ORIGINAL ARTICLE

THEORETICAL BASIS OF FORMING STUDENTS' PROFESSIONAL COMPETENCE

Bibixilol Normamatova Norpo'Lat qizi
Master's student at International Innovation University

Abstract: This article contains information about competence, the formation of professional competence, as well as the opinions of scientists about the concept of competence.

Key words:"competence" and "competence", "professional competence", "professional competence of a specialist", "professional competence of a future teacher", "professional competence of future teachers of fine arts".

The growing social and scientific and technical development in the field of science and technology determines the changes in the educational system and structure in all areas of student training in higher educational institutions. As a result, new state educational standards are introduced, the demand for future specialists increases. Therefore, today's society wants to see that future specialists are not only able to provide students with the necessary level of knowledge, but also ready to demonstrate their creative activity.

Based on the selected research topic, its goals and objectives, object, subject, we will consider the analysis of the content of such concepts as "competence" and "competence", "professional competence", "professional competence of a specialist", "professional competence of a future teacher", "professional competence of future teachers of fine arts". We will briefly dwell on the definitions given to the concept of "competence" in the literature on pedagogy and teaching methods of specialized subjects. The pedagogical dictionary defines the concept of "competence" as follows, namely, "the level of readiness in a certain field of activity, the possession of knowledge, skills and abilities to make correct and effective decisions."

Competence is "the necessary knowledge and qualities of a person, which allow a professional approach to problems in the relevant field of knowledge, scientific or practical activity and their effective solution."

Professional competence (from the Latin rrofession – officially defined activity – from the word profiteor – to declare as one's own business; from the Latin sompete – to achieve, to adapt, to be in accordance with) is a set of professional and personal qualities of an employee, sufficient knowledge, abilities, and skills to carry out this type of activity. Professional competence is "not just the possession of pedagogical knowledge, skills and abilities, but also the ability to skillfully apply didactic methods and work methods, pedagogical attitude skills". D.A. Ivanov explains that "under the concept of competence is meant the description given to a person as a result of assessing his effective actions in solving important tasks, as well as problems for this society. Knowledge, skills and abilities, motives, values and beliefs are considered as possible components of competence, but they do not make a person competent in themselves". M.D. Ilyazova considers competence as an aspect that characterizes the professional and personal qualities of a graduate of a higher educational institution and determines the quality of professional activity as an ability used in practice. G.K. Selevko understands the word "competence" as the ability of a graduate to achieve set goals. According to V.I. Baydenko, "competence" is "the effective implementation of any activity at a high level of professional professionalism in accordance with the requirements of the labor market". N.A. Dolgikh interprets professional competence as "a set of personal qualities, the basis of which is the

teacher's ability and readiness to fulfill his task, that is, to organize the educational process in such a way that the student himself can independently access world literary and artistic culture".

By professional competence of visual arts teachers, S.I. Mokrousov understands "the teacher's readiness for artistic and pedagogical activity, aimed at inspiring self-improvement and independent learning in the process of artistic and pedagogical creativity."

E.F. Zeyer considers the professional competence of future teachers of fine arts to be the possession of "knowledge in the field of fine arts and competence in the field of information and communication technologies".

S.N. Doroshenko calls the professional competence of future teachers of fine arts "integrative qualities of the individual" and interprets it as "this quality indicates readiness to conduct artistic pedagogical activity based on the development of the ability to make non-standard decisions in creating one's own creative product, which reveals the specifics of the profession and serves to expand the ideas about fine arts education".

The main indicator of the presence of professional competence in future teachers of fine arts is professional competence. We have determined that the following leading professional competencies are part of the professional competence of future teachers of fine arts:

- **pedagogical;**
- **project-based;**
- **research**;
- **figurative**;
- **reflexive.**

The professional competence of future art teachers is manifested in the ability to solve pedagogical tasks and assignments in the field of teaching schoolchildren to fine arts and art education.

The professional competence of future fine arts teachers ensures understanding of the laws and rules of transferring imaginary artistic images to a surface (paper, wooden board, monitor screen, etc.), understanding of the real and virtual space (classroom interior, exhibition hall, etc.) used in various areas of fine arts (painting, landscape, composition, computer graphics, sculpture, ceramics, etc.); creating products of aesthetic value using various visual tools (brush, paints, wood, clay, paper, virtual programs, etc.), taking into account the style, form and genre requirements of fine arts.

Initially, literature, dissertations, and monographs on the use of pedagogical and information and communication technologies in improving and increasing the effectiveness of teaching general and specialized subjects taught in the field of fine arts education in educational institutions were analyzed and the necessary conclusions were drawn.

S.S. Bulatov's textbook "Color Science" provides a system of theoretical and practical exercises in color science, covering problems of color science, history, color names, symbolic meanings, paints, equipment, practical exercises in color science, copying the works of folk masters, creating and painting pattern compositions on a computer and the technology of artistic decoration of objects, an explanatory dictionary of terms related to color science, test questions on color science, pattern compositions for performing exercises on color science.

B. Baymetov's textbook "Fundamentals of Pencil Drawing" covers the content of theoretical and practical exercises in the science of pencil drawing, which is an important part of fine arts. It also contains information on many topics, such as the law of composition, the basics of perspective, linear constructive construction, the laws of light and shadow, equipment, the structure of objects and methods of their methodologically step-by-step depiction, general information about human plastic anatomy, methods of depicting a human portrait and body, and methods of working with sketch drawings in pencil drawing. All of the above research works are devoted to the use of computer technologies in the education system and the use of modern information and communication technologies in improving the professional competence of teachers.

References:

1.Xakimov J.O. Kompyuterli loyihalash. Darslik. – T.: Adabiyot uchquni, 2018

2. Baymetov B., Nurtayev Oʻ. Tasviriy san'at texnologiyasi va nusxa koʻchirish. Oʻquv qoʻllanma.TDPU. – T., 1997. – B.55.

3. Oripov B.N. Tasviriy san'atni o'qitishning zamonaviy pedagogik texnologiyasi, didaktikasi va metodologiyasi. Oʻquv-metodik qoʻllanma, 2014.

4. Hamidov J.A. Boʻlajak kasb ta'limi oʻqituvchilarini tayyorlashda oʻqitishning zamonaviy didaktik vositalarini yaratish va qoʻllash texnologiyasi. Toshkent, 2017.