

SOCIALLY SIGNIFICANT PROJECTS AS A METHOD OF DEVELOPING PROFESSIONAL COMPETENCES OF FUTURE FINE ARTS TEACHERS

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Abstract: The article examines the place of socially significant projects in professional education, as well as their role in the development of professional and artistic competencies of future teachers of fine arts. The content of the concept of "socially significant project" and the requirements for it are revealed. The authors aim to identify the algorithm of project activities (stages of implementing a socially significant project), as well as to offer innovative methods for organizing students' project activities. The authors consider the types of projects in art education (social and pedagogical, cultural and educational, creation of art objects), give examples of socially significant projects. The article reveals the content of the concept of "project in art and design" understood as a pre-planned work or a series of works united by a common concept, embodying a certain idea and having a specific purpose (exposition, practical, functional, artistic and aesthetic, educational), the main shortcomings of student work are analyzed.

Keywords: active learning methods, design project, project method, project activities, socially significant project.

INTRODUCTION

For modern professional and pedagogical education, the immutable position is that a future teacher does not have enough theoretical knowledge, which is rapidly becoming obsolete. The competitiveness of a teacher in the labor market depends on his activity, flexibility of thinking, ability for self-development and cooperation. The ability to successfully adapt to the constantly changing world, the surrounding people is the basis of social success. To a greater extent, this concerns representatives of creative professions, this is what any educational institution that trains specialists in the field of art and art education should teach today.

MATERIALS AND METHODS

Creativity, according to V.D. Shadrikov, is a combination of various properties of creative thinking, such as fluency, flexibility, originality of thinking, sensitivity to problems; as well as its independence, depth, breadth [2].

In light of the problem of professional training of a teacher of fine arts, creativity should be considered as a combination of the listed properties of thinking that are subject to development in the process of artistic and creative or project activities: the ability to distinguish problems, the ability to find their own ways to solve a problem, developed imagination, independence, the ability to choose optimal methods for implementing a project at its different stages.

In the theory and practice of artistic and pedagogical education, there is a wide variety of teaching technologies recommended for the formation of professional competencies in students. One of the most effective is the project method, which is most fully and clearly implemented using the example of artistic and creative activities of students, allowing them to develop activity, independence, creativity and communication skills in solving creative problems.

RESULTS AND DISCUSSION

The study of the problems of organizing project activities requires solving such problems as: determining its levels and indicators; developing criteria for assessing completed works; developing innovative teaching methods and techniques that are determined by the specifics and algorithm for designing an object.

Research methodology. Professional training of a teacher involves developing the ability to plan their own activities and the activities of students, which occurs most successfully in project activities, in the process of creative mastering of educational material.

The quality of education depends primarily on the degree of activity of students and, accordingly, on the use of active teaching methods. O.A. Abdullina [3], N.V. Kuzmina [4], V.A. Slastenin wrote about this.

Active teaching methods may vary depending on the nature of students' activities: active, which involve their cognitive activity in the process of acquiring new knowledge; interactive, which imply the interaction of students in the process of solving problems [1].

A.K. Markova believes that creativity in professional activity can be demonstrated by a specialist who achieves the results in work desired by society and employers; has an inclination towards the chosen profession, is consciously motivated; successfully solves professional problems of varying levels of complexity; uses new technologies in professional activities; is active, strives to achieve professional mastery; - improves professionally significant personal qualities; has a culture of professional self-education; enriches professional achievements through personal creative contribution [2].

The organization of students' project activities is closely related to the process of goal-setting - the formation of a goal (the image of a future project) and planning the work process. A.M. Savinov writes that the basis of a teacher's activities is goal-setting - that part of his work that has a significant impact on the entire subsequent learning process [3].

The teacher must be able to formulate goals and objectives, while focusing on the student as an active participant in the educational process; based on the goals and objectives, make the best decision, foresee the near and distant results of achieving goals and ways of solving problems. The project method is known to be a way of achieving a didactic goal through the step-by-step development of a problem, where the student's activity ends with a practical result or product. The main purpose of the project method in art education is to provide students with the opportunity to independently acquire professional knowledge and skills in the process of solving a creative problem that requires the integration of knowledge of drawing, painting, composition, art theory and design. The purpose of this method is to stimulate students' interest in artistic and creative activities. The project method assumes possession of a certain amount of artistic competencies and the ability to practically apply them in solving specific problems.

CONCLUSION

Thus, socially oriented project activity is one of the most important means of training competent specialists in the field of art and art education. For this, the students' activity and its results must correspond to a certain level of awareness and activity; finished works must demonstrate a high level of mastery of artistic and plastic means, providing a basis for adequate self-assessment of the result, reflection.

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