Emergent: Journal of Educational Discoveries and Lifelong Learning Vol: 3, No 1, 2024, Page: 1-12

Structure of Professional Competence Development of Future Fine Art Teachers: Integration of Technology, Method and Competence

Nusharov Bobir Bolbekovich*

Gulistan State University

DOI: https://doi.org/10.47134/emergent.v3i1.42
*Correspondence: Nusharov Bobir Bolbekovich
Email: bobirnusharov@gmail.com

Received: 21-01-2024
Accepted: 15-02-2024
Published: 31-03-2024

Abstract: The article gives the data about the structure of proficient competence of advancement: integration of innovation, strategy and competence. It was noted that within the development of professional competence, via the proficient characteristics, educational support of the instructive prepare based on prerequisites of qualification, and the determination of personal approaches to the execution of the educational process are vital. This research investigates the structure of professional competence development in future fine art teachers with a focus on the integration of technology, teaching methods, and subject competence. Qualitative research methods were employed to gain an in-depth understanding of how these factors interact to shape professional competence. Data were collected through classroom observations, interviews with faculty and students, and document analysis. Findings indicate that the integration of technology not only enhances the effectiveness of learning but also enriches students' artistic experiences. Innovative teaching methods, such as project-based learning and student collaboration, also play a crucial role in developing pedagogical and artistic skills. Furthermore, a strong subject competence in fine arts was identified as a key factor in shaping quality art teachers. Implications for curriculum development and art teacher training are discussed. This study provides valuable insights into integrating technology, methods, and subject competence in the formation of professional competence in future fine art teachers.

Keywords: Competence, Methods, Pedagogical Activity, Pedagogical Technology, Professional Activity, Fine Art, Independent Education

Introduction

In a number of advanced community of the world it is being carried out the scientific inquire about pointed at tackling conceptual academic issues related to innovations for creating proficient competences of future mentors, typology of proficient competence and academic competence, making conditions for long lasting learning (LLL) (Bar, 2019; Deng, 2019; Miño-Puigcercós, 2019; Wang, 2019; Wong, 2019).

In specific, the "Bologna Declaration " (1999), which was received in arrange to move forward the quality of educating in European higher educational establishments, is the premise for building up a selection-based and separated modernization framework for progressing the quality of education on a worldwide scale (Condruz-Bacescu, 2019; Simon, 2019; Taskesen, 2019a; Umuzdaş, 2019; Zhang, 2019).

This educational require reflects the steady arrangement of proficient competence in learners amid at higher education and quick adjustment to the necessities of a changing society. Inside the system of the Bologna activities, there's an increasing have to be guarantee the differences of dynamic and interactive forms of education, to inquire about the issue of creating the proficient and academic inventiveness of future mentors based on the competency approach (Ayzikova, 2019; Cieślak, 2019; Razali, 2019; Srot, 2019; Taskesen, 2019).

Advancement of the field of education and art in our republic, preparing of progressed visual expressions instructors for common comprehensive schools, arrangement of their knowledge, abilities and capabilities, proficient competence based on world-class best hones genuine consideration is paid to the issues of usage of improvement advances, support of progressed and demonstrated strategies (Heyde, 2019; Houghton, 2019).

In this issue, by the President of the Republic of Uzbekistan, has been set the work of scientific work about the issues of presenting types and strategies of modern innovations into the educational process:

“Presentation of methodologies and advances approaches at reinforcing competencies within the educational process, coordinating the educational process to the arrangement of commonsense abilities, in this respect, the educational process is based on universal educational guidelines the foundation of need assignments related to the wide presentation of progressed educational advances, educational programs and teaching-methodical materials to the representatives of the field, to raise the level of professional-professional advancement of future mentors to an early level in terms of quality“.

Methodology

The term "technology " is borrowed from a outside technique and is utilized to clarify the instructive prepare organized in different shapes. The utilize of advances will be pointed at progressing the strategies of affecting understudies whereas understanding pedantic errands. “technology " is inferred from the Greek word "techne", which implies aptitude, craftsmanship and "logos" – word, educating.

So, technological education means teaching skillfully.Pedagogical technology is the most optimal process of knowledge acquisition, using all possibilities of human potential and technical means by creating, applying and bringing them into a single system of teaching and changing methods (Unesco definition).

Today, the educational system of many countries, including our republic, uses technologies with different names. All these technologies have a certain commonality, and their classification according to their specific aspects was carried out by scientists such as V.S.Kukushin, G.K.Slevko, G.Berdiev (Qo‘sinov, 2019).

During the scientific work the technologies utilized within the improvement of proficient competence of future visual expressions instructors through easel portray were identified:

Individual education technology, collective education technology, differentiated educational technology, problem-based educational technology, programmed educational technology, integrative education technology, information and educational technology, business or role-playing educational technology, modular education technology, authorship educational technologies, developmental educational technology, distance education technology, active educational technology, cooperative educational technology, non-traditional educational technology.

Personal education technology, collective education technology, separated education technology, problem-based education technology, modified education technology integrator education technology, data and education technology, trade or role-playing education technology, secluded education technology, creation education technology, formative education technology, remove education technology, dynamic education technology, agreeable education technology, non-traditional education technology.

At this point, a view at the history of the emergence and advancement of the "fine craftsmanship technology theory" permits to light the subject utilizing the strategy of review examination.

A well-known Uzbek pedagogue scientist B.L.Farberman defines the concept of pedagogical technology as follows: "Pedagogical technology is a new approach to the educational process, and social engineering is an expression of consciousness in pedagogy. It is a social phenomenon related to making the pedagogical process a standard based on

the capabilities of technology and the technical thinking of a person, and creating its optimal project" (Помелов, 2009).

"Technology of fine arts" in order to optimize the processes of education and personal development, taking under consideration the capabilities of the human and material-technical base and their interaction, to develop knowledge, methods of work and positive personal qualities in learners. It may be a system that incorporates the stages of design, implementation (implementation), which includes the arrangement and development, comparing the results with the objective, and making the necessary adjustments.

Below we will analyze the above mentioned technologies. Since the abilities, interests, psychological and aesthetic characteristics of the students in the group are different, the teaching materials given by the professor in painting classes are often aimed at students with average learning. High-assimilation students in the group easily complete the task and get bored in the lesson, the given educational materials often do not arouse interest in them, and low-assimilation students are unable to complete the assigned task. Based on the above considerations, it is appropriate to introduce an individual approach to student education in the development of students' professional competence through painting classes.

To implement an individual approach, students can be conditionally divided into three groups:

1. The first group (empty adopters). In this group, we can include students whose visual activity is slow, who are slow learners, who have gross errors in their work, who cannot fully achieve the set goal, whose creative activity and artistic taste have not been formed;
2. The second group (medium adopters). There are no gross errors in his work, but expressiveness and liveliness are not noticeable. They do not always fully achieve the set goal. In this group we can include students with weak creativity and artistic taste;
3. The third group (high adopters). This group is made up of students with artistic abilities and skills and abilities in visual arts. The works of students in this group are interesting for their composition and originality. They fully achieve the goal in completing the assignments given by the teacher. These students, who have a strong imagination and a rich fantasy, love to create and paint on free subjects.

Differentiated approach means such a system of managing students' independent educational activities that takes into account the individual characteristics of students, as well as the main characteristics of certain groups. Differentiated teaching is an educational and educational process that involves managing students' cognitive activities in a certain system. An individual approach to teaching is understood as a system of managing students' cognitive activity, taking into account the individual psychological characteristics of each student. Accordingly, the organization of training is called individualized training (Toshkent, 2022). Information communicative (computer) technology in the principles of

fine art technology is of great importance in the development of professional competence of future fine art teachers in lecture-seminar-laboratory sessions. Fine art and its teaching methodology, history of fine art, terminology of fine art, technology of fine art, color science, copying in fine art, plastic anatomy, applied decorative art, book This technology has several advantages over the organization of traditional classes in subjects such as graphics, design of pattern elements.

Training based on information and communication technologies will be more effective if it is based on the following:

1. Thesaurus: the system of concepts provides teachers and students with the same meaningful comments;
2. Fascination: the attractiveness of the presented material increases interest in the studied topic;
3. Maeutics: the principle of cooperation between the teacher and the student, the ability to acquire deep knowledge, perceive visual art works, understand the process of creating visual art works, and apply the received information in practice;
4. Conducting the training with multimedia presentations such as stories, presentations of lectures, presentation of new material in the form of reproductions;
5. Preparing for classes using the auditorium, library or personal computer at home, doing homework - collecting information, working on text, creating multimedia;
6. Organization of tasks performed by students in auditoriums, small groups, and independent work on the computer; this allows for a high level of private approach to education;
7. Choosing the optimal option of the educational process, increasing its efficiency, eliminating the overload of teachers and students.

This interdisciplinarity is of great importance for the effective formation of reception of works of visual art.

Independent work methods help to coordinate the educational, educational and developmental tasks of teaching (Tolipov & Usmonboeva, 2005). Independent work serves to repeat, strengthen and deepen theoretical knowledge, practical skills and qualifications. Self-employment educates a person's qualities such as independence, hard work, and responsibility. It helps the development of independent work, thinking, skills and abilities, trains the individual's will. These methods of teaching will give students great importance in their future independent work.

There are three different terms for visual arts technology in education, depending on the production technology:

Pedagogical technology is a systematic category that defines the technologyization of the educational process as a whole. Technologies can be used as synonyms for defining all other concepts - educational technology, teaching technology;

teaching technology - first of all, pedagogical technology refers to the process - action aspect. This is an educational model that incorporates an orderly unity of methods and tools (technological operations) that provide the guaranteed achievement of the educational process in changing conditions, during the allotted time, and the implementation of concrete educational processes. technological process of development and implementation; secondly, it represents the process aspect of pedagogical technology. This is a description of the implementation of the project of pedagogical and educational activities for the implementation of the goal and the achievement of the results set in the future (technological map).

Art technology is used to define the scientific aspect of pedagogical technology. This is a subjectoffine arts, "a systematic way ofcreating, applying and defining all processes of teaching and acquiring knowledge, taking into account technical and human resources and their cooperation, which sets the task of optimizing educational forms (Xayrov, 2022). According to there searcher R.M.Haydarov, the educational content is grouped in the form of blocks of subjects (for all subjects), interdisciplinary (for aset of subjects) and subjects (for a specific subject) in the curriculum, which shows the following three levels of competence: we confess:

1. Basiccompetence: according to the humanitarian, socio-economic content of education;
2. Interdisciplinary competence: according to the specific framework of educational subjects and educational blocks of general professional training;
3. Competence in one subject (subject): according to having a clear and certain opportunity within a special educational subject.

In determining the order of basic competence, the nature of social and personal experience in accordance with the main goals of professional pedagogical education, the main types that allow the acquisition of life skills in the process of organizing professional activity in social society are of great importance. From this point of view, N. Muslimov mentioned the following types of competence in his scientific research on the technology offorming the professional competence of future teachers:

Comprehensive competence. It is related to the student's valuableorientations, his ability to feel and understand social existence, to find an independent way of life, to understand his role and place in social society, to set a clear goal in theorganization of actions and to make a decision. competence related to acceptance, worldview. It provides a mechanism for self-determination for the student in educational and other situations. The

student's individual educational direction and the general program of his life activities depend on this competence.

Socio-cultural competence. It is the scopeof knowledge and activity experience that the student needs to master in depth, the characteristics of national and universal cultures, the spiritual and moral foundations of human and human life, the cultural foundations of family and social traditions, in human life. the roleof science and religion, their impact on material existence, knowledgeof life and recreation, for example, knowledgeof methods of effectiveorganization of free time.

Learning competence. It is a set of independent thinking competencies, consisting of elements of logical, methodological and social activity related to the concreteobjects being studied, including the ability to see the goal, plan the activity, analyze its content. includes knowledge and skills in making, reflection, personal assessment of activities. In relation to the studied objects, students acquire creative skills, that is, obtaining knowledge directly from existence, methods of action and heuristic methods of solving problems in non-standard situations.

Information acquisition competence. With the help of audio and video broadcasting tools and information technologies, the skills of independent research, analysis and selection of necessary information, their modification, storage and transmission are formed. This competenceensures that the student learns the basics of academic subjects on the basis of important information.

Communicative competence. Interactions with students, their methods, acquisition of the language that takes priority in the communication process, skills of working in groups, organizing and conducting various spiritual and educational activities in the team. involves knowing.

Social-active competence includes citizenship (citizen, observer, voter, representative), social-labor field (consumer, buyer, customer, producer rights), family relations and obligations, economic and legal issues, professional, as well as personal means acquiring knowledge and experience in determining one's position (in particular, analyzing the current situation in the labor market, the ability to act in pursuit of personal and social interests, knowing theetiquetteof labor and civil relations (Jabborova, 2021).

Result and Discussion

Competence related to practical activity means the ability to move from one state of action to another, to apply actions and actions in new situations, to quickly find direction in new information (Jabborova, 2021).

The following were used in the development of the structure for improving the mechanism for the development of professional competence of future teachers of fine arts:

1. To be ready to fulfill concrete obligations in pedagogical activity according to qualification requirements, to master the necessary competencies;
2. Competence is the ability to apply the knowledge, skills and abilities necessary in pedagogical activity in specific situations;
3. Selection of approaches (systematic, active, person-oriented) in the development of professional competence;
4. Development of professional competence in the educational process using innovative forms (reflexive observation, active practice, micro-teaching, creative reporting);
5. It is possible to develop the professional competence of future visual arts teachers by improving the didactic support of the educational process based on the development of professional competence (Toshkent, 2020).

Competence does not require the acquisition of separate knowledge and skills by the student, but the mastering of integrative knowledge and actions in each independent direction, while working on oneself. Working on oneself is the organization of purposeful, consistent, systematic actions by a person or a specialist in the way of social and professional development and perfection.

Future art teachers' work on themselves is determined by:

1. Critical and creative approach to activity;
2. Achieving professional and creative cooperation;
3. Development of work ability;
4. Eliminating negative habits;
5. Acquisition of positive qualities.

In our opinion, the following practical actions of future visual arts teachers represent his work on himself as a specialist:improvement of the pedagogical process based on a specific goal, aspiration;to increase the effectiveness of the pedagogical process, one's own work activity;mastering pedagogical knowledge that is constantly being updated;to be aware of advanced technology, methods and tools; effective implementation of the latest scientific and technical innovations in the activity; improvement of professional skills and qualifications;search for measures to prevent and eliminate negative pedagogical conflicts.

Based on our observations, we identified sub-competencies that should be further developed through the six basic competencies. These are the following:the competence to understand and protect one's identity; critical thinking competence; competence of logical thinking; creativity or creative competence; the competence of artistic analysis.

It will be useful for future visual arts teachers to have a project-based approach to their activities in their consistent and effective work. It is desirable for them to be able to form the following model based on the project approach. In the model, the stages of working on it

and the tasks performed at each stage are recorded. The effective solution of tasks set for each stage allows to move to the next stage.

Self-analysis is also important for a teacher to have professional competence. Through self-analysis, the pedagogue has the opportunity to objectively evaluate himself. After all, it is important for pedagogues to have the qualities of professional competence that they have the skills of self-evaluation. Self-analysis is a study of the essence of the practical actions organized by the pedagogue in professional activity (Azizxodjaeva, 2000).

From the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and methods of activity appropriately in certain situations.

Competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this subject, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence is formed as the personal qualities of students and the basic requirements of the professional field.

A subtle aspect of human activity is connected with intelligence, consciousness and thinking, thinking that develops from simplicity to complexity, the development of a person in all aspects, having an idea about things and events, the world is connected with education. is liq. Professional-spiritual preparation of young people for labor activity is considered as an interrelated process of all-round development of a person, in this process interest, ability, nationality, needs and beliefs are manifested as a personal driving force of a teenager (Baymetov, 2020).

Conclusion

In general, the future visual arts teacher should realize himself as an independent and self-directed person, self-expression, vital as an important source of education, having a reserve of professional and special experience, achieving specific goals and solving important problems through education, applying the knowledge, skills and qualifications acquired during study without delay, should aim to achieve the goals.

The use of information technologies and electronic educational resources in the process of painting education is important and it is a requirement of today. Today, when information and communication technologies are developed, this factor has a great impact on the intellectual potential of society, including the development of the education sector. Issues of the content and quality of education are considered a priority in society, and information and communication technologies are widely used in the educational system of developed countries of the world.

The development of professional competence of future visual arts teachers is based on the introduction of information and communication technologies into the educational process of painting. Information technology serves as an assistant to pedagogical staff in the organization and management of the educational process, development of recommendations for the creation of educational plans, educational programs and educational materials, testing and control.

In particular, through the "Electronic Education" national network, future teachers of fine arts in all parts of our republic will be supplied with the necessary information resources on easel painting. Here we would like to describe the concept of e-learning:

Electronic education is such a form of education that there is no need for the teacher's personal participation in the teaching process, future visual arts teachers perform all tasks independently on the basis of information technologies.

In the development of professional competence of future teachers in the educational system, information technologies create more opportunities for them to gain deep knowledge. The effective introduction of modern information technologies to the science of painting is a complex process, which mainly uses software and technical components of a computer.

All electronic teaching manuals, electronic form of science programs, control tests of painting science are created by science teachers with the help of programmers on the basis of appropriate software tools. In the course of the research, electronic educational manuals consisting of text, sound, graphics, diagrams, images and virtual modules were developed for lectures, practical and independent educational sessions on the subject of "Painting" for the 1st-3rd years.

The animation module of all virtual processes in this subject is created in the Macromedia Flash software environment, and since such files occupy a small size, it is not difficult to download data from the network. Control tests were created in the Delphi software environment, where each question consists of 4 answer options. At the end of the test, the student can see his scores. In addition, in the software environment of the educational process there is an "Electronic Journal" section, which is also created in Delphi software. It includes daily scores of learners, participation in classes, intermediate and final control scores.

References

Ayzikova, I. A. (2019). Fiction about Siberia in the book collection of G.K. Tyumentsev. *Tekst, Kniga, Knigoizdaniye*, *2019*(21), 67–87. https://doi.org/10.17223/23062061/21/4

Azizxodjaeva, N. N. (2000). *O‘qituvchi tayyorlashning pedagogik texnologiyasi*. Nizomiy nomli TDPU.

Bar, A. (2019). On the robustness of redundant teacher-student frameworks for semantic segmentation. *IEEE Computer Society Conference on Computer Vision and Pattern Recognition Workshops*, *2019*, 1380–1388. https://doi.org/10.1109/CVPRW.2019.00178

Baymetov, B. B. (2020). Pedagogika oliy ta'lim muassasalarida talabalarga kompozitsiya fanini o'qitishning nazariyasi va amaliyoti. *Science and Education Scientific Journal*, *7*.

Cieślak, T. (2019). The importance of regional museums in the promotion of regional history and culture - On the example of the Regional Museum in Bobolice. *Przeglad Geologiczny*, *67*(8), 681–686.

Condruz-Bacescu, M. (2019). The impact of digital technologies on learning. *ELearning and Software for Education Conference*, 57–63. https://doi.org/10.12753/2066-026X-19-076

Deng, Z. (2019). Cluster alignment with a teacher for unsupervised domain adaptation. *Proceedings of the IEEE International Conference on Computer Vision*, *2019*, 9943–9952. https://doi.org/10.1109/ICCV.2019.01004

Heyde, A. Der. (2019). Historical grammar, history of civilization, visual education: three art histories in the venice academy of fine arts during the nineteenth century. *Ricerche Di Storia Dell Arte*, *2019*(128), 21–29.

Houghton, N. (2019). A 60-year dysfunctional relationship: How and why curriculum and assessment in fine art in england have always been problematic and still are. *Art, Design and Communication in Higher Education*, *18*(2), 171–185. https://doi.org/10.1386/adch_00005_1

Jabborova, O. M. (2021). Bo'lajak tasviriy san'at o'qituvchilarini kasbiy tayyorlash nazariyasi. *Academic Research in Educational Sciences*, *3*.

Miño-Puigcercós, R. (2019). Transforming the teaching and learning culture in higher education from a diy perspective. *Educacion XX1*, *22*(1), 139–160. https://doi.org/10.5944/educxx1.20057

Qo'sinov, O. A. (2019). *Kompetentli yondashuv asosida bo'lajak o'qituvchilarning kasbiy-pedagogik ijodkorligini rivojlantirish texnologiyasi*. Toshkent.

Razali, S. (2019). The element of fine art context in multimedia element in teaching and learning material towards motivation to learn. *International Journal of Engineering and Advanced Technology*, *8*(6), 452–455. https://doi.org/10.35940/ijeat.F1082.0986S319

Simon, B. (2019). Students As Teachers and Communicators. *The Cambridge Handbook of Computing Education Research*, 827–857. https://doi.org/10.1017/9781108654555.030

Srot, K. (2019). Teacher's competences for using visual response methods in the literary education communication model. *Journal of Elementary Education*, *12*(3), 267–290. https://doi.org/10.18690/rei.12.3.291-312.2019

Taskesen, S. (2019). A Study on Art Interests and Critical Thinking Dispositions of Students in Fine Arts Department of the Faculty of Education. *International Journal of Educational Methodology*, *5*(2), 275–287. https://doi.org/10.12973/ijem.5.2.275

Taskesen, S. (2019). Investigating the academic motivations and academic achievements of pre-service visual arts teachers*. *European Journal of Educational Research*, *8*(3), 857–866. https://doi.org/10.12973/eu-jer.8.3.857

Tolipov, U. K., & Usmonboeva, M. (2005). *Pedagogik texnologiya: nazariya va amaliyot*. Fan.

Toshkent. (2020). *110000 – Pedagogika ta'lim sohasining Davlat ta'lim standarti*. Toshkent.

Toshkent, T. (2022). *Qalamtasvir fan dasturi*. Toshkent.

Umuzdaş, M. (2019). An examination of the performance anxiety levels of undergraduate music teaching students in the instrument exams according to various variables (Case of Tokat province). *International Journal of Higher Education*, *8*(4), 221–230. https://doi.org/10.5430/ijhe.v8n4p221

Wang, T. (2019). Distilling object detectors with fine-grained feature imitation. *Proceedings of the IEEE Computer Society Conference on Computer Vision and Pattern Recognition*, *2019*, 4928–4937. https://doi.org/10.1109/CVPR.2019.00507

Wong, J. (2019). Supporting Self-Regulated Learning in Online Learning Environments and MOOCs: A Systematic Review. *International Journal of Human-Computer Interaction*, *35*(4), 356–373. https://doi.org/10.1080/10447318.2018.1543084

Xayrov, R. Z. (2022). Bo‘lajak tasviriy san’at o‘qituvchilarining kasbiy-metodik tayyorgarligini takomillashtirish. *Ilm Sarchashmalari – OAK Jurnali*, *12*.

Zhang, P. (2019). Training efficient saliency prediction models with knowledge distillation. *MM 2019 - Proceedings of the 27th ACM International Conference on Multimedia*, 512–520. https://doi.org/10.1145/3343031.3351089

Помелов, В. Б. (2009). Вяцкий уроженец А.Ц.Пуни – основатель спортивной психологии (к 110-летию со дня рождения). In М. В. Богуславский (Ed.), *Развитие основных направлений педагогической наук и XX века: в 2 ч.* Изд-во ИТИП.