

**IMPROVEMENT OF MODERN METHODS OF TEACHING FINE ARTS IN FORMING
STUDENTS' CREATIVE COMPETENCES**

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Abstract: In this article, the study and scientific research of methods of improving modern methods of teaching fine arts in the formation of creative competencies of students, as well as the importance of student creativity, its changing role in the teaching process, and the importance of students in the formation of these competencies in students it is said that it has practical significance in organizing the process of directing creativity and preparing them.

Key words: Competence, didactic, interview, still life, emotional, decorative, communicative, composition, aesthetic, interactive.

Today, the organization of education based on the competency approach, the formation and regular development of the competencies of teachers and students are among the urgent issues of pedagogy.

Competence is a social requirement for educational preparation of students for effective activity in a certain field. Competence is multifaceted and has several interpretations. Competency refers to the acquisition of appropriate competencies by the learner.

Competence includes the personal qualities of the student and the minimum level of knowledge, skills, skills and practical experience accumulated by the activity in the given field. Special competencies and basic competencies are mutually different. Basic competencies are a model of the student's life and social activity in the future. When students acquire certain knowledge, skills, qualifications and experience, they can apply the acquired competencies through their activities. Basic competencies are considered necessary for the future social activity of the student. Competencies mastered within the framework of a special educational subject mainly ensure the effectiveness of educational and professional activities in the future. Competencies are formed based on the lifestyle, cultural, spiritual life and traditions of the people of each country. Competences formed in students are creative, i.e. creative, and encourage them to be active regularly. Such competencies include communicative, working with information, self-development, social-emotional and civic. Special attention should be paid to students' experience of using competencies. For this purpose, it is necessary to design educational programs, textbooks, manuals based on the competency approach, to include educational materials and educational tasks that serve to create competencies in the secondary projects chosen by teachers, and to develop digital didactic tools. from this point of view, the approach is gaining special relevance. In recent years, the concept of competent approach has been widely used in pedagogy. This term, which is often used in educational practice, occupies a priority place in the content of education. Competent approach as a basic concept is passing the stages of absorption into the scientific concepts of modern pedagogy. The peculiarity of this concept is that it requires mutual comparison with obsolete concepts in the science of pedagogy. In the course of our research, we will try to explain the concepts that are part of the competence approach and are related to it. They are: competence, competence, professional competence, pedagogical competence. In addition, during our research, we tried to think about competence and readiness, competence and knowledge, skills, qualifications. It is known that the competent approach has a humanitarian

character in ensuring the formation of a person as a person, along with the comprehensive preparation and upbringing of a person for social life. The goal of person-oriented education based on the humanitarian principle is not only to provide students with a set of knowledge, skills, and qualifications in a specific field, but also to develop their worldview, ability, creative activity, and independent learning skills. At the same time, they serve to instill human values in his mind. All these represent the specific characteristics of a competent approach.

The basic levels of the competent approach are manifested in direct goal orientation of education. Competence embodies highly generalized skills and competencies of students. The content of education is clarified through a four-component model. They consist of: knowledge, skills, experience of creative activity and experience of valuable attitude. Experts have singled out two basic concepts within the framework of the competent approach. They are: the concepts of competence and competency. In pedagogical theory, special attention is paid to identifying their existing aspects. An example of this is the formation of competencies and their mutual relations. Competence appears as the main goal of education. It expresses readiness to perform various types of activities. Although competency is fundamentally different from knowledge, skills, qualifications, it does not negate them. Competency differs from knowledge in that it is present in the type of activity, not in providing information about the type of activity. Competency is distinguished from skills by the ability to solve various tasks in different situations. Competency differs from qualifications in that it is understood and not automated, and it allows students to move clearly not only in normal, but also in non-standard situations. This indicates that the position of knowledge, skills, and qualifications moves to the main and intermediate goals of education, creating conditions for achieving the desired result. Within the framework of the competent approach, the results of education and its significant aspects are combined with the specific level of knowledge, skills and qualifications, and a set of competencies is formed. This allows students to successfully adapt to the life of society. In the competency approach, the student's personality is placed in the center of the process, its place is clearly shown in the development situations[Davletov Erkaboy Yusubovich Formation of competencies in students as an urgent socio-pedagogical problem // SAI. 2023. Special edition #5. URL: <https://cyberleninka.ru/article/n/o-qilyarda-kompetensialarni-shakklanish-dolzarb-ijtimoiy-pedagogik-muammo-sefatida>

The implementation of the renewal processes in pedagogy in educational practice is one of the complex, multifaceted problems and has its own characteristics. Education is a social system that applies to all components of the educational process. In this, the activity of the student and the teacher, the purpose, content, method, form, result, conditions, technologies and management of the process are effectively affected. Multifaceted problems that enter educational practice indirectly, that is, teacher skills through didactic tools, educational technologies. Implementation of computer and information communication technologies, thus equipping all teachers with computer literacy and information communication technologies skills. In addition to strengthening professional skills, following the above-mentioned instructions, it is necessary to pay attention to: Choosing interesting and meaningful topics in the teaching of visual arts will increase students' interest in visual arts. Currently, in schools, students are not limited to using drawing books, paints, pencils, pencils and erasers, but using modern, foreign technologies, several types of paints, colored pencils, and various drawing tools that increase the brightness of decorative works can be used. It activates students' artistic activity with such objects. He is interested in art. It is known that in the field of education, it is necessary to study a unique didactic process in order to use visual art in teaching and to achieve its effectiveness. Until now, no more appropriate scientific work or methodical-didactic manual has been published on the issue of pedagogical technology in

teaching visual arts at school. Therefore, we found it necessary to study the issue more widely and analyze the issue of technology, pedagogical technology, and then the use of pedagogical technologies in the teaching of visual arts. It is well known that visual arts lessons are carried out in five types of learning styles or technologies. 1. Painting according to nature. 2. Work on a thematic composition. 3. Decorative and practical art. 4. Sculpture works. 5. Classes based on the basics of art studies are conducted. Although the technology of these classes has the same content, the teaching technology in them is definitely different from each other. That is, in self-portrait drawing classes, one sees the object itself and depicts it as much as possible from the form. In the thematic composition, students think, think, look into the distance, and draw a picture based on remembering something. And for sculptors, the basis of training is the technology of physical labor, not with pencils, but with plasticine. Therefore, it is necessary to pay special attention to the definition of pedagogical technologies in visual art classes and their classification into "Lesson technology" types [Azamjonov, A., Muhammadali, Charos Methods of using modern pedagogical technologies in teaching visual art classes // ORIENSS. 2022. #10-2. URL: <https://cyberleninka.ru/article/n/tasviriy-san-at-darslarini-tashkil-etishda-zamonaviy-pedagogik-technologiyalar-foydalanis-usollari>].

The methodology is mainly based on the research results of pedagogy, psychology, aesthetics and art science. It describes the rules of the law on teaching visual arts, defines modern methods of educating the next generation. Practical methodology studies the development process of education and upbringing [Dilmurod Kholmamatovich Akhmedov (2022). Social pedagogical history and foundations of improving the visual art system from foreign experiences. Oriental Art and Culture, 3 (2), 465-470.].

Learning pedagogical skills requires the presence of certain talents, abilities and passions (tendencies) aimed at acquiring them, because methodical science is a difficult, complex and very responsible field of art pedagogy[Abdullaeva Sh. K. Technology of the teaching of public science and teaching in srednego spetsialnogo professional education (na primere uchebnoy discipline «Osnovy dukhovnosti»): Autoref. dis. sugar ped. science - T., 2001. - 18 p.].

In the teaching of fine arts, the issue of achieving thorough theoretical, practical and visual knowledge of students and the teacher's research in this process is as follows: To form teachers of fine and applied arts, all practical and theoretical knowledge in this field is taught. is necessary as a lim. These are mainly pencil drawing, painting, composition, practical decorative art, sculpture, art history, and most importantly, mastering the methodical bases of teaching these skills[Abdullajonov M.A. Formirovanie professionalnyx kachestv budushchego uchitelya v proteesse obucheniya v pedvuzakh: Avtoref.diss.... kand.ped.nauk. - T., 1991. - 21 p.].

The classroom is the most convenient and effective form of education. The political-economic, socio-educational changes taking place in various aspects of our society place new, modern demands on the content and methodology of fine arts classes along with all subjects. The main requirements are as follows: 1. To be able to correctly set educational-didactic, educational and developmental goals in the lesson and to implement them. 2. Knowing how to use active methods and methods of education in the lesson. 3. Synthetic use of folk pedagogy traditions, world pedagogy, psychology, etc. in the course of the lesson. The concept of "Modern requirements" is the requirements set for the lesson, taking into account the achievements in the field of art and science, the level of development of society. means to serve in preparation for further educational-professional and pedagogical activities in accordance with the goals and tasks of visual arts education. It is appropriate to make good use of our national heritage, values, culture, art, teachings of our great ancestors, hadiths full of wisdom, myths and legends in fine art classes. It is

known that the research conducted by experienced Methodist scientists, psychologists and practicing teachers in recent years in the field of analysis of the educational process shows that the improvement of lesson efficiency depends on pedagogical and didactic conditions. The most important conditions are as follows: — new generation textbooks, didactic methodical educational visual aids and innovative, pedagogical and information technology means of teaching; — mutual relations between the teacher and students; — having a good psychological environment in the group[<https://jdpu.uz/wp-content/uploads/2021/04/Tasviriy-sanat-va-uni-okintut-metodikasi.2006.pdf>].

The following didactic games that we use in our work serve to achieve the main goal of both students and science. "Go on!" game In this game, students are divided into groups. A separate format for each group, a single image sample is given for all. The first student draws one element of the picture, and the second student draws the second element. In this way, students continue each other's work. They study each other's achievements and correct their shortcomings. In this process, the competence of working as a team improves.

"INTERVIEW" METHOD

It is advisable to use this method mainly for homework. Students are given the task of drawing a picture on a free topic. In the next lesson, he will talk about the subject of the pictures drawn by the students, why he chose this subject, what he depicted, what method he used, that is, he will give an interview. With the help of "Interview".

GAME "MEMORY".

This game can be played by displaying images or reproductions on the screen. Students will be shown pictures of various still lifes. It is said that they memorize the still life and draw it in their imagination. Through this method, their ability to draw based on memory is determined. After showing the nature to the students, it is possible to cover it with drapery and then offer to draw based on memory. With this, students' imagination and memory are strengthened [Dilnoza Tashmurodovna, Y., & Mukhlisa Ismoilovna, A. (2022). Integrativeness of fine art classes and development of aesthetic outlook in students. *Novosti obrazovaniya: issledovanie v XXI veke*, 1(5), 490–492. izvlecheno ot <https://nauchniyimpuls.ru/index.php/noiv/article/view/2380>].

Today, students are limited to drawing and painting only with pencils. Many countries have been implementing the use of 3D technologies in medical education for several years. For example: Some medical universities abroad use modern technologies to describe the human body - Pirogov's interactive anatomical chart. The capabilities of this program include a realistic 3D model of the human body, as well as lobar and segmental structure of more than 4000 objects of the human body, intraorgan structures and ligamentous apparatus; 12 levels of detail of the 3D body model; interactive work with 3D objects; hints are included with the name and description of objects. It is absolutely impossible to develop this program without the science of visual arts. By studying fine arts, students perceive existence and develop aesthetic taste. At the same time, knowledge of art provides a basis for mastering other subjects. In a number of regions, cities, and districts of our republic, special art and music schools for teaching visual arts to young people have been opened, and the gift of in-depth knowledge and skills in visual art to talented young people has been given wide attention. There are also types of computer drawing. For example, Corel DRAW, PHOTO SHOP, 3D MAX, Computer Designer, etc. Master's and postgraduate courses on the methodology, theory and history of teaching visual arts are being opened in higher educational institutions. There, the talented young people of our people, after receiving education,

become world-famous artists, art historians, pedagogues, and scientists, and carry out the honorable and responsible task of bringing the visual art of Uzbekistan to the level of world art. In the field of visual arts, it plays an important role in the development of perception of existence, aesthetic perception, taste, understanding of this field, imagination and memories of students. Perception of existence training is usually held before the performance of thematic compositions, which involves seeing and perceiving the elegance and beauty of nature and the surrounding environment and using the impressions obtained as a result of practical, artistic and creative activities. The department of art history helps the student's aesthetic development, introduces him to the great masterpieces of world culture and the beauty of life around him through the centuries of art. Forms artistic taste, teaches to love art [G'. Aybullayeva (2022). The role of fine arts in the education of schoolchildren. Science and innovation, 1 (B6), 565-568. doi: 10.5281/zenodo.7178368].

Visual aids from fine arts are divided into several types according to their functions. Lessons often use step-by-step posters. Such visual aids should be prepared by the future junior specialist for classes such as illustration, composition, design, depending on nature. Visual aids can include slide shows, handouts, pictures, videos, visuals, and artwork that help students explain and demonstrate the concepts and techniques they are learning. To prepare effective visual aids, art teachers usually begin by understanding the purpose and target audience of the visual aids. They research a topic or theme, and select appropriate tools, materials, and techniques to create visual aids based on the medium and desired effect. Art teachers can draw preliminary designs or rough sketches to experiment and visualize the final product, and create and refine visual aids focusing on detail, texture, color, and composition. They may also include multimedia techniques such as animation, sound, and video to enhance visual guides as needed. Testing and rehearsing visual aids prior to classroom presentation is important to ensure proper execution and timing. Art teachers must be flexible and adaptable to make changes to visual aids to meet the needs of the audience and the situation. They should also store, organize and store visual guides in a safe and convenient way for future use [Abdumutalov , son of XD. (2023). Methodology of making visual aids in fine arts. Research in Global Science Education, 2 (3), 270–273. <http://erus.uz/index.php/er/article/view/1903>].

In conclusion, the analysis of the sources shows that until today there is no single approach describing the concept of "competence" and "competence". In the understanding and description of competences, the view is put forward that the competence is related to the learner, although it is a product of knowledge, skills, and qualifications, it is not part of it. From this point of view, competence is a component of educational content. They are: state education standards; requirements for the level of preparation of students of the graduating class; It consists of standards that provide a person's training, represent a set of knowledge, skills, and qualifications, are part of their personal experience, and are important for them. Competence means the acquisition of competencies and includes the student's personal attitude to mastering knowledge, skills, and the real level of education.

List of used literature

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