



**PSYCHOLOGICAL AND PEDAGOGICAL BASIS OF
PROFESSIONAL TRAINING OF FUTURE FINE ARTS TEACHERS**

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ABSTRACT	KEYWORDS
In the article, the psychological-pedagogical foundations of professional training of future visual arts teachers are highlighted, the methods of implementing integrative relations between them based on the use of active teaching methods are considered.	pedagogical education, profession, professional competence, professional excellence, professional skill.

INTRODUCTION

In our country, consistent measures are being taken to raise the education system to a new level, to improve the quality of teacher training based on advanced international standards, and to increase the coverage level of higher pedagogical education.

In particular, the results of the analysis of the supply of highly qualified personnel for the social sector and economic sectors show the need to increase attention to the quality of personnel training for the education sector, to widely introduce advanced foreign experience in the field, and to improve the pedagogical training infrastructure.

In this sense, in order to further improve the field of pedagogic education, provide professional pedagogic personnel to train highly qualified specialists who have the skills to use modern knowledge and pedagogic technologies, and make a worthy contribution to the socio-economic development of our country, and introduce advanced educational technologies to the field, it is permissible to recognize that the following priorities have been defined :

training of professional pedagogic personnel who have mastered education and teaching methods, information and communication technologies and foreign languages, and have the skills to use modern pedagogical technologies in the process of education;

improvement of educational plans and programs in the fields of pedagogical education and specialties based on advanced foreign experience, creation of innovative educational and normative and educational resources and introduction into practice;

introduction of digital technologies in higher pedagogical education, ensuring the solid integration of modern information-communication and educational technologies, ultimately creating additional conditions for the continuous development of the professional skills of pedagogues; to improve the efficiency of processes of formation of modern pedagogic personnel with high culture, practical professional knowledge, and thorough knowledge of education, teaching methods and assessment criteria.

LITERATURE ANALYSIS AND METHODOLOGY

At the current stage of socio-economic development of Uzbekistan, it sets new requirements for the professional training of specialists in the field of artistic pedagogical education, characterized by fundamental changes in various fields and innovative processes in education. The range of possibilities of various artistic technologies has expanded. It is worth emphasizing the importance of scientific and methodical provision of the process of formation and improvement of the professional qualities of the artist-pedagogue and the creation of necessary conditions for identifying and implementing the possibilities of favorable factors that arise.

The diversity of artistic technologies and the expansion of their range of possibilities has become a dynamic trend. Scientific-methodological support of the process of formation and improvement of the professional competences of the young visual arts teacher should create the necessary conditions for identifying and implementing the possibilities of the favorable factors that arise taking into account this trend.

It should be recognized that the system of professional training of young visual arts teachers is aimed at educating competent specialists who are equally ready for creative and pedagogical activities as well as guiding the activities of students of higher educational institutions in the field of art and design.

To date, the problem of improving the quality of vocational training of students of higher education institutions is one of the urgent tasks, taking into account the tasks of strengthening the targeting of training of specialists focused on the specific needs of educational institutions.

In particular, raising the content of higher education to a new level in terms of quality, setting aside a system of highly qualified personnel training that will contribute to the sustainable development of the social sphere and economic sectors, and finding a small place in the labor market, introducing advanced standards of higher education based on international experiences, including educational in the programs, it is recognized as a priority task to step by step from the education oriented to the acquisition of theoretical knowledge to the educational system oriented to the formation of practical skills.

The analysis of special pedagogical and psychological literature showed that the term "vocational training" is mainly applied to the system of vocational training. According to the encyclopedic dictionary, the term "profession" (lat. *professio* - I advertise my small business) is a type of labor activity that requires certain training and is usually the source of a person's livelihood. The concept of "specialty" (Lat. *specia* - genus, type) is interpreted as a type of lesson within a profession [1].

Thus, professional training is a process of formation of a specialist in one of the fields of labor activity related to the reduction of a certain profession. It should be noted that the purpose of professional training is the acquisition of professional training, which is the result of reducing the need for systematic knowledge, knowledge, skills and personal-professional qualities.

In modern scientific and methodical literature on the problems of the theory and methodology of vocational training and in the practice of vocational training, many terms are used to describe the essence of professional skills: "professional competence", "professional excellence", "professional development", "professional self-determination". ", "professional training", "professional burnout", "professional training", "professional self-improvement", "professional

adaptation", "professional compatibility", "professional identification", "professional mobility" and others [2, 3, 4].

Professional excellence, of course, is related to reaching the level of creative activity, professional training, and this is not only the transfer of professional activity experience, but also the ability to equip it with creative activity skills, to effectively retain the acquired knowledge, skills and skills, to change the acquired experience, to adapt it to changing conditions.

Professional excellence is the characteristic of people to perform complex tasks in a systematic, efficient and reliable manner in a variety of conditions.

Professional skill is a characteristic acquired by a person in the process of little experience, and represents the highest level of mastering the elements of professional knowledge, expertise, skills and creative activity [5].

Professional pedagogical skills are determined by the specific characteristics of the pedagogue's activity. B. T. Likhachev recognizes pedagogical skill as a part of pedagogical art and expresses it as "the perfect mastery of a teacher with a combination of psychological and pedagogical knowledge, knowledge and skills, professional passion, developed pedagogical thinking and intuition, moral and aesthetic attitude to life, deep confidence and strong will." [6].

According to N.V. Kuzmina, A.I. Shcherbakov, N.V. Kukharev, A. Ye. Kondratenkov, V. N. Myasishchev, K. K. Platonov, B. G. Ananov, L. I. Bojovich, A. N. Leontev, S. L. Rubinshtein, and others, the main components of pedagogical skills are:

- 1) professional direction;
- 2) professional knowledge and teaching methods in the field of science;
- 3) pedagogical skills;
- 4) pedagogical technique.

In pedagogy, the concept of "pedagogical skill" is closely related to the concept of "pedagogical culture". At the same time, skill is defined as a synthesis of personal qualities of the pedagogue and methodical art with scientific knowledge, knowledge and skills. As stated by V. L. Benin, pedagogical culture describes the culture of all pedagogical activity. The level of pedagogical culture of a person is determined by the extent to which this person fulfills the role of educator and pedagogue. This depends on the following factors:

- 1) his life experience, human wisdom;
- 2) the amount of knowledge a person has;
- 3) knowledge and skills to convey their knowledge [7].

Considering the problems of professional pedagogical skills, it should be noted that its main components can be revealed only in connection with a certain pedagogical specialty. Because each of them has its own characteristics. The characteristics of the pedagogue-artist specialty are pre-determined by the study of "Fine art and engineering graphics". This requires the teacher of fine arts to have the basics of artistic skills, visual and practical literacy, the ability to creatively retain artistic knowledge and skills, and to convey his own experiences in visual arts to his students.

In modern theory, the main goal of artistic education is interpreted as the formation of a multifaceted, well-rounded personality through visual arts.

Giving artistic education to the young generation and growing up as an intellectually mature person is determined by continuous and organic education. It should also be recognized that the artistic level and experience of a modern pedagogue is one of the main factors of students' acquisition of high artistic knowledge.

Traditional classification of art education is accepted as a method of imparting knowledge, technical knowledge and skills in the field of fine arts. This concept refers to the professional training of artists and all related problems. In recent years, artistic education is recognized as a process of creative development of a person through art, formation of perception of his spiritual culture through art and creative activities [8].

The concept of artistic education includes training in art, education and development of the creative potential of a person through art.

Artistic education is a concept that reflects the aspects of the pedagogue's professional activity related to the transfer of knowledge related to fine arts, as well as the specific methods and techniques of artistic activity. This field is well developed in art pedagogy and it is not limited to the simple exercise of visual skills, because visual literacy is such that it can be fully developed only in the process of solving creative problems (V.S. Shcherbakov).

DISCUSSION AND RESULTS

Development of the personality with the help of art is a process focused on various aspects of the emerging personality (artistic and figurative thinking, sharp memory and perception, fine taste, artistic and creative abilities), and it is not so easy to fix and measure it. Implementation of this process requires a specialist to have all personal qualities, among which the flexibility of thinking, creativity and the ability to act in changing working conditions take the leading place.

Educating a person in the process of teaching fine arts is a process of familiarization with the world of universal and artistic values, which requires the pedagogue to provide emotional return in the field of art, the ability to communicate, the flexible application of the acquired knowledge, and to combine them with the knowledge of pedagogy and psychology, and the student requires a creative approach to the process of forming his personality and artistic culture.

CONCLUSION

Thus, the professional skill of a pedagogue-artist is a personal characteristic acquired in the process of professional training and a little experience in art-pedagogical activity, and in the field of elegance, the highest level of professional knowledge, knowledge and skills acquisition in the field of fine art and art pedagogy, as well as in art and its represents the elements of creative activity in the process of teaching the basics.

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