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Research Article

TECHNOLOGY FOR DEVELOPING STUDENTS' ARTISTIC AND AESTHETIC COMPETENCE

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ABSTRACT

In this article, the technology for developing the artistic and aesthetic competence of future teachers has been improved based on a creative approach, taking into account the demands of today. An algorithm for developing the artistic and aesthetic competence of future teachers has also been developed, consisting of four stages, and its implementation in practice within the framework of pedagogical sciences is envisaged.

KEYWORDS

Artistic-aesthetic, competence, technology, modular technology, algorithm, creative approach.

INTRODUCTION

In our republic, in the context of education modernization, great attention is paid to issues of providing quality education to future teachers, their comprehensive and thorough preparation for pedagogical activity, and the proper spiritual, moral, and aesthetic development of participants in continuous education. Based on international experience, the introduction of advanced higher education standards, including a phased transition from education aimed at acquiring theoretical knowledge in curricula to an education system aimed at developing practical skills, has been identified as a priority area of the concept for developing the higher education system. This requires the development of modern methods for developing the aesthetic competence of future teachers, the study of the content, stages, forms, methods, and means of developing artistic and aesthetic culture, and the

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improvement of technologies for implementing this process.

The problem of improving technologies for developing students' artistic and aesthetic competence has been studied by many researchers and scholars to date. For example, researcher V. Maksimova proposes the use of integrative-modular technologies in the formation of students' aesthetic competence. Integration is closely linked to the interdisciplinary concept. Having studied the evolution of integrative technologies, he emphasizes that the necessary conditions for the formation of this phenomenon are interdisciplinary connections. He also developed an integrative-modular algorithm for developing students' aesthetic competence, consisting of 5 stages.

F. Rabbimova[2] developed an interdisciplinary modular technology for enhancing the artistic and aesthetic competence of future teachers. The researcher identified areas of integrative science in this technology, the content of integrative education, forms, and methods of integrative learning. According to him, business games, training, problem situations, collaborative work, problematic, research assignments, case studies, and educational projects are important in developing the motivational, cognitive, and activity components of artistic and aesthetic competence.

In his research, R. Dzhandosov introduced the acmeological technology of forming students' aesthetic competence into practice. The researcher has developed an algorithm for applying acmeological, pedagogical, organizational conditions and methods for developing students' aesthetic competence in this technology.

Based on the study and analysis of the aforementioned research on the technologies for developing the artistic and aesthetic competence of future teachers, we have improved the technology for developing the artistic and aesthetic competence of students.

The development of students' artistic and aesthetic competence is determined by the aspiration of future teachers to beauty in all spheres, the ability to feel beauty, and the formation of an individual capable of creating new and valuable educational technologies, especially in the field of pedagogy. Based on this point of view, the goal of our improved technology is to develop students' artistic and aesthetic competence and to cultivate a comprehensively developed creative personality.

Based on the aforementioned goal, the content and requirements for implementing the technology have been clarified. The development of personal, moral, and creative qualities in students is one of the important requirements not only for future teachers, but also for the training of future specialists in any field of education.

Because today, a modern teacher, possessing both professional and personal-moral qualities, is a personal example for students, and it is necessary to be able to shape these qualities in them. Furthermore, in an increasingly rapidly developing educational environment, a teacher must possess skills related to knowledge of modern pedagogical technologies and their application in the educational process. This requires a future teacher to constantly work on themselves, develop their creative abilities, and possess a thorough understanding of the artistic and aesthetic features of organizing pedagogical activity. All these qualities develop in students based on the

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formation of conscious activity in relation to artistic and aesthetic activity.

The technology for developing students' artistic and aesthetic competence is implemented in the following stages.

1. Motivational-value;

2. Cognitive;

3. Practical-activity;

4. Personal development;

The motivational-value stage involves solving a complex of interconnected tasks, namely: developing students' emotional-emotional abilities through understanding the emotional content of works of art; fostering a positive attitude towards oneself and the chosen professional activity; creating conditions for the emergence and evaluation of interest in the perception of works of art; the ability to create an artistic image using a specific art form; developing a striving for complete personal growth; self-awareness as a creator-artist and teacher.

The motivational-value stage involves the process of forming the motivational component of developing the artistic and aesthetic competence of future teachers. This process is effective in the following conditions: forming students' interest in works of folk art with high artistic mastery, possessing moral and aesthetic value through the introduction of artistic knowledge about reality, nature, and art into the educational process; revealing the aesthetic aspects of the beauty of seeking truth, enjoying, defining human spiritual values; providing the pedagogical process with the features of creating an artistic image; searching for motives and needs relevant to students, as a result of which specific aspects of artistic and aesthetic self-develop

We know that works of art keep many years of secrets, and not everyone can understand its essence and the beauty hidden in it. To understand these beauties, a person requires a high level of artistic and aesthetic competence. At the motivational-value stage, we presented students with works of art and art from different eras. Students analyzed them artistically and revealed the hidden secrets and beauty within them.

Developing the artistic and aesthetic competence of future educators involves providing them with information about the history of art in different eras and countries, thereby equipping them with knowledge and skills. At the cognitive stage of developing students' artistic and aesthetic competence, we considered the following: developing students' artistic and aesthetic knowledge based on the pedagogical interpretation of artistic culture, aimed at understanding the complex interaction of art; a value function characterized by knowledge, which is the foundation of students' creative activity; a heuristic function that regulates general artistic knowledge in the field of perception, analysis, and interpretation of a work of art and independent creative activity of students; educational and communicative functions that allow students to communicate through artistic means.

It is advisable to implement the development of students' artistic and aesthetic competence through the connection of learning with activities. That's why we called the next stage of technology the activity stage. Because in activity, exchange of experience, interaction, acquisition of knowledge and skills, and

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personal feelings develop. Conditions are also created to meet the individual's diverse needs, students' activities are encouraged, and as a result, the individual's desire for self-improvement is realized.

At this stage, we engaged students in practical activities and gave them assignments of artistic and aesthetic content using interactive methods. For example, during the seminar, we organized virtual excursions and visited the works of art department of various museums (the Louvre, the Hermitage, the Metropolitan, the British Museum). Students got acquainted with famous works of art from different eras in museums. Based on the ideas formed in museums, we used interactive methods such as "Esse," "Famous or Unfamous Artist," "Ven Diagram," "Discussion," and "Beekeeping" to develop students' artistic and aesthetic competence.

Students will have the opportunity to actively and scientifically acquire knowledge, accumulate practical and creative experience through motivational and purposeful solutions to pedagogical problems in their activities. That is, the unity of the teacher's personal and professional development is realized. This allows students to combine the specific features of artistic and pedagogical activity with artistic and aesthetic education in the process of communication with art.

At the stage of personal development in the development of artistic and aesthetic competence of future teachers, the connection between universal knowledge and the creation of their worldview and personality is realized. When forming the component of personal development of students' artistic and aesthetic competence, the main principles of personality-oriented education and upbringing are taken into account. This ensures collaboration between the teacher and the student, self-development, and clarifies the educational process and their personal functions. The personality of the future specialist is formed in the process of modeling real professional activity situations, creating and selecting problem situations. It should be remembered that through the study and understanding of artistic culture, a person becomes acquainted with the spiritual world of other people, begins to understand the peculiarities of their lives, observes the spiritual world of humanity, and on this basis, their personality is formed.

The formation of the personal development component of artistic and aesthetic competence of future teachers is carried out on the basis of cooperation between the teacher and students in the process of developing and implementing creative activities that contribute to the development of their personal potential related to achieving the desired level of creative self-awareness, worldview, and mastery of moral and aesthetic values.

At this stage, we organized a competition called "the best work of art" and the students were given the task of drawing on a free theme. They presented unique examples of beautiful art based on the knowledge they acquired during the aforementioned stages.

At each of the aforementioned stages of implementing the technology for developing students' artistic and aesthetic competence, through the timely and effective application of the methods we propose, it is possible to achieve the goal of technologizing this process.

CONCLUSION

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In conclusion, it should be noted that the technologies used in the educational process aimed at developing students' artistic and aesthetic competencies based on a creative approach, firstly, create an environment for applying different methodological approaches to learning in different conditions. Secondly, ensuring that the artistic and aesthetic competencies that any technology develops in students correspond to the specifics of the field ultimately guarantees the training of teachers with high professional competence to a certain extent.

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