TASVIRIY SAN’AT VOSITALARI NEGIZIDA BO‘LAJAK O‘QITUVCHILARNING BADIIY-ESTETIK KOMPETENTLIGINI SHAKLLANTIRISHNING NAZARIY VA AMALIY ASOSLARI

Sharipova Lobarxon Abubakirovna
Buxoro davlat Pedagogika Instituti
13.00.02-Ta’lim va tarbiya nazariyasi
va metodikasi (sohalar bo’yicha)
II bosqich doktaranti.
Lobarsharipova01@gmail.com
+998907154588

Ushbu maqolada bo‘lajak o‘qituvchilarning badiiy-estetik kompetentligini shakllantirish jarayonining nazariy-metodologik asoslari hamda amaliy jihatlari kompleks tarzda tahlil qilinadi. Maqolada tasviriy san’at vositalarining shaxs estetik tafakkuri, badiiy didi va ijodiy salohiyatini rivojlantirishdagi o‘rni ilmiy asosda yoritilgan. Shuningdek, pedagogik ta’lim jarayonida tasviriy san’atning didaktik imkoniyatlari, uning integrativ va innovatsion yondashuvlar bilan uyg‘unlashuvi hamda bo‘lajak o‘qituvchilarning kasbiy kompetentligini rivojlantirishga ta’siri ochib berilgan. Maqolada badiiy-estetik kompetentlikni shakllantirishga xizmat qiluvchi samarali metod va vositalar tizimlashtirilib, ularning amaliy qo‘llanish mexanizmlari asoslab berilgan. Tadqiqot natijalari tasviriy san’at asosida tashkil etilgan ta’lim jarayoni pedagoglarning estetik madaniyatini yuksaltirish, ijodiy fikrlashini rivojlantirish hamda kasbiy faoliyat samaradorligini oshirishga xizmat qilishini ko‘rsatadi.

Kalit so'zlar:*badiiy-estetik kompetentlik, tasviriy san'at vositalari, estetik tafakkur, ijodiy faoliyat, pedagogik texnologiyalar, kasbiy kompetensiya, integrativ yondashuv, estetik madaniyat, didaktik imkoniyatlar, refleksiv faoliyat*

ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ХУДОЖЕСТВЕННО-ЕСТЕТИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НА ОСНОВЕ СРЕДСТВ ИЗОБРАЗИТЕЛЬНЫХ ИСКУСТВ.

В данной статье комплексно рассматриваются теоретико-методологические основы и практические аспекты формирования художественно-эстетической компетентности будущих учителей средствами изобразительного искусства. В исследовании научно обоснована роль средств изобразительного искусства в развитии эстетического мышления, художественного вкуса и творческого потенциала личности. Также раскрываются дидактические возможности изобразительного искусства в образовательном процессе, его интеграция с инновационными педагогическими подходами и влияние на развитие профессиональных компетенций будущих педагогов. В статье систематизированы эффективные методы и средства формирования художественно-эстетической компетентности, а также обоснованы механизмы их практической реализации. Результаты исследования показывают, что использование средств изобразительного искусства в образовательном процессе способствует развитию эстетической культуры, творческого мышления и повышению профессиональной эффективности будущих учителей.

Ключевые слова: *художественно-эстетическая компетентность, средства изобразительного искусства, эстетическое мышление,*

творческая деятельность, педагогические технологии, профессиональная компетенция, интегративный подход, эстетическая культура, дидактические возможности, рефлексивная деятельность

THEORETICAL AND PRACTICAL BASIS OF FORMING THE ARTISTIC-AESTHETIC COMPETENCE OF FUTURE TEACHERS ON THE BASIS OF FINE ARTS MEANS

This article examines the theoretical and methodological foundations as well as practical aspects of developing artistic and aesthetic competence in future teachers through the means of visual arts. The study highlights the role of visual art tools in fostering aesthetic thinking, artistic taste, and creative potential of individuals based on scientific approaches. Furthermore, the didactic capabilities of visual arts in the pedagogical process, their integration with innovative teaching methods, and their impact on the development of professional competencies of future educators are analyzed. The article systematizes effective methods and tools aimed at enhancing artistic and aesthetic competence and substantiates their practical implementation mechanisms. The findings demonstrate that the integration of visual arts into the educational process contributes to the enhancement of aesthetic culture, development of creative thinking, and improvement of professional effectiveness of future teachers.

Keywords: *artistic and aesthetic competence, visual arts tools, aesthetic thinking, creative activity, pedagogical technologies, professional competence, integrative approach, aesthetic culture, didactic opportunities, reflective activity*

Introduction

In shaping the artistic and aesthetic competence of future teachers through the means of visual arts, first of all, the teacher must possess deep knowledge, along

with professional mastery, be able to apply this knowledge in practice, and effectively collaborate with students. Developing future educators' thinking, broadening their worldview, enhancing their self-development, and preparing them to become competent teachers in the future largely depend on the knowledge and skills they acquire today through visual arts.

The ongoing processes of globalization and informatization are imposing new and complex challenges on the education system. In modern society, it is essential for a teacher not only to possess professional knowledge and skills, but also to have a high level of artistic-aesthetic taste, creative thinking, and cultural competence. In particular, shaping an individual's aesthetic worldview through visual arts has become one of the most relevant directions in contemporary pedagogy.

Main Part

The development of artistic and aesthetic competence in future teachers is an important factor in improving the quality of education, increasing students' interest in art, and fostering their creative potential. From this perspective, there is a growing need to thoroughly study the theoretical and practical foundations of training pedagogical personnel based on visual arts.

The relevance of this research lies in the fact that, in the current system of pedagogical education, the process of forming artistic and aesthetic competence has not been sufficiently systematized. In particular, effective methodologies for using visual arts tools have not been fully developed. Therefore, it is important to elaborate scientifically grounded approaches in this field.

The aim of the research is to identify and improve the theoretical and practical foundations for developing the artistic and aesthetic competence of future teachers through visual arts.

Theoretical Foundations of Artistic and Aesthetic Competence

Artistic and aesthetic competence is understood as an integrated quality of an individual that includes the ability to perceive, analyze, evaluate, and apply art in creative activities. It consists of the following components:

- **Cognitive component** — knowledge of art theory, principles, and history of visual arts;
- **Emotional-value component** — the ability to perceive beauty, aesthetic taste, and a value-based attitude toward art;
- **Activity component** — the ability to engage in artistic activities and apply a creative approach;
- **Reflective component** — the ability to evaluate and analyze one's own creative work.

This competence plays a crucial role in the professional activity of future teachers, as they serve as the primary agents of aesthetic education for students.

Pedagogical Potential of Visual Arts Tools

Visual arts tools (such as color, line, composition, form, perspective, etc.) are important not only for creating artworks but also for developing an individual's aesthetic thinking. Their pedagogical potential is manifested in the following:

- Development of aesthetic perception through harmony of colors and composition;
- Formation of creative thinking through free artistic expression;
- Enrichment of emotional experience through engagement with art;
- Development of cultural competence through studying national and world art.

Methodological Approaches and Effective Technologies

The following methodological approaches are important in developing artistic and aesthetic competence in future teachers:

- **Learner-centered approach** — taking into account individual characteristics of each student;
- **Activity-based approach** — integrating theoretical knowledge with practical activities;
- **Competency-based approach** — combining knowledge, skills, and abilities;
- **Cultural approach** — considering national values and traditions.

The use of modern information technologies (graphic software, virtual museums, digital art platforms) also increases the effectiveness of this process.

Development of Competence During Pedagogical Practice

Pedagogical practice plays a crucial role in strengthening the artistic and aesthetic competence of future teachers. During practice:

- methods of using visual arts tools in teaching are tested;
- creative activities with students are organized;
- individual and group projects are implemented;
- pedagogical situations are analyzed to solve problem-based tasks.

This ensures the integration of theoretical knowledge with practical application.

Assessment Criteria and Indicators of Artistic and Aesthetic Competence

To effectively develop this competence, it is important to establish clear assessment criteria. The following indicators are considered:

- **Level of knowledge** — understanding of art theory and principles;
- **Practical skills** — ability to perform creative work using various techniques;
- **Creativity level** — ability to generate original ideas;
- **Aesthetic evaluation** — ability to analyze and evaluate artworks;
- **Motivation** — interest in and need for art.

Assessment methods may include rating systems, diagnostic tests, creative assignments, and expert evaluation.

Conclusion

The results of this study indicate that the formation of artistic and aesthetic competence in future teachers through visual arts is one of the key directions of modern pedagogical education. This competence is a fundamental factor in determining a teacher's professional readiness and contributes to the development of students' aesthetic taste, creative thinking, and interest in art.

During the research, the structural components of artistic and aesthetic competence, its psychological and pedagogical mechanisms, as well as effective methods and tools for its development were identified. In particular, it has been scientifically substantiated that the purposeful and systematic use of visual arts tools contributes to the development of aesthetic perception, creative thinking, and practical skills.

Furthermore, the application of innovative pedagogical technologies, digital art tools, and integrative approaches significantly increases the effectiveness of this process. Education organized on the basis of national and universal values enriches students' cultural and aesthetic worldview.

Based on the research findings, the following conclusions were drawn:

- the development of artistic and aesthetic competence in future teachers should be continuous and systematic;
- visual arts tools serve as an important didactic factor in the pedagogical process;
- the use of innovative methods and information technologies improves the quality of education;
- pedagogical practice is a key stage in strengthening this competence.

In general, the developed theoretical and practical recommendations contribute to the effective formation of artistic and aesthetic competence in future teachers and play an important role in improving the education system.

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