



## DEVELOPMENT OF ARTISTIC AND CREATIVE ABILITIES OF FUTURE PEDAGOGUES-ARTISTS IN THE PROCESS OF PROFESSIONAL TRAINING IN HIGHER EDUCATION INSTITUTIONS

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### ANNOTATION:

the author of the article believes that the goal of professional training of a future teacher of fine arts is the formation of his professional competence, which is carried out in the unity of the psychological-pedagogical and artistic-creative components.

**KEY WORDS:** art education, professional training, artistic and creative activity, arts and crafts, fine arts, self-assessment, artistic and creative development, competence.

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**INTRODUCTION.** In our country, consistent measures are being taken to raise the educational 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 recent years, the content and methodology of the development of the higher education system, the improvement of its socio-pedagogical effectiveness, and the qualitative adaptation of educational processes to the requirements of the new stage have been created. From this point of view, among the most important problems of modern higher education, it is permissible to highlight the priorities of training a competent specialist in the field of artistic education with a complex of professional and special qualities.

In particular, to raise the content of higher education to a new level in terms of quality, to establish a system of training highly qualified personnel that can contribute to the sustainable development of the social sphere and economic sectors, to find a place in the labor market, to introduce advanced standards of higher education based on international experiences, including training programs, the

gradual transition from education focused on theoretical knowledge to the educational system focused on the formation of practical skills is recognized as a priority task.

**MAIN PART.** The problem of the personality of the teacher and his professional training studied by Ya.A.Komensky, A.Disterverga, K.D.Ushinsky, O.A.Abdullina, Yu.K. Babansky, B.C. Ilin, N.V. Kuzmina, V.A. Kann-Kalik, A.S. Makarenko and other famous pedagogues. According to many researchers, not the pedagogical techniques and technologies of education, but the personality of the teacher as a thinker, spiritual teacher, and student should be in the first place. Therefore, first of all, the problems of training a teacher as a creatively developing person are put forward [1, 449].

Also, in the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, "Increasing the level of access to higher education, training highly qualified, creative and systematic thinking personnel, able to make independent decisions based on international standards, to demonstrate their intellectual abilities and to



form them as spiritually mature individuals”<sup>1</sup> the tasks of creating the necessary conditions have been defined.

The general laws of the process of activity of higher education institutions in educational content and in studying the nature of effective technologies for ensuring professional maturity of future teachers N.N.Azizkhojaeva, N.M.Boritko, S.S.Bulatov, M.G.Davletshin, E.Ro'ziev, N.K.Sergeev, O'.Q.Tolipov, F.R.Yuzlikaev, regarding the theoretical issues of creating and improving the motivational environment of personal activity V.K.Vilyunas, R.Z.Gaynutdinov, M.G.Davletshin, M.G.Dzukoeva, Yu.M.Zabrodin, E.F.Zeer, E.M.Ivanova, E.A.Klimov, S.L.Rubinstein, P.A.Rudik and N.F.Talyzina's research conducted by is of great importance [6, 7].

Regarding issues of professional competence development of future teachers B.A. Abdykarimov, V.I.Baydenko, N.V.Efremicheva, E.F.Zeer, I.A.Zimnyaya, L.M.Mitina, V.A.Slastenin, Yu.G.Tatur, A.V.Tutolmin, A.V.Khutorsky in the scientific research of scientists such as competency approach to modernization of professional pedagogical education, integrative approach to assessment of social and professional competence of future teachers, formation and development of creative competence of future teacher during continuous pedagogical training, as well as diagnostic problems of teacher's personality and professional skills are researched [4, 36].

Psychological aspects of the development of professional skills of future teachers L.S.Vygotsky, P.Ya.Galperin, E.Goziev, M.G.Davletshin, V.V.Davydov, A.K.Markova,

V.Karimova, N.V.Kuzmina, S.L.Rubinstein, G'.B.Shoumarov and others were studied in research works.

Matters methods of teaching fine and applied art S.F.Abdullaev, I.V.Alekseeva, B.B.Baymetov, S.S.Bulatov, R.T.Ibragimova, N.V.Kozlyakova, V.S.Kuzin, P.V. Paydukov, N. N. Rostovtsev, N. B. Smirnova, M. V. Sokolov, V. P. Stokov, A. C. Khvorostov, Z. Yu. Khubieva, K. K. Kasimov, R.Hasanov and researched in the scientific works of others [4, 37].

In these research works, artistic and aesthetic education of the individual based on examples of visual and applied decorative arts, internal needs of personal development in the development of professional skills, pedagogical principles of using examples of past cultural heritage to students in providing education based on the requirements of the times are recognized. However, in this regard, until now, a systematic approach to the training of qualified pedagogues in applied decorative arts in higher education institutions, lack of maxsys scientific-research works on ensuring that the future fine and applied art teachers can demonstrate the knowledge, skills and qualifications acquired during the practical decorative arts classes in future pedagogical activities, in this regard, it means that there are problem who are waiting for their scientific-practical solution [4, 37].

Concepts on the formation of pedagogic skills in the research process(P.R. Atutov, E.A. Grishin, Yu.K.Vasilev, V.A.Krutetsky, N.V.Kuzmina, L.M. Mitina, V.A. Slastenin, A.I. Shcherbakov); psychological theories that shed light on the formation of personality and its essence(A.Abulkhanova-Slavskaya, M.G.Davletshin, V.S.Ilina, V.Karimova, A.N.Leontev, D.A.Leontev, V.S.Merlin, S.L.Rubinstein, G'.B.Shoumarov, D.B.Elkonin); theoretical ideas of formation of professional culture of the pedagogue (G.S.Batyshev, M.M.Bakhtin, V.S.Bibler, L.P.Bueva, N.D.Nikandrov, G.V.Platonov), self-development of teachers (S.Ya.Batyshev, V.S.Bezrukova, V.A.Kan-Kalik, N.V.Kuzmina, S.M.Markova) and

<sup>1</sup> Ўзбекистон Республикаси Президентининг 2019 йил 8 октябрдаги «Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида»ги ПФ-5847–сонли Фармони, – Т.: Ўзбекистон Республикаси қонун ҳужжатлари маълумотлари миллий базаси, 09.10.2019 й., 06/19/5847/3887-сон.



research on the problems of pedagogical ethics (N.N.Azizkho'jaeva, U.Mahkamov, O.Musurmonova, S.Nishonova, M.Ochilov, N.E.shchurkova) the essence and content of were studied [1, 449].

There are different approaches to studying the process of professional development of a future teacher in psychology and pedagogy. Some researchers consider professional development from the perspective of the teacher's personality (K.M.Durai-Novakova, S.B.Elkanov, L.M.Zakharov, V.A.Kan-Kalik, N.I.Petrov, L.M.Mitina and others), V.D.Shadrikov, T.V.Kudryavtsev, K.A.Abulkhanova-Slavskaya and others consider it from the point of view of its activity. From the point of view of the ongoing research, the approach to studying this process from the point of view of the effectiveness of teacher training in the pedagogical university is of interest (V.A.Belikov, D.Yu.Anufrieva, etc.). In particular, L.M.Mitina defines professional development as the growth, formation, integration and application of professionally important personal qualities and abilities, professional knowledge and skills to pedagogical activity. This leads to a radical change in the inner world and lifestyle of a person [5].

Professional development of an activity subject is an unlimited dynamic process that takes place during the entire professional activity. Different approaches to understanding professional development allow us to identify and analyze its common features:

- professional development is a long-term process of acquiring a profession;
- professional development is based on self-development;
- in the process of professional development, certain qualities of a person as a labor subject change, as a result, the process of self-design of a person continues;
- an important stage of professional development in higher education institutions is vocational training, and the professional

development of a future specialist is carried out in the process of active educational and professional activity [3].

“Discussing the professional characteristics of a teacher, it is worth noting that, first of all, he needs to be a person who loves his profession from the heart and has a creative approach to his work. In this person, the thirst for new knowledge and advanced experiences, the important thing is that the characteristics of organization, observation, and determination should be clearly felt. A teacher of applied and visual arts cannot teach without being armed with special knowledge and skills and without being highly competent in his field” [8].

The training of visual and applied art teachers in the higher education system implies the artistic-creative and professional-pedagogical training of specialists in practice. We consider the professional training of a future fine and practical art teacher as the process of forming his professional competence based on the unity of psychological-pedagogical and artistic-creative directions.

The content of professional artistic and creative training includes various types of experience aimed at forming:

- cultural-historical competence, which implies studying the theory and history of art of different periods and peoples;
- artistic-practical competence, which implies mastering the means of artistic expression of various types of art;
- criteria of artistic taste and evaluation in the context of spiritual-ethical and aesthetic ideals.

The creative character of the specialist's professional activity prioritizes the tasks of artistic training, which we regard as the process of formation of professional competencies aimed at developing artistic and creative thinking, imagination, special abilities in the field of creating an artistic image using various expressive tools and materials in the field of fine and applied arts.



It should be emphasized that the main goal of training an artist-pedagogue is the formation of creative independence of a person with professional artistic knowledge, skills and qualifications. Also, visual and practical literacy is the main tool necessary for a pedagogue-artist. The set of visual and practical skills and competencies acquired in the educational process is aimed at solving tasks positively. In particular, it is important for the pedagogue-artist to be able to effectively use these skills and qualifications in the process of creative activity. Rising to a high level of creative activity is a prerequisite for professional training in the field of art, and requires professional skills, developed imagination, artistic and figurative thinking.

In our opinion, the most important competencies formed in the future art teacher for his artistic and creative development are:

- in the field of creating an artistic image describing artistic activity; to have both pictorial-practical and expressive means of creating an artistic image; the specific language of visual art; to acquire practical skills and abilities to work with various art materials and techniques;
- in the field of visual and practical literacy - developed artistic taste describing theoretical knowledge on the theory and history of visual art;
- in the field of control and evaluation activities - description of knowledge about the criteria for evaluation of artistic and creative works, development of self-evaluation and creative thinking;
- in the field of professional and personal development: the ability to learn, develop and understand oneself.

It should be recognized that the result of professional training is a combination of objective necessary knowledge, skills and abilities in the field of theory and history of fine arts, practical experience in pedagogical and artistic-creative activities, adaptability and critical thinking, individual psychological qualities.

**RESULTS AND DISCUSSION.** The artistic-creative and professional-pedagogical directions of training a teacher-artist form his professional competence and make a great contribution to his professional development. It should be noted that the professional training aimed at improving the skills of specialists in the field of art education is a multifaceted phenomenon. First, according to N.N.Rostovtsev and A.E.Terentev [7, 22], "it is desirable that the educational system of the pedagogue-artist should be clear and scientifically based and implemented within the framework of the educational institution".

By "school" the authors mean the educational system and its methods, the correctness of presenting scientifically based knowledge and the transfer of proven experience in artistic and pedagogical practice. Secondly, the future pedagogue-artist should acquire artistic skills at a professional level during the educational process, and should have the ability to conduct independent artistic and creative activities in the field of visual and applied art. Thirdly, developing the student's interest in children's creativity and cultivating the ability to work creatively with students, forming a system of skills and competencies for organizing the pedagogical process in visual art classes and extracurricular activities. Fourth, the ability to reveal and develop students' understanding of their own personality, opportunities and abilities, to awaken the student's inner mood for creative activity. Fifth, to develop the ability to critically evaluate the results of artistic and creative activities, self-analysis, reflection and reflection.

If we take into account that pedagogical work is closely related to creative work, the need to bring special-pedagogical training closer to each other, to implement it in a closely related situation, becomes clear. Students should receive everything necessary to form the qualities of a future teacher: theoretical and practical knowledge combined with a solid foundation of pedagogical skills; it is expedient not to separate the teaching of fine and applied



arts from the preparation of students for pedagogical activities. That is, we can conclude that professional training is carried out as a process of creative self-awareness of the student in artistic and pedagogical activities. In the process of improving professional competence, a foundation is created for the growth of pedagogical creativity and the development of professional skills. Social experience, psychological-pedagogical and scientific knowledge, new ideas, skills and competencies accumulated by the creative potential of a teacher are formed, which allows to find and implement unique creative solutions, innovative forms and methods. As a result, their professional competence will improve.

Assessment of creative work is of great importance in the artistic and creative training of a fine and applied arts teacher aimed at professional development. The mastery of artistic and creative activity implies the development of visual tools that form the basis of artistic literacy by students. As a result of developing the professional competence of the future pedagogue-artist, evaluating his creative work becomes an effective method of developing his artistic and creative thinking.

In the process of monitoring and evaluation activities, analyzing the work helps to think more deeply and understand the progress of the work. In the process of creative revision of acquired knowledge, skills and abilities, in solving artistic and creative problems, independence and preparation for evaluation activities are formed in students. If these qualities are actively manifested, then we can talk about mastering educational material that helps creative activity. At this point, it is permissible to recognize that creative activity is the acquisition of educational material.

The teacher motivates the action and helps to activate the artistic and creative activity of the student. It can be seen that in order to realize creative abilities, an active person must have developed self-assessment skills. B.G.Ananeva, L.I.Bojovich, I.S.Kona,

M.I.Lisina, V.V.Stolin, V.James, E.Erickson, K.Rogers etc. issues of development of theoretical aspects of the problem of self-assessment are studied.

Self-assessment is important in developing the level of artistic creativity and professional competence. The self-monitoring and evaluation system becomes the regulator of the relationship between the student and the educational environment. In the process of evaluating and analyzing artistic work, he improves his professional artistic and creative skills, acquires qualities that help to raise and develop pedagogical activity to the next level. It should be noted that the development of self-assessment is a necessary condition for training a qualified specialist. With the regular formation of self-esteem among students, the development of self-esteem based on the solution of artistic-creative and imaginative tasks, it is possible to raise the quality of the artistic and creative development of the future teacher of fine arts to a higher level, because setting the goals of the creative process, analyzing information, stages such as critical evaluation of activity results are being optimized.

Systematic analysis and qualitative evaluation of the results of artistic and creative activity of students develops the ability to consciously build the activity, consistently solve problems in creating an artistic image, adjust the work at different stages, and be independent in additions and means of expression. Therefore, the activity can rightfully be considered creative. And this has a conscious, purposeful character.

Thus, it is reasonable to conclude that the training aimed at the artistic and creative development of the future teacher-artist includes the development of students' assessment competencies, self-improvement, creative reflection, preparation for self-realization, further professional growth and self-development.

Professional-pedagogical training is a complex and long-term professional





development process that depends on the attitude to the teaching profession and artistic creation, interest and inclination in this field of work, skills, experience and training. The following factors influence its dynamics: critical, conscious attitude to artistic and creative activity and its results, developed artistic taste.

The artistic and creative development of future pedagogues-artists is carried out in the course of artistic and creative activity:

- in the process of mastering the methods of professional artistic and creative activity;

- development of professionally important qualities such as artistic and creative abilities (creative thinking ability, creative imagination, developed aesthetic feelings, willful characteristics of an artist's personality); pedagogical skills (empathy, communicative, prognostic, methodological skills, reflection, self-analysis as a continuous process of personal self-design);

- transition to a higher level of professional competence of future pedagogues-artists in the conditions of higher educational institutions (introduction of problem-based teaching methods into the educational process, formation of visual culture as a method of developing aesthetic taste and evaluation criteria);

- development of students' assessment competencies, self-assessment, reflection.

It should be noted that the professional, artistic and creative development of future pedagogues-artists in the conditions of higher educational institutions is a purposeful, specially organized process and is the result of the formation of professional competences. It also manifests itself as a process of active qualitative change of the inner world, leadership, a fundamentally new structure and lifestyle, active realization of oneself in professional and artistic-creative activities.

The professional development of the future specialist necessarily turns into the professional self-development of the specialist. Throughout his life, the process of professional development is considered as a way of a person's self-awareness, the formation of his subjectivity. The scheme of pedagogical and artistic-creative development as a method of human self-realization was presented by M.G.Shakirova as follows (Fig. 1).

Analysis of the structure, components and content of the professional training aimed at the artistic and creative development of the future pedagogue-artist revealed the following principles and important rules of its organization. Vocational education is a long, time-consuming process of mastering a profession, in which certain qualities (pedagogical and artistic) of a person as a labor subject are formed.



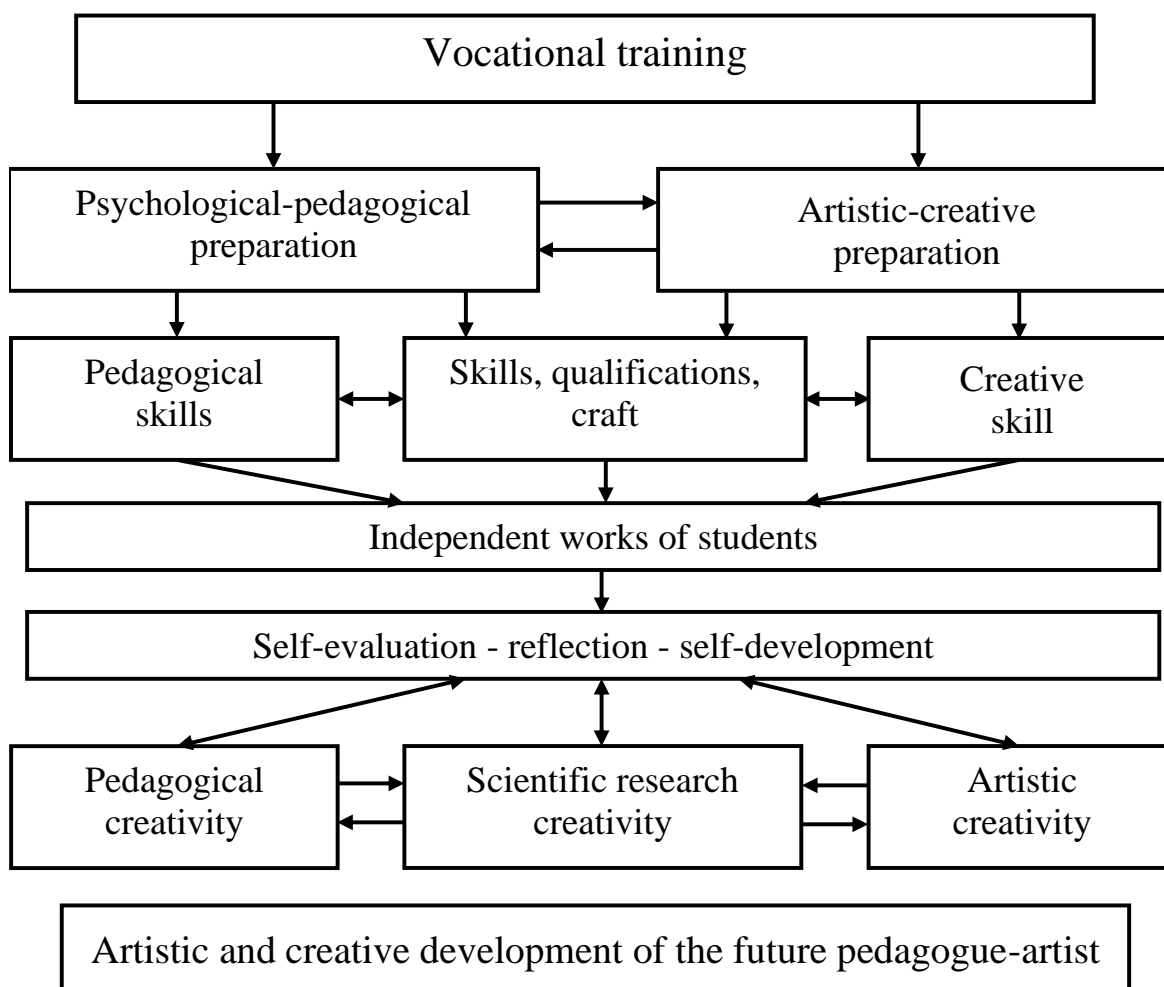


Figure 1. The process of artistic and creative development of the future pedagogue-artist.

It is conducted together with the training of students in fine and applied arts for pedagogical activities. Professional development is carried out as the development of creative self-awareness in the capacity of pedagogical and artistic-creative activity. Artistic-creative development implies readiness for assessment activities and solving artistic-creative tasks in the process of professional training, it should lead to the development of self-esteem, reflection and independence.

Today's education is an updated, dynamic process, and in order for the teacher to work effectively, he must learn modern teaching methods, new forms and technologies of organizing the educational process, and regularly develop his professional competence. From this point of view, self-training of

pedagogical personnel and support of their research activities by management helps to create appropriate pedagogical conditions for more effective education of students [9, 27].

Taking into account the analyzes of the scientific sources of the field, the approaches used, the following can be highlighted as pedagogical conditions for the formation of professional competences of students for future pedagogical activities:

- bringing the process of academic preparation of students closer to professional activity, that is, the existence of a practice-oriented learning process;
- participation of students in exhibitions, contests, conferences, festivals and other events dedicated to applied decorative arts and folk arts and crafts;



– computerization of the educational process (creating, coloring and finishing various pattern compositions with the help of computer graphic programs) and informatization;

– implementation of course projects and graduation qualification works by students, including development of creative projects using decorative and applied arts;

– use of creative technologies (creative design, competitive technology, portfolio of personal achievements, master classes, demonstration technologies) in training a future applied art teacher.

– educational process aimed at formation and development of motivational, cognitive, practical, personal-psychological components of professional activity;

– complement each other of the disciplines that play an important role in improving the professional training of students, create educational content based on the unity of goals, tasks and requirements, interdisciplinarity. The author has carried out work to determine the pedagogical conditions that help to form the professional competence of students, that is, professionals who can effectively perform the tasks set before them, plan their future activities and constantly improve their professional skills. Further researches are focused on determining the optimal teaching technologies, forms and methods of organizing the educational process [4, 44-45].

### CONCLUSIONS.

In conclusion, it can be said that the formation of professional competence in students is able to realize their potential in new social and cultural conditions, to create high artistic examples of spiritual and material culture, to master traditional and modern tools, methods and technologies for artistic design of environmental objects and various objects enables training of competitive, in-demand specialists.

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