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## FORMATION OF ARTISTIC AND AESTHETIC COMPETENCE OF FUTURE TEACHERS

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**Asqarov Behzod Baxtiyor Ugli**

Doctoral Student Of Namangan State University, Namangan City, Uzbekistan

### ABSTRACT

The article deals with some aspects of the problem of formation of artistic and aesthetic competence of future teachers of primary general education. An analysis of work practice indicates that the level of professionalism in the field of art education and the qualitative characteristics of the future teacher - aesthetic culture, aesthetic and artistic taste - do not always meet the requirements of modern society. This once again confirms not only the relevance of the study, but also the need to search for and systematize forms and methods aimed at developing the artistic and aesthetic competence of future teachers.

### KEYWORDS

Arts and crafts, future teacher of fine arts, artistic and aesthetic competence, pedagogical technology, facilitation, artistic activity.

### INTRODUCTION

The issues of teacher training are currently in the focus of attention of both national governments and international organizations involved in the development of higher education. This is due to the implementation of the strategy of education

throughout life, which involves the expansion of opportunities, forms and methods for the formation of professional competencies of future qualified specialists, as well as their concretization and

improvement within the framework of higher education.

### **ANALYSIS OF RESEARCH AND PUBLICATIONS**

For future teachers of cultural studies, who are professionally realized in the system of general secondary and secondary vocational education as teachers (teachers) of world 4 artistic culture, aesthetics and cultural studies proper, the formation of aesthetic competence as one of the key among professional ones acquires special significance. The aesthetic competence of a teacher of cultural studies is a complex of cognitive, orientational and operational components of professional activity, based on the positive value orientations of the individual and allowing creative interpretation of works of art, determining their ethic-philosophical content, and practically using ideas about culture in the analysis of art trends. The problems of aesthetics are traditionally the subject of scientific reflection in domestic and foreign philosophical and cultural literature (Yu.B. Borev, V.V. Bychkov, A.V. Gulyga, G. Simmel, M.S. Kagan, H. Ortega-i Gasset and others), the problems of aesthetic education of schoolchildren and students in the scientific and pedagogical literature are well developed (I.I. Karnaeva, S.V. Mikhina, A.G. Nedosekina, N.N. Prityko, L.S. Shchukina ).

In modern pedagogical literature, there are works devoted to the formation of schoolchildren and

students of knowledge in the field of culture as a single space of human activity (S.N. Ikonnikova, V.B. Maltseva, V.V. Osetrov, L.M. Predtechenskaya, ), addressing to the formation of a value basis in the process of communication with works of art (G.A. Barykina, L.M. Ketova, N.V. Lipkan), substantiating pedagogical technologies that make it possible to realize the aesthetic orientation of educational activity (R.M. Abramova, M.I. Ridnyak, N.M. Semenyuk). A special place in modern philosophical and pedagogical research is occupied by general issues of the formation of the aesthetic culture of the individual (L.P. Kiyashchenko, O.A. Krivtsun, T.V. Morozova, A.G. Nedosekina, E.M. Torshilova, S.D. Yakushev). However, there have not yet been any special works devoted to the formation of aesthetic competence as one of the key ones in the process of preparing students-future teachers of cultural studies.

### **METHODS**

Artistic and aesthetic education is an important component of the harmonious development of the personality of a child of primary school age. Artistic and aesthetic education is closely connected with all aspects of the child's development, allows him to assess the surrounding reality, highlight the beautiful in the world around us, influences the formation of a full-fledged perception of the surrounding reality, which serves as the basis for understanding the world. Artistic and aesthetic education is a process of

purposeful education of a sense of beauty, the formation of the ability to perceive and see beauty in art and life, evaluate it, including artistic and aesthetic education helps to educate a person who is able to think multifaceted and extraordinary, to find original solutions in various life situations [Avdulova T. P. 2011, p. 17].

The creative activity of the teacher and pupils is the driving link in psychological and pedagogical research, this is evidenced by the studies of leading scientists of our country. Over the past decade, the problem of professional training of future primary school teachers has undergone certain fundamental changes, as a result of which new views and ideas for organizing the educational process in higher education are born. school: the formation of cultural and aesthetic competence of an elementary school teacher.) [Aryabkina I. V., 2010], preparation of a future primary school teacher for the formation of creative orientation of students in the context of interdisciplinary connections [Akhmadov M. S., 2012], training of future teachers elementary school to the development of freedom of younger students in artistic and creative activities [Berezina Yu. Yu. 2006], preparation of the future teacher of vocational training for spiritual and creative communication with students [Isaeva E. Yu., 2009], preparation of future teachers elementary school to the formation of aesthetic feelings of younger students [Krasnokutskaya O. A.,

2009], the integration of arts as a means of artistic and creative training of future teachers in institutions of secondary vocational education [Lupu S. L., 2011], the preparation of future primary school teachers for teaching younger students educational field of "technology" [Pavlova L. A., 2002], artistic training of future primary school teachers for teaching the subject "fine arts" in primary school [Petrov, 2007], the formation of artistic design competence of a teacher of vocational training in the field of design [Falko, 2009]. The purpose of the article is a brief outline of the problem of the formation of the artistic and aesthetic competence of future teachers of primary general education, as well as a brief description of the technique of arts and crafts "thread design (thread)" as the leading one in the formation of the artistic and aesthetic competence of future primary school teachers.

In modern society, education performs three main functions: 1) cultural and creative function (preservation, transmission to a new generation and reproduction of the cultural heritage of mankind); 2) humanistic function (development of the potential of the child's personality); 3) the function of socialization and social adaptation (preparation of the pupil for entry into the system of social relations).

The cultural and creative function of education is a link that connects the other two functions on the basis of the pupils' assimilation of the norms of individual

(humanistic function) and social (socialization function) cultural life. The close connection of education with social life suggests that education is conditioned by the peculiarities of the culture and historical memory of each people, the national customs and traditions that have developed in society, and the national mentality. Education in the pedagogical sense:

- In a broad pedagogical sense, education is a specially organized, purposeful and controlled impact of the team, educators on the educatee in order to form the given qualities in him, carried out in educational institutions and covering the entire educational process.
- In a narrow pedagogical sense, education is the process and result of educational work aimed at solving specific educational problems.

The role of education is assessed in different ways - from the assertion of its complete meaninglessness (with unfavorable heredity and the bad influence of the environment) to recognizing it as the only means of changing human nature. Much can be achieved by education, but it is impossible to completely change a person. The most important task of education is the identification of inclinations and talents, development in accordance with the individual characteristics of a person, his abilities and capabilities.

Aesthetic (emotional) rebellion is the basic component of the goal of education and the educational system, generalizing the development of aesthetic ideals, needs and tastes in pupils. The tasks of aesthetic education can be conditionally divided into two groups - the acquisition of theoretical knowledge and the formation of practical skills. Art education is the formation of pupils' ability to feel, understand, evaluate, love art, enjoy it, develop the needs for artistic and creative activities and create aesthetic values [11, p. 47].

The problem of artistic and aesthetic education of the younger generation is one of the enduringly urgent problems, because each historical stage in the development of society, forming its own ideal, presenting its own, new requirements, or modifying the previous ones, reorienting a person in his assessments of reality.

The most important factor in the purposeful artistic and aesthetic impact on a person is art. Therefore, one of the areas of aesthetic education is artistic and aesthetic education. An essential component of artistic and aesthetic education is the acquisition by students of knowledge related to the understanding of art and the ability to express their opinions (views) on issues of artistic reflection of reality. In particular, it is necessary to form students' ideas and concepts related to the understanding of various types and genres of art and the specifics of the artistic reflection of reality, to



develop their ability to analyze the content of works of art [2].

Artistic and aesthetic education is the education through art of aesthetic emotions and feelings, the artistic and aesthetic culture of the individual, the development of the essential forces and artistic and creative abilities of a person, the establishment of an aesthetic and humanistic attitude to the surrounding reality and art. In other words, we can say that artistic and aesthetic education is designed, on the one hand, to expand and deepen students' knowledge in the field of history and theory of art, and on the other hand, to develop their ability for artistic creativity; this, in our opinion, is its task. The conditions of artistic and aesthetic education are very diverse and depend on many conditions: the volume and quality of artistic information, forms of organization and activities, and the age of the child.

The basis of artistic and aesthetic education is the joint activity of an adult and a child to develop his creative abilities for the perception of artistic values, for productive activity, a conscious attitude to the social, natural, objective environment. The artistic and aesthetic perception of life phenomena is always individual and selective. It is based on an emotional response to beauty. The child always responds to the beautiful in nature, the objective world, art, to the good feelings of people. In this case, the personal

experience of the baby, his motivations, aspirations, experiences are of great importance [16, p. 87].

In a broad sense, artistic and aesthetic education is understood as the purposeful formation in a person of his artistic and aesthetic attitude to reality [9, p. 47].

In the process of upbringing, individuals are introduced to values, they are translated into internal spiritual content through internalization. On this basis, a person's ability to artistic and aesthetic perception and experience, his artistic and aesthetic taste and idea of the ideal are formed and developed. Education by beauty and through beauty forms not only the aesthetic and value orientation of the individual, but also develops the ability to be creative, to create aesthetic values in the field of work, in everyday life, in actions and behavior.

## CONCLUSION

Thus, the formation of the artistic and aesthetic competence of future teachers contributes to the development of national self-awareness of students, respect for the historical and cultural heritage of the peoples of Uzbekistan and the whole world. From the native song, native word, pictures of native nature - to understanding the art of their closest neighbors and to world artistic culture. Future teachers need to know that at the current level of children's creativity, various types of artistic and aesthetic activities, fine arts and folk arts and crafts are used. The widespread use of

various types of aesthetic activities should contribute to the awakening of artistic interests, the development of artistic imagination, the artistic and creative abilities of students of primary general.

An analysis of work practice indicates that the level of professionalism in the field of art education and the qualitative characteristics of the future teacher - aesthetic culture, aesthetic and artistic taste - do not always meet the requirements of modern society. This once again confirms not only the relevance of the study, but also the need to search for and systematize forms and methods aimed at developing the artistic and aesthetic competence of future teachers.

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