Leading Competencies That Develop The Professional Competence of The Future Applied Decorative Arts Teacher

Gulyamov Komiljon Makhmudovich

National Institute of Fine Arts and Design named after Kamoliddin Bekhzod, Associate Professor of the Department of “Applied Decorative Art”, Doctor of Pedagogical Sciences (DSc)

*Corresponding author’s E-mail: k.gulyamov68@yandex.com

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<td>This article discusses the concept of “professional competence of a future teachers of applied decorative arts”. The leading competencies and their components, which are part of the professional competence of future teachers of applied decorative arts, have been identified.</td>
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1. Introduction

In the processes of globalization and integration of education in the world, the development of professional and social training of future specialists is defined as one of the urgent tasks. It is important to improve the competence of future teachers by raising the content and quality of higher education to the international level, introducing advanced methods of teaching using modern pedagogical and information and communication technologies in the preparation of future teachers of applied decorative arts specialists based on qualification requirements.

In this sense, the President of the Republic of Uzbekistan No. PQ-4539 of November 28, 2019 “On additional measures for the further development of handicrafts and support of artisans”, April 21, 2020 “Measures to further increase the camaraderie of practical and practical crafts” PQ-4688-con dated February 22, 2021 “On measures to create favorable conditions for the further development of the jewelry industry” No. PQ-4998 dated March 23, 2021 “Measures for rapid development and support of pottery” The adoption of decisions PQ-5033 indicates that attention is being paid to this issue as a priority of state policy.

Also, in the decision PQ-4623 of the President of the Republic of Uzbekistan dated February 27, 2020 “On measures to further develop the field of pedagogical education” effective organization of innovative activities; introduction of digital technologies in higher pedagogical education, ensuring the solid integration of modern information and communication and educational technologies, ultimately creating additional conditions for the continuous development of the professional skills of pedagogues; Priorities such as “increasing the efficiency of processes of formation of modern pedagogic personnel with high culture, practical professional skills, who have thoroughly mastered education, teaching methods and evaluation criteria”1 have been defined.

2. Materials And Methods

The future teacher of applied decorative arts, like teachers of other subjects, should first of all be a person of high virtue, moral purity, honesty and integrity, kind to young people, well-versed in the national art and traditions of the Uzbek people, as well as a specialist with professional competence at the level of modern educational and educational requirements.

Based on the above considerations, it is appropriate to consider the content of the concept of professional competence of a future teachers of applied decorative arts.

N.V. Kuzmina, studying the professional activity of a teacher, emphasizes that professional-pedagogical competence is characterized by “the special ability to turn one's subject into a means of personality formation, to systematize scientific and practical knowledge” [3, pp. 101–102].
And L.M. Mitina, taking into account the psychology of work and professional development of the teacher, defines pedagogical competence as a combination of knowledge on his subject, teaching methodology and didactics, abilities and skills of communication culture, as well as methods and means of self-development, improvement, understanding [5, p. 75].

V. A. Adolf believes that the teacher's professional competence consists of the following components: motivational, goal-setting and substantive-operational [1].

According to N.B. Kozlova, the content of the teacher's professional competence represents a combination of cognitive, motivational and functional components [2].

According to A.R. Khairullin, the following components are included in the professional competence of the future fine art teacher: motivational, artistic-creative and instrumental-executive [7].

L.L. Malinsky defines the following components in the content of the professional competence of a future fine art teacher: “Professional artistic-pedagogical orientation, (motivation, ideals in the field of fine-practical art, the need for the desire to manage artistic-creative activity, love students-young people); professional competences (competencies in the field of artistic-pedagogical activity: visual arts, pedagogy, psychology; directing artistic-creative activity, skilfully applying modern methods of artistic activity; personal characteristics of professional importance (artistic-visual thinking, imagination, ability to create an artistic image, creative activity, self-management ability, flexibility, efficiency, organizational ability, demandingness, accuracy, persistence, efficiency, communicativeness, constructiveness)” [4].

From the point of view of S.I. Mokrousov, the professional competence of a future fine arts teacher includes the following competencies:

- universal (basic) competencies: informational, social and communicative;
- general professional (pedagogical) competencies: artistic-design, predictive, organizational, cognitive;
- special professional competencies: methodological, analytical, visual-practical, cultural [6].

Also, the content of the professional competence of the future applied arts teacher includes general cultural and professional competences.

Multicultural competences (intellectual, social-cultural, information-communicative) are necessary for a wide range of professions and are formed in the process of studying general education subjects.

Professional competences (pedagogical, artistic-design, scientific-research, visual-practical, reflexive) are formed in the process of teaching general professional and specialized subjects, ensuring the conscious and high-quality implementation of artistic-pedagogical activities.

3. Results and Discussion

Professional competences serve as the main factor in assessing the professional competence of the future teachers of applied decorative arts.

It is appropriate to recognize the following leading professional competencies included in the professional competence of a future teachers of applied decorative arts: pedagogical, artistic-design, scientific-research, visual-practical, reflexive.

Visual and practical competence of the future teachers of applied decorative arts includes visual artistic decorations (paper, board, monitor, etc.) laws of practical application in real and virtual space (auditorium interior, exhibition hall, etc.); taking into account the requirements of methods, forms and methods of applied decorative art, it contributes to the understanding of the ability to create artistically and aesthetically significant products using various artistic materials (brushes, paints, wood, clay, plaster, paper, virtual software tools, etc.).

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The reflexive competence of the future teacher of applied decorative arts allows him to effectively implement the reflexive process that ensures self-development, professional growth, creative approach and the effectiveness of professional-pedagogical activity.

The teacher's reflexive competence means the ability to change the attitude towards his activities, to see himself as a subject of modeling, organization and change. The teacher pays attention to the changes taking place in the pedagogical process and knows how to optimize the educational process and see the situation and ways to solve it. This creates a foundation for his professional and personal development.

According to the ideas of V.A. Adolf, N.B. Kozlova, L.L. Malinskaya, S.I. Mokroussov, A.R. Khairullin, the professional competencies we have chosen (pedagogical, visual-practical, artistic-design, scientific-research, reflexive) we identified the following components in the structure:

- motivational (motives of social importance, the need for professional activity);
- cognitive (pedagogical knowledge system, art education technology for students, theory and methodology of teaching applied decorative arts, etc.);
- practical (skills of using modern educational technologies, setting goals, choosing content, organizing, evaluating the results of the educational process, as well as artistic activities of students, etc.).

The visual competence of the future teacher of applied arts implies the presence of the following components:

- motivational (motives of social importance, need for artistic activity, etc.);
- cognitive (applied art, applied art teaching methodology, decorative art, pencil drawing, painting, history of fine art, sculpture, composition, perspective, material science, design, computer graphics and the system of knowledge of theoretical foundations of other disciplines);
- practical (painting in watercolor, gouache, tempera and watercolor, working with other materials used in painting, creating various pattern compositions using computer graphic programs, art using the methods, forms and means of creating works of practical decorative art (artistic design, modeling, carving, pictures, artistic fonts, etc.), graphic images, folk decorative art items, their display at an exhibition, etc.).

The artistic design competence of the future teacher of applied decorative arts includes:

- motivational (needs, motives, interests in the implementation of design activities, for example, the need for creative expression in creating projects, interest in organizing project activities of students, etc.);
- cognitive (the technology of developing projects on fine and applied decorative arts, folk crafts; the system of knowledge in the field of the theory and methodology of organizing students' art-design activities);
- practical (a set of skills for designing objects in the field of visual and practical decorative arts, folk crafts, artistic processing; skills for organizing artistic design activities for students, etc.).

The scientific-research competence of the future teachers of applied decorative arts includes:

- motivational (the teacher's need for scientific and pedagogical research in the field of art education, etc.);
- cognitive (system of knowledge about the methodology and methods of scientific-pedagogical research, etc.);
- practical (planning and organization of students' research in the field of artistic education, data collection and processing, analysis of research results; students' ability to organize educational and research activities, etc.).

The reflexive competence of the future visual arts teacher includes the following components:

- motivational (need to reflect in artistic-pedagogical activities);
- cognitive (system of knowledge about the essence of reflection in professional activity and its organization, etc.);
practical (a set of abilities and skills to critically evaluate the process and results of one's professional activity, make adjustments to it, self-improvement, and recognize the need for professional growth).

Based on the above-mentioned structure, the criteria and indicators of the formation of professional competence in future teachers of applied decorative arts were determined:

- motivational criterion and its indicators (positive encouragement to the professional activity of the future teacher of applied arts, implementation of artistic activity; the need for creative self-expression in the creation of projects, students' constant interest in scientific-pedagogical research in the field of art education and the organization of art design activities);

- cognitive criterion and its indicators (pedagogy, knowledge of the theory and methodology of teaching applied art, providing art education to students; visual and applied decorative arts, folk crafts, pencil drawing, painting, sculpture, composition, art of decorative arts, computer graphics, theoretical foundations of practical perspective; the technology of developing artistic design, artistic decoration projects of various items, interior and exterior of buildings using computer graphics; theory and methodology of organizing artistic design activities of students; about the methodology and methods of scientific and pedagogical research; their reflection in professional activity);

- practical criterion and its indicators (pedagogical, pictorial-practical, artistic design, research, reflective abilities and skills).

The high level of formation of professional competence in future teachers of applied arts allows effective implementation of professional activities. This level is manifested in students who have stable motivation, needs, interests in the field of pedagogical and artistic activity; professional knowledge is complete and versatile, skills, competencies are formed and put into practice.

The average level of formation of professional competence in future teachers of applied decorative arts is considered sufficient for quality implementation of professional activity. Motivates, needs, interests in the field of pedagogical and artistic activity are manifested in most cases, professional knowledge is insufficiently complete and relatively versatile, skills, qualifications are formed and put into practice.

Low (insufficient) level of formation of professional activity. This is characteristic of students, whose goals, needs, interests in the field of pedagogical and artistic activity are not stable; professional knowledge is incomplete, skills are not sufficiently developed.

4. Conclusion

From the above points, it can be concluded that the systematic and consistent formation of the professional competence of the future applied art teacher in the process of theoretical, practical and independent training is of great importance. At the same time, the creation of special conditions, the environment, the use of various methods and forms, taking into account the tools and factors of successful teaching serve as the main factor in the development of the professional competence of future teachers of applied decorative arts, as well as creating a comprehensive educational technology for the future specialist.

References: