



## **THE COMPOSITIONAL COMPETENCE OF FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM**

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### **ABSTRACT**

The article explores how a competency approach to the training of future teachers of fine arts can be expressed in the fact that they effectively organize their pedagogical activities in the future. In particular, in composition classes, students can study such information as the preparation of compositions in the direction of Fine Arts, the formation of creative thinking and imagination in them, the implementation of their tasks for the development of artistic vision, taste and memory of vision. In turn, the article also analyzes the components of the compositional competence of the teacher of Fine Arts.

### **KEYWORDS**

Art, Fine Arts, realism, composition, form, content, spirituality, worldview.

### **Introduction**

Art is one of the forms of social consciousness, a special means of knowing the being, the environment.

Competency approach to the training of future fine art teachers will help them to effectively organize their pedagogical activities in the future, and to be able to apply theoretical and methodical knowledge acquired in fine art classes in practical activities.

It is considered one of the special competences in the professional competences of teachers of fine arts, that is, the compositional competence is included among the special competences.

Compositional competence cannot be formed without compositional knowledge and skills, i.e., without mastering theoretical information about composition laws, rules, methods and tools, and without mastering the skills to apply this knowledge in practice. Modern education, as in other fields, shows that the teaching of visual arts is more demanding than the task of forming only theoretical knowledge and skills. Today, a visual arts teacher is required to have a creative approach to the outside world and pedagogical activity, a non-standard approach to problem solving, and the ability to properly organize compositions in drawing, building and making.

The main components of the professional competence of a fine arts teacher are:

The motivational-value component is the conformity of the activity of visual art with personal needs and the existence of an internal need to implement this process;

Cognitive component - the presence of knowledge and theoretical views in the field of visual arts;

Practical component - formation of skills to apply theoretical knowledge of the field in practice, unity of practical activity and theoretical knowledge;

Individual-psychological component - indicators of individual opportunities for professional activity, psychological preparation, development of personal psychological qualities;

The personal component is the teacher's readiness for artistic creative activity, indicators of mastering methodical and pedagogical standards, knowledge.

There are different approaches to the study of the concepts of competence and competence, and there is no common opinion in the interpretation of these terms. For example, the English psychologist J. Raven defines the term competence as follows: "Competence is, first of all, a person's independent creative activity in the learning process and general abilities based on the knowledge and experiences he acquires in the educational environment aimed at his successful socialization and the level of preparation for activity" (Raven Dj. *Kompetentnost v sovremennom obshchestve: vyyavlenie, razvitiye i realizatsiya*. Moscow: "Cogito-Tsentr", 2002. - 396 p. p. 253).

I.A. Zimnyaya defines the term competence as follows: "competence is an intellectual and personally based socio-professional description of a person, personal qualities formed on the basis of knowledge" (Zimnyaya I.A. *Klyuchevye kompetentnosti kak rezultativno-tselevaya osnova kompetentnostnogo podkhoda v obrazovanii*. Moscow: Issledovatel'skiy tsentr problem kachestva kodgotovki spetsialistov, 2004. -42 p. p.31)

O.L. Zhuk defines competencies as "a general description of a person's readiness to successfully solve professional, social and personal tasks" (Zuk O.L. *Pedagogical training studentov: kompetentnostnyy podkhod*. - Minsk: RIVSh, 2009. - 336 p. p. 93 describes. Competence is defined as "personalized competencies; interprets it as a special ability aimed at applying knowledge, skills, experience and personal qualities in solving professional, social and personal tasks.

Pedagogical scientist A.V. Khutorskiy believes that "competency is a combination of interrelated qualities (knowledge, skills, abilities, type of activity) of a person, which serves to successfully implement a certain type of activity." "competence is the possession of competencies that help to successfully implement a certain type of activity." To summarize these views, competencies are a set of professional and personal knowledge, skills, experience and qualities that serve to successfully implement a certain activity. In other words, competence is a person's ability to apply existing competencies in practice.

A.K. Markova classifies professional competencies as follows:

Special competence is the possession of necessary special knowledge, skills and experiences during professional activity and the ability to use them during practical activity;

Social competence - includes the skills and experiences of being able to engage in social relations and work together in professional activities;

Personal competence is the ability of a specialist to develop himself during his professional activity, to plan his professional activity correctly, and to solve problems independently.

Individual competence is expressed in the presence of the ability to self-manage, the possibility of self-professional development, and the presence of professional motivation (Markova A.K. *Psikhologiya professionalizma*. - Moscow: "Znanie", 1996. - 312 p.).

Such a classification indicates that compositional competence is included in a special group of competences for the work of a fine art teacher.

Compositional competence has the following relevance within professional competence:



Components of compositional competence include:

The component of theoretical preparation is the knowledge of composition laws, rules, principles and composition tools;

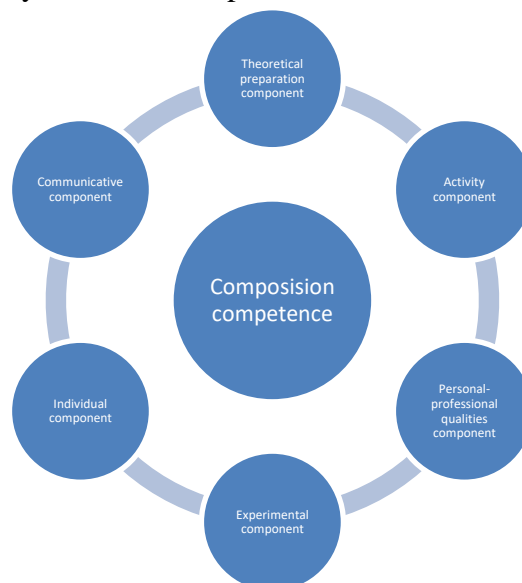
Active component - having knowledge about the steps of the process performed on the composition and having the experience of being able to implement this process;

The component of personal and professional qualities is the ability to perform compositions and indicators of psychological preparation;

Individual component - the sum of individual qualities necessary for the preparation of compositions: the ability to reflect, think, imagine, imagine, figurative thinking, memory, and the like;

Communicative component is the totality of the ability to enter into the social environment, to establish communication;

The experience component is a set of theoretical information on the preparation of compositions, a set of practical skills and the ability to learn the experience of others.



## **Components of compositional competence of a fine arts teacher.**

The special competence of future visual arts teachers includes:

- artistic perception of works of visual art and events and processes in the external world, being able to correctly understand the main content of the object of observation from an artistic point of view;
- knowing, understanding, feeling and figuratively expressing situations in the real world from an artistic point of view;
- to be able to show personal creativity, that is, to be able to express one's views artistically, to be able to show one's capabilities through the means of visual arts.

The process of forming compositional competence is carried out based on the following methodological principles:

- relying on fundamental knowledge in the process of fine art education;
- development of communication between visual arts and other educational subjects;
- activation of students' cognitive processes such as awareness, activity, independence, and criticality during composition teaching;
- taking into account the integration of personal qualities such as goal orientation, intellectuality, emotionality, activity orientation of a person when choosing the content of educational material;
- respect for individuality and personal values;
- support of creativity.

Composition competence of fine arts teachers as a type of artistic-aesthetic activity includes:

- aesthetic understanding of art;
- aesthetic understanding of existence;
- personal creative activity of the teacher.

As a type of creative activity based on compositional competence, socio-psychological qualities lie, such as aesthetic perception of the external world, aesthetic perception of works of art, expression in compositions that create their feelings and views. Activity in the Fine Arts is a type of creative activity, in which the fulfillment of creative educational tasks is manifested by understanding of concepts, practical activity, a joint movement of visual-figurative thinking. When creating a composition, human thought is required to represent the information it receives from the outside world through different signs, to be able to describe the proportional location of each element, different emotions and views through different signs. Each element in the image will have to represent a specific content. The role of figurative thinking is considered important in this process. The forms and methods of depicting being as a work of art, the artistic image form the basis of figurative thinking. In figurative thinking, the process of expressing visual images in abstract images is effective. In this place, the composition occupies a special place. In visual art, composition means that the way in which visual images are expressed personal views through the means of Fine Arts, the artist is able to represent images in his imagination through the methods and means of composition, taking into account the laws of composition, in a work of Fine Art.

In the activity of the artist, compositional competence is important, and through compositional thinking and practical creative activity, the artist is able to express artistic ideas figuratively by means of compositional. The process of forming compositional competence is a process that takes place in several stages, which can be expressed as follows:

Stage 1: the formation of concepts about composition in students-the content of theoretical knowledge about the system of basic concepts of composition;

Stage 2: mastering the laws of composition-they study such laws as integrity, typification, subordination to the idea, which are the main laws of composition;

Stage 3: mastering compositional techniques – they study the procedure for using Basic Rules and methods (rhythm, symmetry, relativity, etc.) that are important in the process of creating a composition. With this, they also master the procedure for using points, lines, bars, shadows, which are various pictorial means;

Stage 4: teaching the outside world to be able to see from a compositional point of view, that is, to form the skills of being able to generate composition from visual data. At this stage, reflexive skills are also formed in students. That is, they also learn to analyze their potential in relation to composition formation;

Stage 5: mastering the methods, techniques of composition. Students at this stage learn to be able to practically use the composition technique, be able to carry out tasks related to composition in an automated way, begin to strive to work on their own masters, to develop self-compositional competence.

In general, students in the process of creating a composition learn to depict the external world and verbal information through visual images. In the process of forming compositional competence in future teachers of Fine Arts, following the following pedagogical requirements ensures the optimal organization of the process:

1. The wider availability of theoretical information on composition contributes to the richness of the perception of this process in students.
2. The interplay of composition and related disciplines (philosophy, psychology, Color Image, pencil image, music, literature, dance art, technology, etc.) serves to ensure the content of the compositions to be created.
3. Increase the activity, independence, awareness of educational activities of students.
4. Increase the wealth and content of the composition curriculum.
5. In the process of creating a composition, relying on the personal qualities of an individual with motivational, intellectual, emotional, positive behavior.
6. Implementation of a connection with the surreal activity of personality thinking.
7. Relying on the individual's personal values and respecting their personal values.
8. Implementation of a semantic approach to the creation of composition. Ensuring the connection of the emotional component with the content and subject components.
9. Support creativity and individuality when completing tasks.
10. To teach students to analyze the content and quality of the composition, as well as assessment criteria.
11. Students develop reflexive skills, self-analysis, evaluation, and training to work on themselves.

As a result of studying the composition course, the teacher of Fine Arts acquires the following knowledge, skills, qualifications and abilities:

- be able to create images of different types and use them in the practice of creating compositions;
- design the subject being based on design skills;
- composition creation technique;
- academic image skills;
- artistic modeling skills;

- be able to understand and analyze compositions.

When forming the compositional competence of the future teacher of Fine Arts, it is advisable to build on the following basic conditions:

When analyzing compositions, one will have to rely on concepts of compositional theory. In this process, a systematic, purposeful approach to the analysis of this issue is required, as well as to be able to see in general the main issue in which the analysis in the composition is required;

Natural materials are used as natura in the preparation of drawings, sketches, installation, which are performed on the composition. In particular, the work on the preparation of compositions is actively carried out even in an environment outside the auditorium. For example, an exhibition of paintings, a trip to galleries is organized, excursions to the nature well are organized. The process of growing compositional thinking is organized on the basis of didactic principles such as unity and consistency of theory and practice, continuity, science, awareness, activity, systemality, connection with life.

Therefore, we can give a general definition of the concept of compositional competence as follows: compositional competence is the ability to correctly plan, organize and arrange the compositions of the work being created in the process of organizing artistic and creative activities in the field of visual arts. acquisition is the sum of knowledge, skills, experiences needed during composition and the ability to solve problems arising in professional activity through this activity.

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