

**FORMATION OF CULTURAL AND EDUCATIONAL COMPETENCES OF FUTURE
TEACHERS OF FINE ARTS IN THE INTERACTION OF EDUCATIONAL INSTITUTIONS*****Khasanova Munisa Ziyodillo kizi****Associate Professor t.e., Department of Fine Arts, PhD
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Abstract: The article presents the experience of interaction between educational institutions in the formation of cultural and educational competencies in future teachers of fine arts. The author emphasizes the importance of developing cultural and educational competence as a condition for success in future teaching activities.

Keywords: cultural and educational competence, bachelors, interaction of educational institutions.

INTRODUCTION

In the last two decades, the professional training of future teachers has been going through a period of significant changes associated with changes in both the content of education and the forms of organization of the educational process. As a result of the search for new ways to modernize higher education, the competence approach has been consolidated. It is characterized as systemic, where each link is interconnected and subordinated to the main goal of education.

MATERIALS AND METHODS

Cultural and educational activities are associated with the study and formation of cultural needs and the improvement of the cultural and educational level of the population. Professional competencies in the field of cultural and educational activities are determined by the ability of a fine arts teacher to:

- develop and implement cultural and educational programs (PC-14);
 - use modern methods and technologies of teaching and diagnostics (OPK-2);
 - identify and form the cultural needs of various social and age groups (PC-13);
 - form an artistic and cultural environment (PC-21);
 - interact with participants in cultural and educational activities (PC-9);
 - identify and use the potential of regional culture in the educational process (PC-11).
- The regional educational environment associated with the interaction of various educational institutions has great potential for the effective formation of cultural and educational competencies of a future fine arts teacher. In our case, this is a higher education institution - MSTU named after G. I. Nosov, the "Children's Art Gallery" structural division of the MAUDO "DYUTS "Maximum" of Magnitogorsk and educational schools of the city. It is in this educational space that many competencies are formed in bachelors. To implement and organize work on the formation of cultural and educational competence, such events as organizing and holding exhibitions of children's fine art, excursions, master classes for schoolchildren and competitions in the subject "Fine Arts" were included.

RESULTS AND DISCUSSION

The formation of cultural and educational competence is carried out by means of various technologies, forms and methods. The most classic ones are a lecture and a conversation, a lesson can be conducted using debate or discussion techniques, but they take place in classrooms. In our opinion, it is more effective to conduct such a lecture with students against the background of an exhibition of children's drawings. The goal of any exhibition is to introduce the

younger generation to art. The beginning of art is a sense of wonder, the ability to see, know and feel, which helps a person perceive and understand it, and therefore enriches life. How not to use this event in the formation of competence. After an organized excursion to a children's exhibition, students are more willing to join in a conversation that touches on the issues of the peculiarities of children's drawings. Students are invited to exhibitions and competitions as a jury. Here they are faced with the task of not just being participants in the events, but, along with teachers and artists, selecting the best children's drawings and collecting works for the exhibition. The work always begins with reading the theme of the exhibition-competition, and, consequently, identifying works that do not correspond to the theme. Determining the best works, and this is the most difficult, since in the field of fine arts there is still no unambiguous approach to assessing the artistic and creative achievements of students. The problem of assessment is associated with different views on the visual activity of the child and fundamental approaches to artistic creativity, which we can read in the works of G. A. Gorbunova [3], E. S. Lykova [1], E. A. Khripunova [4] and others. Children's creative work can be assessed from the point of view of mastering the basics of realistic drawing, the skills of drawing from life, from memory, from imagination; from the point of view of mastery of visual materials; from the point of view of expressing one's emotions. In this case, some contradiction arises in assessing children's drawings: creativity as drawing associated with the reflection of the surrounding world, and creativity as an expression of personality traits. Children's drawings should demonstrate an aesthetic perception of the world, the ability to empathize, understand and be aware of their emotional state.

The goal of this stage is to learn diagnostics. Having recalled the features of children's drawing, future art teachers define the criteria. These are:

- independence: the work should reflect the individual developmental characteristics of the young artist;
- depth and originality of the concept: the composition should be based on the experience of the young artist, be creative, non-standard, reflect the uniqueness of the vision of the world;
- degree of complexity: the degree (high, medium, low) of disclosure of the concept is assessed;
- mastery of artistic material: the work of the young artist should reflect the skill of mastering the methods and techniques of obtaining images dictated by the age-related developmental characteristics;
- artistic expressiveness: compositional and color solution, imagery, integrity;
- the ability to express one's thoughts and feelings using visual means of expression: line, color, spot, stroke, composition, rhythm, volume, etc. (unity of artistic form and content). The criterion "expressiveness" is decisive.

According to these criteria, children's drawings are evaluated and selected to determine the place. The ability to determine criteria, analyze works and evaluate is one of the professional skills necessary in future activities.

CONCLUSION

Only if these conditions are met will the interaction process aimed at developing cultural and educational competencies be fruitful. The educational effect achieved in this case can manifest itself at several levels of the individual's ability:

- the first level is defined as the result of immersion;
- the second level includes the results of general aesthetic perception;
- the third level is defined as "auxiliary" and includes the results of the influence of art education on achievements

A successful teacher is one who knows, understands, possesses and implements cultural and educational competencies in his/her teaching activities [2]. This, of course, affects the quality of teaching, and consequently, the quality of education.

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