

## DIDACTIC OPPORTUNITIES FOR IMPROVING THE PROFESSIONAL SKILLS IN PICTURE ACTIVITY OF THE FUTURE TEACHERS

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<https://doi.org/10.5281/zenodo.10155193>

**Abstract.** *This article talks about the didactic possibilities of improving the professional skills related to visual activity of educators of future preschool educational organizations.*

**Keywords:** *education, training, activity, skill, qualification, specialist, system.*

*The teacher's qualification determines the intelligence and maturity of our children. It is especially important that the educator does not stop improving his skills and working on himself.*  
*Sh.M. Mirziyoev.*

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In addition, in Uzbekistan, systematic practical work is being carried out to increase the level of professional training of future educators in their pedagogical activities, to develop their creative abilities, and to use creative methods.

The need to create a modern and effective system in the field of education, to update teaching methods, educational standards, textbooks and training manuals, to use advanced foreign experiences in imparting knowledge, and to rely on national traditions and values in education was defined as a priority task.

It is characterized by such features as the professional development of students of higher education institutions, independent thinking, creativity, and the formation of their needs for self-education. and it is an acceptable period of self-improvement.

In this process, the student incorporates aspects such as gathering, storing, transferring knowledge, creating their logical structure, and learning how to effectively use them in organizing their activities in the future.

As we all know, art is one of the favorite activities of children.

"Illustrative activity" classes held in pre-school educational organizations are of great importance in solving the issues of aesthetic education given to children. Because visual activity is an artistic activity by its nature. All types of artistic activities open wide opportunities for children to know beauty, to develop an emotional-aesthetic attitude to existence.

In the process of "visual activity" training:

1. Education of artistic taste;
2. Development of practical artistic activities and skills;

3. Development of fantasy, creative thinking and imagination, perception;
4. Development of accurate hand movements and fine motor skills of fingers;
5. Educational and educational issues, such as creating an opportunity for the budding of professional artistic and creative activity, are solved.

From the analysis of the structure and content of the improved "Ilk Cadam" base program developed for preschool educational institutions, it is clear that the most time is allocated to visual activities starting with small groups, that is, this activity makes up one third of the total volume of weekly activities.

Because visual activity training as the first stage of aesthetic education is considered to be a pedagogical guarantee of children's mental development and education of their artistic taste, increasing their creative abilities, being able to see the beauty of the surroundings and nature, enjoy it and have the right attitude towards it, and finally their creative abilities are properly formed. , the goal of visual activity classes is to form the elementary basics of creating (drawing, making) beautiful things in children, expressing an aesthetic attitude to the things and events around them. In order to fully implement these processes, the educator must have sufficient professional skills and qualifications.

A total of 240 hours (40 hours of lectures, 80 hours of practical, 120 hours of independent education + course work) are allocated to the subject of visual activity in the curriculum of the preschool education of the higher educational institutions of the Republic of Uzbekistan, and a sufficient load is given to improve the professional skills of the future educators related to visual activity.

So, what should be done to produce competitive and quality personnel?

*Every professor who is training in visual activity of this load indicated in the curriculum should first of all be a specialist at the professional level and be able to fully convey his knowledge and skills to students.*

*"Today's students are striving for variety, they have a strong desire for innovation. They are no longer satisfied with their routine training. Therefore, they expect the teacher to update the style, form, and ultimately the content."*

Therefore, "Today's teacher should not be limited to creating knowledge, skills and qualifications at the level of state requirements in the minds of students in each lesson, but should connect it with life, reflect it in the minds of students based on live examples, and thus increase their desire to study and learn!"

We know that the science of pedagogy has proven that the student learns more effectively when he reads than when he hears, when he sees than when he reads, when he does than when he sees.

It would not be an exaggeration to say that this opinion is meant for visual arts specialists. Because in any activity, the teacher can follow the student only if he is a "personal example". So, what is the procedure for "personal sample"?

Visual activity is mainly a type of practical activity. That's why the teacher should be able to develop drawing, construction, clay work and application skills and be able to pass them on to future educators.

So, the components of the professional training of future educators in visual arts are as follows:

- \* Scientific information

- \* Theoretical knowledge and practical skills;
- \* Methodological preparation;
- \* Professional skills and abilities:

Understanding the theoretical foundations of the development of artistic and creative abilities of preschool children are analyzed with the help of:

- teaching methods,
- to know the content of the methods,
- visual activities;

To understand the forms of work on the development of artistic and creative abilities of preschool children; to understand the means of teaching children in the artistic-aesthetic direction the following skills are considered:

- communication skills;
- constructive skills;
- organizational skills;
- special skills;
- mixed skills.

Thus, the educator should know the following:

- \* psychophysical and age characteristics of preschool children;
- \* the psychological basis of the influence of the artistic complex on the child;
- \* methodical bases of diagnosis of artistic and aesthetic development of preschool children;
- \* the main directions of the concept of aesthetic education of preschool children, the content of programs in the field of aesthetic education of preschool children;
- \* expressive means of fine art;
- \* peculiarities of artistic and creative development of preschool children;
- \* didactic principles of organizing the process of children's artistic development;
- \* features of introducing preschool children to works of visual art;
- \* basics of artistic analysis of works of art, etc.

In addition, the educator must be able to:

- \* to define and concretize artistic and pedagogical tasks, content and methods, taking into account the children's program, conditions and composition;
- \* formation of motives for visual activity (children's desire to reflect in the picture, interesting things and events in it);
- \* education of the child's ability to determine the purpose of a specific activity;
- \* formation of children's visual movements (shape, structure, proportional relations, colors, location of the object on the plane of the sheet);
- \* integration with educational work and other areas of children's activities (cognition, speech development, games, etc.)
- \* formation of perception (teaching the ability to perceive objects, events as necessary to perform the next image);
- \* organization of collective, small group, individual and production activities;
- \* implementing an individual approach to each child, taking into account the child's preferences, inclinations, interests, level of development in certain artistic activities;
- \* establishment of cooperation and cooperative relations in the process of individual and collective artistic and creative activity;

- \* organization of constructive interaction of children in the group in various types of activities, creating conditions for children to freely choose activities, participants of joint activities, materials, tools;

- \* to include in the pedagogical process various games, game techniques and situations that maximally contribute to the formation of important motivation for learning, mastering activities and developing creative abilities of each child in preschool children;

- \* taking into account the children's program, conditions, composition, defining and concretizing artistic and pedagogical tasks, content and methods, selecting artistic information in accordance with the purpose, logic and age;

- \* creating an artistic and creative emotional positive atmosphere in the training room;

- \* using a regional approach to choosing other forms of visual activity.

- \* Taking into account local traditions, regional folk art.

- \* Creating an aesthetic atmosphere in the life of a preschool educational institution, planning holidays, exhibitions.

- \* Treat children's creativity with care and respect;

- \* implementation of joint design of works in the artistic-aesthetic direction of pedagogues and specialists in close cooperation;

- \* based on the results of diagnostics, to monitor the nature of the changes that occur with the child during the educational process, the nature of his development, including artistic and aesthetic development, etc.

Usually, lessons are organized in three ways: "passive", "active" and "interactive".

It can be seen that it is appropriate if the teacher avoids "traditional" and uses interactive or non-traditional methods of teaching.

In the Pre-school education of the higher education system, visual activity classes are conducted in the form of lectures and practical classes. Therefore, if the teacher conducts the training in the form of "plein air", "excursion", "meeting" instead of only in the classroom, the student's interest in this subject increases and their professional skills develop further.

In conclusion, teaching is never ending process. New methods and techniques should be acquired by teacher according to their students preferences and responding the demand of the time and generation.

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