



EFFECTIVENESS OF MODERN REQUIREMENTS FOR ORGANIZING  
AND CONDUCTING PEDAGOGICAL ACTIVITY OF FUTURE FINE  
ARTS TEACHERS

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**Annotation:** In This Article, The Need To Develop Artistic-Creative Skills In Students, The Main Goal Of Developing Artistic-Creative Skills Of Students Is To Form The Young Generation Mature In All Respects, Well-Rounded People Necessary For The Development Of Our Society. Comments Are Made.

**Key Words And Phrases:** Pedagogical-Psychological, Linguistic And Cultural, Modern Outlook, Social Necessity, Continuous Education, Individual Qualities, Economic Development, Educational Standards, Education And Training, Scientific-Methodical.

At A Time When Steps Are Being Taken Towards The Establishment Of New Uzbekistan With The Initiatives Of Our Country's President, The Attention And Demand For People Who Have A Wide Range Of Thinking, Have Deep Knowledge, Are Mature In Their Field And Can Meet The Demands Of The Times Is Increasing, Once Again, It Intersects The Issue Of Modernized Education And The Introduction Of Quality Organized Education. For This Reason, The Formation Of A Person Who Is Knowledgeable, Enterprising, Active In Society And Can Conquer The World With His Work Is Becoming A Requirement Of Today. From The Point Of View Of The Current Era, It Is Important For Teachers To Organize Training Sessions Taking Into Account The Following Criteria In The Formation Of A Person Who Can Meet Such Requirements And Embody The Above-Mentioned Characteristics:

- Application Of Modern And Advanced Educational Technologies In Lessons;
- Establish Effective Use Of Digital Technologies In The Organization Of Training Sessions;
- Adapting The Highly Effective Results Of International Experiments To The Education System Of Our Country And Putting Them Into Practice.

The Teaching Of Fine Arts Also Has A Special Importance In The General Secondary Education System, And It Has Wide Opportunities To Positively Solve The Issue Of Raising A Mentally Healthy Generation And To Form Professional Skills Of Young People. By Studying Art And The World Of Artists, The Social



Significance And Characteristics Of Art, And Its Pictorial Means Of Expression In Fine Arts Classes, Students Learn About The Beauty Of The Environment, Visual, Applied Art, And Architecture. Learning To See, Appreciate And Protect Is Done.

Therefore, First Of All, The Modern Education System Requires The Teacher Of The Subject Of "Fine Art" To Rely On The Important Principle Of The Content Of This Subject - "From Life-Through-Art-To-Life", That Is, Students' Personal-Life Based On Their Experiences, It Requires The Organization Of Classes In Accordance With Their Professional Interests. When Working With Children, Today's Teacher Should Focus On The Use Of Educational Methods And Methods That Ensure The Activation Of Mental And Practical Skills Of Students, Help Them To Develop Their Creative Abilities More Effectively. For This Purpose, The Teacher Should Make Wider Use Of The Conditions And Opportunities Of The Educational Institution.

Also, Effective Development Of Creative Ability, Enthusiasm, And Interest Of Each Student, Depending On The Personal Characteristics And Possibilities:

- To Give Creative Tasks With A Clear Solution;
- It Can Be Done By Methods Of Activating And Directing Students' Creative Abilities Through Practical Training.

The Fact That The Amount Of Lessons Allocated For Fine Arts In General Education Schools Is 1 Hour Per Week Puts A Double Responsibility On The Teacher To Create Sufficient Skills In The Student. Because The Hours Allocated To The Subject And The Time Spent On Mastering The Subject Are Different. For Example, 60-90 Minutes Are Usually Allocated For The Construction Phase Of A Still Life In Pencil Drawing. Here, Taking Into Account That The Still Life Consists Of 3-4 Items, It Will Take The Student 15-20 Minutes To Completely Build 1 Item. In General Education Schools, For The Formation Of Building Skills, In The Example Of The 1st Grades, Several Topics Such As "Working A Flag Picture", "Working A Clock Picture", "Working A Leaf Picture" Are Given, Each Of Which Has 45 Minutes Of Time. In Traditional Classes, 5 Minutes Of The 45 Minutes Allocated For One Subject Are The Preparation And Introduction Part Of The Lesson, 10 Minutes Are Allocated To The Explanation Of The Rules Of Implementation By The Teacher, 15-20 Minutes Are Allocated To Practical Implementation And 5 Minutes Are Allocated To The Final Part Of The Lesson, And The Remaining 10 Minutes Are Used To Complete The Work. It Will Be Possible To Understand That Mastering Will Cause Difficulty In The Student. This Requires A Creative Approach From The Teacher To Create Knowledge And Skills About The Subject, To Help Them Understand The Essence Of The Work,



To Be Able To Properly Plan And Use Time Effectively, To Create The Necessary Experiences For Students.

Visual Art Is Often Concerned With Emotional, Personal And Subjective Issues, And It Works Not Only On The Basis Of Concrete And Concrete Knowledge, But Also On The Basis Of Experiential Knowledge. Experiences In The Visual Arts Are Important In The Formation Of Aesthetics In The Participants Of The Process, And The Knowledge Generated As A Result Of This Aesthetic Experience Is Always Organized And Creates Solid Knowledge.

At This Point, In Relation To The Teaching Of Visual Arts, Rather Than The Teaching Methods That Were Formed In The 20th Century And Are Currently Widely Used In The Educational System Of Uzbekistan, They Are Currently Used In The World Experience And Have Their Own Positive Impact. Mastering And Using Methods Such As "Experiential Learning" And "Project Method" That Have Brought Fruit Is One Of The Important Issues Of Today.

Secondly, Training In The Subject Of "Fine Art" Allows Not Only To Practice The Basics Of Painting, Sculpture, Graphics Based On Manual Labor, To Get Acquainted With Various Types Of Folk Arts And Crafts, But Also To Gain Knowledge About Modern Information Technologies. It Also Includes Knowledge Of Fields Such As Demanding Design And Architecture. Here, In The Process Of Improving Knowledge And Skills About Modern Design And Architecture, Digital Technologies, In Particular Information And Communication Technologies And Graphic Applications, Are Of Great Importance.

Materials In Multimedia Format Created With The Help Of Digital Technologies Have An Incomparable Potential In The Field Of Education With The Ability To Clearly Present Images, Create Special Effects For Deeper Understanding Of Information, And Provide A Wide Range Of Visual Information [3].]

The Teacher's Literacy In These Digital Technologies Has A Special Place In His Organization Of Classes, Quick And High-Quality Delivery Of Information, And The Formation Of Modern Knowledge In Students. It Is Not Important For A Modern Teacher To Have An Encyclopedic Memory (This Feature, Unfortunately, Belongs To Only A Small Percentage Of People), - Today Everyone Has The Opportunity To Access All The Artistic Heritage Of The World At Any Moment Thanks To The Internet.

The Ability To Work With A Computer Increases The Activity Of Both Subjects Of The Educational Process, Leads To The Individualization Of The





Educational Process, The Development Of The Student's Personality Is Encouraged - His Decision-Making Independence, Initiative, Requirements For Accurate Performance Of Tasks Increase, The Feedback Between The Teacher And The Student On Mastering The Subject Increases Significantly. These Are Important Features For Pedagogical Activity And Should Be Reflected In The Activity Of An Artist-Teacher.

If We Pay Attention To The Pedagogical Side Of The Issue, It Should Be Noted That The Introduction Of Computer Technologies Helps To Implement The Main Principles Of Education - The Principles Of Demonstrability And Convenience. The Possibilities Of Using Manuals (Electronic Or Printed) In The Educational Process, As Well As Their Independent Production And Preparation Of Visual Material For Various Pedagogical Needs Are Implemented On The Basis Of Digital Technologies. An Artist-Teacher With Skills And Knowledge In The Field Of Computer Technologies Can Significantly Facilitate And Speed Up The Process Of Mastering A Block Of Theoretical And Practical Knowledge In Different Age Groups Of Students, As Well As Significantly Improve The Method Of Presenting The Studied Information. 4]

In The 21st Century, The Wide Spread Of Digital Technologies And Their Reaching All Levels Of The Population Had A Very Positive Impact On Social Life, Including The Education System. This, In Its Place, Pushes Forward The Issues Of Further Development Of Pedagogical And Information Technologies Of Teaching And Thereby Increasing The Effectiveness Of Teaching.

In Particular, The Process Of Teaching Visual Arts Is No Exception. Because, As The Field Of Education Is Gaining Great Importance Today, New Teaching Methods Are Emerging, Especially These Methods Are Based On The Principle Of "Teaching" And The Principle Of "Getting Education" And The Main Goal Is To Teach Students About Science. It Is Important That They Can Use Their Knowledge, Skills And Abilities In Their Life Activities. The Subject Of Visual Arts Is An Integral And Important Part Of The Educational Process In School, As It Not Only Provides Knowledge, But Also Forms Personal Characteristics And Includes Creative Processes. Also, The Development Of Digital Technologies Is Used To Convey The Concepts Of Graphic Education To Students In Visual Art Classes, To Familiarize Them With The Knowledge Of The History And Theory Of Visual Art, And To Form Skills Related To The Field Of Design, Which Are Most Likely To Be Used In Future Activities. Has Been Providing Many Opportunities.



In Particular, The Subject Of Visual Arts In General Secondary Schools Includes The Following Four Stages (See Table 1.1):

**Table 1.1**

**Classification Of The Levels That Students Should Master In The Subject Of Fine Arts**

<b>Educational Stage</b>	<b>Graduates</b>	<b>Standard Level</b>	<b>Level Designation</b>
<b>General Secondary Education</b>	Graduates Of Primary 4th Grade Of General Secondary Education Schools	<b>A1</b>	The Initial Level Of Study Of Fine Arts
	Graduates Of The 4th Grade Of Specialized Schools And Classes With In-Depth Study Of Visual Arts Of General Secondary Schools	<b>A1+</b>	Enhanced Entry Level Of Fine Arts Curriculum
	7th Grade Graduates Of General Secondary Schools	<b>A2</b>	Basic Level Of Study Of Visual Arts
	Graduates Of The 7th Grade Of Specialized Schools And Classes Of In-Depth Study Of Visual Arts Of General Secondary Schools	<b>A2 +</b>	Enhanced Foundational Level Of Visual Arts Curriculum

Analysis Of The Use Of Digital Technologies In The Finnish Education System.

Finnish Schools Have Been Known For Their Achievements Since Around 2000. Finnish Schoolchildren Have Been Performing Well In Pisa Studies Over The Past Period, Despite Lower Results In 2012 And 2015.

The Finnish System Is Distinguished By:

- Primary Education Does Not Start At The Age Of Five Or Six, As In Most Countries - Children Go To School At The Age Of Seven;





- Does Not Give Students A Lot Of Homework - Homework, As A Rule, Is Given The Smallest Amount Of Assignments Compared To Other Developed Countries;

- The Fact That The Amount Of Classroom Hours Is Small - Finnish Students Spend 300 Hours Less Time In School Per Year Than American Students;

- It Is Not Necessary To Submit To The Final State Attestation - During The Educational Process, Students Are Evaluated Differently.

The Use Of Digital Technologies In The Education Process In Finland Is Not Related To The Appearance Of The "Finnish System" As An International Model. It Is Necessary To Support The Relevance Of The Educational System That Helps Students Prepare For Modern Life In Civil Society.

The Focus On Digital Technologies In Finnish Schools Is Mainly Focused On Two Goals:

- First, To Help Students Develop Programming, Data Analysis, Design And Other In-Demand And Technology-Related Competencies;

- Secondly, Positive Results From The Use Of Tools For Improving Learning Efficiency And Open Access To Information Such As Student-Centered Learning, Interdisciplinary Learning, Inquiry-Based Learning, Project-Based Learning, Etc. To Support Pedagogical Approaches.

The Ministry Of Education Of Finland Sees The Possibilities Of Digital Technologies In Encouraging Students To Conduct Independent Research, To Interact And Work Together, And To Use Educational Resources Independently. For Example, Pasi Silander, The City Of Helsinki's Digital Technology Leader And An Experienced Expert In Digital Learning Technologies, Explains That He Sees These Technologies As A Means Of Acquiring 21st Century Skills In Person-Centered Education:

### **Conclusion**

In The Process Of Studying The Sources, It Was Found That Digital Technologies Are Widely Used In The Education System Of Three Foreign Countries, And Ultimately, The Quality Of Education Has Increased. Based On This, We Tried To Highlight The Role And Importance Of Using Digital Technologies In The Organization Of Education, Especially Art Classes In Finland, Denmark And South Korea.

Today, Digital Technologies Are Becoming An Integral Part Of Development In Many Countries Of The World, And Their Importance In Improving The





Educational Process And Its Effectiveness Is Also Increasing As Part Of Ensuring A More Sustainable Future.

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