"FORMATION OF THE ARTISTIC AND AESTHETIC COMPETENCE OF FUTURE TEACHERS THROUGH THE MEANS OF VISUAL ARTS"

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Abstract: This article provides a general overview of the formation of artistic and aesthetic competence of future teachers through the means of visual arts, the content of artistic and aesthetic education, and its pedagogical significance. It also examines the role of visual arts in the educational process, as well as the importance of expressive elements such as color, form, and composition in developing the aesthetic taste of prospective teachers. Furthermore, it highlights ways to enhance students' creative activity through practical lessons, interactive methods, and the use of modern pedagogical technologies.

Keywords: visual arts, artistic and aesthetic competence, pedagogical activity, aesthetic education, creative thinking, composition, color, form, interactive methods, pedagogical technologies, practical training, professional competence.

One of the important tasks facing the modern education system is the training of well-rounded педагогical personnel who possess aesthetic taste and the ability to think creatively. In particular, the formation of artistic and aesthetic competence in future teachers has become highly relevant today. This is because a teacher is not only a provider of knowledge, but also a person who guides students toward understanding beauty, appreciating art, and developing aesthetic thinking.

The means of visual arts play a significant role in this process. Through elements such as color, form, composition, imagery, and expressive possibilities, it is possible to enrich an individual's inner world, broaden their aesthetic perspectives, and develop

their creative abilities. Therefore, in the process of teaching visual arts, it is essential to pay special attention not only to theoretical knowledge but also to the formation of practical skills.

The formation of artistic and aesthetic competence in future teachers is a complex and multi-stage process based on the integration of theoretical knowledge, practical skills, and creative activity. In this process, the means of visual arts acquire important didactic and educational significance. Through visual arts, an individual's aesthetic taste, ability to perceive beauty, and creative thinking are developed.

In developing artistic and aesthetic competence, it is прежде necessary to master the fundamental elements of visual arts such as color, form, composition, and perspective. Understanding color harmony and feeling its psychological impact enrich the aesthetic views of future teachers. Form and composition, as primary means of visual expression, play a crucial role in creating artistic images. At the same time, during visual arts classes, students also develop observation skills, quick thinking, and the ability to make independent decisions.

Practical training plays an invaluable role in enhancing the artistic and aesthetic competence of future teachers. Activities such as drawing, working from nature, composing visual works, and engaging with decorative and applied arts encourage students to explore creatively. In particular, providing independent creative tasks helps reveal their individual abilities. This, in turn, creates a foundation for applying innovative approaches in their future pedagogical practice.

The use of modern pedagogical technologies increases the effectiveness of forming artistic and aesthetic competence. Through interactive methods, project-based learning, and the creation of problem-based situations, students' activity is enhanced and their interest in art is strengthened. Digital technologies, graphic software, and multimedia tools open up new opportunities in teaching visual arts.

In the process of developing artistic and aesthetic competence, the use of examples from national and world art is also of great importance. By analyzing the works of great artists and visiting museums and exhibitions, students begin to understand art more deeply. This contributes to the development of their aesthetic thinking, artistic taste, and cultural outlook.

In general, the formation of artistic and aesthetic competence in future teachers through the means of visual arts is a systematic, goal-oriented, and continuous process, and high results can be achieved only when it is carried out through the integration of effective methods, practical activities, and modern approaches.

The results of scientific research conducted by our scholars show that the means of visual arts are one of the key factors in shaping the artistic and aesthetic competence of future teachers. This process not only enriches students' theoretical knowledge but also contributes to the development of their practical skills, creative thinking, and aesthetic taste.

The effectiveness of forming artistic and aesthetic competence directly depends on the proper organization of the educational process, the use of modern pedagogical technologies, and sufficient attention to practical training. In particular, interactive methods, independent creative tasks, and innovative approaches not only increase students' activity but also strengthen their interest in art.

Furthermore, the use of examples from national and world art, as well as the study of cultural heritage, deepens the aesthetic outlook and artistic thinking of future teachers. This, in turn, creates a foundation for effectively organizing the process of providing aesthetic education to students in their future pedagogical practice.

In conclusion, the formation of artistic and aesthetic competence based on the means of visual arts is a systematic, continuous, and goal-oriented pedagogical process, and its improvement remains one of the priority tasks of the modern education system.

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