

Analysis of The State of Preparation of Future Fine Arts Teachers for The Formation of Competencies in Illustrative Drawing in Schoolchildren in Pedagogical Theory and The Practice of Art Education

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Abstract: In this article, the issue of preparing future fine arts teachers for the formation of illustrative drawing competencies in schoolchildren is considered from the point of view of pedagogical theory and practice. Teacher training programs, practical classes, integrated approaches, innovative methods, and their effectiveness are analyzed. The current situation will be analyzed in accordance with modern educational requirements, and proposals and recommendations will be developed.

Keywords: Illustration, fine arts, teacher training, competence, creative approach, pedagogical theory, art education.

Introduction: One of the main tasks of the modern education system is the formation of a creative, independently thinking personality with a cultural and aesthetic level. From this point of view, the subject of fine art plays an important role not only in teaching students drawing skills, but also in enriching their imagination and forming their emotional and aesthetic worldview. Especially, such complex, but extremely necessary competencies as figurative thinking, the imagination of events, the transformation of ideological and aesthetic content into an artistic image are formed by creating a picture based on literary texts - that is, by creating an illustrative picture.

At the school stage, the teacher's role in developing these skills is invaluable. Therefore, in pedagogical education, the issue of training future teachers of fine arts in this direction is considered relevant. This training includes not only the skill of technical drawing, but also such multifaceted knowledge and skills as the analysis of literary text, the development of a compositional idea, the ability to use color and form as means of expression, and the formation of aesthetic taste.

Illustrative drawing is largely an integrated activity,

arising at the intersection of art, literature, psychology, and pedagogy. Therefore, training in this area should be based not only on practice, but also on a deep pedagogical and theoretical basis. The formation of these skills in future teachers serves the development of creativity, figurative thinking, emotional perception, and aesthetic worldview in students in the future.

Unfortunately, in the current system of higher pedagogical education, insufficient attention is paid to the formation of competencies in illustrative drawing. Many educational programs are oriented towards academic representation, through which such necessary elements as figurative analysis, literary observation, and compositional thinking are left out. This situation, in turn, causes obstacles to the full development of artistic and aesthetic thinking in students.

In this article, this problem is scientifically analyzed: the pedagogical theory and practical state of the process of preparing future fine arts teachers for the formation of illustrative drawing competencies in schoolchildren. The study highlights such aspects as a competency-based approach, integrated methods, effective organization of educational activities through visual

expression, and provides practical recommendations based on the shortcomings of the existing system.

The issue of forming the competencies of future fine arts teachers in illustrative drawing in schoolchildren has a broad and deep scientific and analytical basis from the point of view of pedagogical theory and the practice of art education, and its relevance is important in several aspects. The rapid development of information technologies in modern society, the increasing spread of multimedia and visual culture, creates the need to develop visual literacy and creative competencies. In such conditions, the transformation of illustrative drawing activity into an integral part of the pedagogical process is becoming an effective means of forming not only visual skills, but also a wide range of creative and aesthetic skills in students.

Within the framework of fine arts education, illustrative drawing should be considered as an integral part of pedagogical activity. It includes the formation of not only drawing skills, but also such complex and multifaceted competencies as working with literary text, creating a dramatic image, and visually demonstrating emotional expressions. In the pedagogical process, through illustrative activity, figurative thinking, creative potential, and artistic-aesthetic worldview are developed in students, and the comprehensive development of the individual is ensured. These competencies, in turn, create the opportunity for a more qualitative and effective organization of the educational process. Educational activity carried out through illustrative drawing serves to activate the educational process and creates a solid scientific and pedagogical basis for the introduction of an integrative, creative, and personality-oriented learning style.

At the same time, the widespread use of analytical approaches from a pedagogical and methodological point of view requires research into the formation of illustrative drawing competencies, a deep analysis of existing pedagogical practice, and the development of specific recommendations for the implementation of effective methods. This creates opportunities for further enrichment and updating of the content of higher pedagogical education programs.

Graphics is the most popular type of visual art. The word "graphics" (from the Greek "graphike") means "I am writing," "I am drawing." Its accessibility does not require special conditions, such as in painting and sculpture. It can be done in black ink, with a regular pencil, marker, or ballpoint pen on a sheet of notebook or white paper.

At the same time, graphic art has its own complexities. This type of visual art, which at first glance seems very

simple, is actually complex due to its conventions. It depicts color and its shades, events and phenomena in reality on a white sheet of paper with a single color, usually black, through lines.

From a pedagogical point of view, the concept of illustration is the process of expressing the content of a literary text in a visual form through an artistic image, the essence of which lies not only in conveying the content of the text in a visible form, but also in activating the inner feelings, imagination, and thinking of students. This process, along with its wide application in pedagogical activity, must also be deeply studied from a scientific point of view and theoretically substantiated. By organizing the educational process through illustration, students' figurative thinking, creative and critical thinking, aesthetic taste, and emotional-intellectual development are ensured. Enriches students' visual and perceptual skills and increases their visual literacy.

Through a deep analysis of the pedagogical significance of the process of working with illustrations, its multifaceted possibilities in the educational process are determined. For example, at the stage of figurative analysis of a literary text, students develop a deep understanding of the content of the text. Through images, they have the opportunity to better understand the characters in a literary work, their mental states, the development of events, and the ideas hidden by the author. Through this, students are involved in the process not only as passive observers but also as active creators.

To ensure the effectiveness of illustrative activity, the following basic competencies should be formed in future fine arts teachers: the ability to deeply and comprehensively analyze literary works, the development of artistic and figurative thinking, the development of innovative and original compositional solutions, the skillful use of visual technologies, the effective implementation of pedagogical and didactic methods, as well as the acquisition of skills in aesthetically and artistically high-level interpretation of created visual materials. These skills serve to develop students into effective and creative teachers in the future.

In the expansive analysis of the pedagogical theoretical foundations of the competence of illustrative drawing, the theories of psychological art of L.S. Vygotsky, the theory of multifaceted intelligence of H. Gardner, and the concepts of art experience of J. Dewey are very important as a scientific basis. In his theory of psychological art, Vygotsky interprets art as a means of expressing and developing a person's inner world, emotional and psychological state. In his opinion,

through artistic activity, a person's mental processes are activated, develop and enrich themselves emotionally and intellectually. L.S. Vygotsky also notes that the process of understanding a work of art is not only an external aesthetic evaluation, but also a psychological form of resolving internal emotional conflicts. He said: "Art is a means of controlling emotions and reconstructing them in a new way".

In this process, a person expresses their inner feelings through an external visual form and acquires new knowledge and experience.

H. Gardner's theory of multifaceted intelligence implies the development of various intellectual capabilities of students through illustrative activity. Gardner distinguished several forms of intelligence, including visual intelligence, which is based on the ability to imagine images and understand the relationship between form and space. Working with illustrations expands the student's imagination and plays a key role in working with space and developing their visual and creative abilities. According to Gardner's theory, fine arts and visual activities are very effective pedagogical tools for the formation of deep and comprehensive creative thinking in students, increasing their ability to acquire knowledge and creatively use knowledge.

J. Dewey's concept of art experience interprets the processes of education and art as interconnected and mutually enriching elements. According to Dewey's concept:

A work of art is a product of completed aesthetic experience;

Art activity - the combination of emotional and intellectual activity;

The viewer or reader, in the process of perceiving art, enriches it with their individual life experience.

Dewey says: "Art is life itself. And a work of art is an aesthetically complete form of life experience." For Dewey, art is an effective way of organizing, deepening, and expanding human experience. In his opinion, the educational process carried out through art should be aimed at developing the inner feelings, creative and experiential abilities of the individual.

This allows organizing the educational process in a personality-oriented, practical, and life-related way.

Based on these theories, it is necessary to enrich the process of forming illustrative drawing competencies from a scientific, in-depth, and analytical point of view. As a result, the theoretical foundations of pedagogical practice are further strengthened and serve to improve the quality of education.

The issue of forming illustrative drawing competencies in the current system of higher pedagogical education

has not yet been fully resolved, and the shortcomings and problems in this area require serious analysis from the point of view of pedagogical theory and practice. In the areas of Fine Arts education of most higher educational institutions, programs are based on academic imagery, through which traditional technical skills are formed, but the methodological aspects of developing integrative, creative, and figurative thinking, characteristic of illustrative activity, are overlooked. This prevents future teachers from acquiring sufficient knowledge and skills in creating dramatic and creative plots, deep and comprehensive analysis of images, and the development of innovative compositional solutions.

In particular, practical skills in working with digital technologies, effective use of multimedia and visual information tools, necessary in the modern educational environment, are not fully formed. Therefore, it is necessary to develop pedagogical methods for the use of digital graphic programs and multimedia tools and expand their use in the educational process. It is also necessary to increase students' opportunities for effective organization of visual communication through practical experience and the use of multimedia tools in creative pedagogical activity. As a result, the skills and pedagogical competencies of future teachers related to illustrative activity will be formed more comprehensively and practically effective.

The introduction of the science of illustration as an independent module into pedagogical programs is not only a practical need, but also a necessity with a scientific and theoretical basis. Through the introduction of such a module, fine arts teachers systematically master the skills of working with illustrations based on figurative thinking, dramatic plot, and aesthetic interpretation based on literary texts. This module integrates pedagogical and psychological theories, artistic visual aids, digital technologies, and the fundamentals of art history. At the same time, within the framework of the module, illustrative tasks, assessment criteria, and visual aids corresponding to the age characteristics of students are developed. This approach imbues pedagogical practice with an innovative spirit and ensures scientifically grounded, methodologically sound, and creative learning.

For the formation of future fine arts teachers' competencies in illustrative drawing in schoolchildren, it is necessary to strengthen interdisciplinary integration, conduct classes in cooperation with literature, history, music, and information technologies, deeply teach the use of modern digital graphic tools (Adobe Photoshop, Illustrator, Procreate), develop a multi-criteria system for evaluating illustration tasks, in which creativity, figurative

interpretation, and technical accuracy should be equally assessed, develop illustrative tasks based on national values and cultural heritage, and familiarize students with national identity and cultural and aesthetic values.

CONCLUSION

In conclusion, the formation of illustrative drawing competencies should be an integral part of the training of future fine arts teachers. Through this, not only technical knowledge and skills are formed, but also broad creative and integrative pedagogical competencies. As a result, students develop as creative, independent-thinking, figurative, and aesthetically sensitive individuals, which is one of the main tasks of the modern education system.

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