering Graphics", the subject "Rangtasvir" is one of the main subjects of theoretical and practical specialization of teaching for in-depth mastering of the subject of the main subjects in the curriculum. , development of foundations and improvement of scientifically based new form, content and methods are considered urgent issues. They consist of:

1. Development of promising ways of teaching based on state standards.
2. Scientific and methodical analysis of the work of institutions training pedagogic personnel in all educational institutions in the field of fine arts.

To ensure that students become highly qualified, loyal to the Motherland, well-versed in the art of national and world peoples, and love our past culture by widening the use of local resources.

In the framework of improving the professional and methodical activity of the future art teacher, special attention should be paid to the formation and development of the competence to present the history of art, its types and genres in a manner similar to the age group and level of preparation of students.

Methodological basis for improving the professional-methodical activity of the future fine art teacher is the purposeful study and analysis of the results based on scientific evidence and practical experience. It is important to clarify the requirements in accordance with the established regulatory requirements. In this regard, first of all, the State educational standard, programs and plans should be analytically studied.

Graduates of fine arts and engineering graphics majors in general secondary education, secondary special and vocational education systems in pencil drawing, painting, art history, composition, plastic anatomy, sculpture, applied decoration It is specified in the qualification requirements that he can teach art, drawing geometry, drawing, engineering computer graphics, basics of graphic representation and 3D modeling, technical drawing, [4] engineering graphics classes in an established order [5]. Therefore, in the content and structure of the professional-methodical training of the future art teacher, it is necessary to develop the competencies of professional-pedagogical activity in the directions mentioned above. In addition, as the professional competencies that must be acquired, such competencies as being able to rationally choose various methods of education and modern pedagogical technologies, knowing how to ensure the compatibility of methods and technologies with the national mentality based on a creative approach, are future visual arts. specified in the qualification requirements of the horse teacher.

From young pedagogues, to understand the peculiarities of visual art, the means of implementing coherence in teaching students in different types of educational institutions, modern knowledge of the theory and history of various art systems, knowledge, skills and qualifications of artistic creative activity. requires having competencies such as being able to apply.

In order to improve the structure and essence of the professional-methodical training of the future art teacher, we refer to the historical national pedagogical roots of the field.

A new generation of textbooks was created for students of 1-4, 6-7 grades of general secondary education. These textbooks cover modern knowledge and include the experiences of developed countries such as Finland, France, and Germany.

Therefore, there is a need to include competences for working with new generation textbooks in the professional-methodical training system of the future art teacher.

At the same time, it should be emphasized that new generation textbooks have a number of positive and negative characteristics. In particular, as a positive feature:

- to teach students to think critically and logically independently;
- orientation towards independent performance of tasks of creative content;
- a teacher's book and a student's notebook are additionally attached to the textbook;
- it can be recognized that digital video materials describing the process of performing practical tasks have been presented.

New generation textbooks have the following disadvantages:

- as a result of exposure to external effects, textbook parameter standards were not followed;
- in some parts, educational materials with a didactic function are not given;
- due to the fact that the optimal ratio of educational materials (text) and illustrative materials is not maintained, students have a limited opportunity to get the necessary information about the history and theory of visual arts.

The opportunity to creatively test every theoretical information of the new generation 1st grade textbook developed for students in the practical workbook helps to enrich students' creative imagination and develop their creative and creative qualities.

On the exercise pages of the textbook, the issue of introducing STEAM education and ensuring an interdisciplinary integration process by giving drawing assignments using geometric shapes is put forward. The textbook describes the students' integration of science, technology, construction, visual arts, and mathematics. The topic of color formation is easy to understand and practical results are also presented.

One of the unique features of the textbook is that each task served to develop students' worldview, prepare them for visual activity, and fully reveal the essence of science. The use of new generation textbooks is one of the urgent and pending issues of improving the professional skills of the future art teacher, developing the technique of systematic work with students, providing a methodical approach taking into account the age characteristics of students. is a unique pedagogical guarantee of the process's effectiveness.

## References

1. Kurbanova L.A. Philosophical and methodological analysis of creative thinking. //Philosophy Doctoral Dissertation. -Tashkent, 2007. -100 p.
2. Bekmuratova Sh. N. Composition. // Course 3: tutorial. -A.: "Poligraf Super Servis" LLC, 2023. -138-48-51-67-72-75-86 p.
3. Boymetov B. Sculpture and plastic anatomy. -T.: "ECONOMY-FINANCE", 2007. -120 p.

4. Fine art. State educational standard and curriculum of general secondary education. - T.: East. 1999. -28 p.
5. Khairov R.Z. Scientific-methodological bases of individual approach to students in fine arts classes. //Doctor of philosophy (PhD) dissertation in pedagogical sciences. -T., 2020. -186 p.