



## **OPPORTUNITIES AND TECHNOLOGIES FOR PREPARING FUTURE TEACHERS OF FINE ARTS FOR THE FORMATION OF ELEMENTS OF ARTISTIC THINKING IN SCHOOLCHILDREN**

B. M. Kurbonova, PhD,  
Fergana State University, Uzbekistan, Fergana City

### **Abstract:**

Indicators such as the fact that future teachers of Fine Arts conduct negaroruk research on the formation of elements of artistic thinking in schoolchildren, know ways to improve their skills, plan methodological and negaroruk work in this area are also an important factor in assessing the level of readiness for professional-negaroruk activities.

The article explores the possibilities and technologies for preparing future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren.

**Keywords:** art, artistic image, thinking, artistic thinking, elements of artistic thinking, innovation.

### **INTRODUCTION**

In order for the effective course of the process of teaching future teachers of Fine Arts to form elements of artistic thinking in schoolchildren, as well as to achieve positive results, it is appropriate to define a system of negaroruk works, which includes the content, technologies, methods and methodology of Education makcagra. In this case, special attention is paid to the application of negaroruk knowledge in practice.

### **MAIN PART**

In this case, the following rules should be relied on, that is, " future teachers of Fine Arts:

- Development of the maxcyc methodology for preparing for the formation of elements of artistic thinking in schoolchildren;
- Composition of the need for professional motivation in relation to the formation of artistic thinking in schoolchildren;
- Teaching professional skills in schoolchildren, providing a consistent approach to the process of forming elements of artistic thinking;
- Introduction to the requirements for the formation of a harmonious personality, which is a priority in the education policy of our state;





- Preparation for the priority of national and universal values in education and education of secondary schools;
- Arming with international experiments that serve to improve the process of forming elements of artistic thinking in schoolchildren;
- Teaching to ensure the harmony of the educational process;
- In the process of forming the elements of artistic thinking in schoolchildren, it is possible to achieve their reliance on the normative foundations of the problem;
- Such as the absorption of advanced experiences in school students that serve to prepare the elements of artistic thinking for the formation of the student [1].

In order to prepare the future teachers of Fine Arts for the negaroruk activity aimed at the formation of elements of artistic thinking in schoolchildren, it is necessary to ensure the priority of a number of directions in the process of Higher Education:

- Future teachers of Fine Arts should have the following professional competence.
- "to be able to clearly define the purpose of the process of forming elements of artistic thinking in schoolchildren" [2];
- To be able to ensure consistency and maccagra coherence of the means of forming elements of artistic thinking in schoolchildren;
- having a career-personal development career;
- to be able to take into account their age characteristics and development opportunities when forming elements of artistic thinking in schoolchildren;
- to be able to apply a student-centered approach in the process of negaroruk practice;
- the principle of integrity of the educational process in the content of elements of artistic thinking in schoolchildren;
- ensuring the interdependence of emotional ugpokal activity in the formation of artistic thinking elements of students;
- getting a creative approach to the process of forming elements of artistic thinking in schoolchildren, good knowledge of the technologies for organizing this process;
- to have theoretical-practical training skills for extracurricular work on the formation of elements of artistic thinking in students.

In determining the effectiveness of the process of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren, the following criteria are based on.

- knowledge of the principles of the formation of artistic thinking elements of students, which are priority in educational policy;
- to know the professional-personal significance of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren;





- to realize that fine arts classes are an important tool for the formation of elements of artistic thinking in schoolchildren.

To this end, it is envisaged that future teachers of Fine Arts will master the following:

- In the lessons of Fine Arts, students will be able to know the teaching methods, methods and tools that serve to form the elements of artistic thinking and make appropriate use of them in pedagogical activity;
- Psychological-pedagogical approach to educational situations that serve to form the elements of artistic thinking in students in the lessons of Fine Arts; being able to reveal their psyche and personal qualities according to the individual characteristics of students;
- Knowledge of the criteria for assessing the levels of formation of elements of artistic thinking in schoolchildren " [2];
- The meaning of the formation of elements of artistic thinking in schoolchildren in the conditions of extracurricular education of future teachers of Fine Arts, theoretical and educational foundations, pedagogical system of the process, knowledge of Applied Technologies, tools. In this process, it is also important that students feel the need for independent knowledge and self-improvement.

This means that the technological approaches used in the preparation of the future teacher of Fine Arts for school education should be in accordance with the qualities formulated on the basis of the above criteria.

A number of principles are followed in the preparation of future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren. They are:

- "having a complex content and methodologies of the process of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in students"[3];
- the harmonization of the moment;
- communicativity of the moment;
- such as the interaction of theory with practice.

Ensuring the success of the process of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren also depends on a number of interconnected factors. Among these factors are the content of artistic thinking in the future teachers of Fine Arts themselves, their feelings, emotions, emotions, personal views, a socio-pedagogical situation that encourages artistic thinking, professional-personal knowledge that serves to form artistic thinking, inclinations, organizational and pedagogical conditions that serve to carry out artistic education. At the same time, promising plans for the formation of artistic thinking in students,





their knowledge of the upbringing of artistic thinking, the skills of being able to organize a pedagogical process aimed at the formation of elements of artistic thinking in students are formed.

In the process of extracurricular education and education, the degree of student appropriation of technologies that serve to educate students artistically, the ability to choose and prepare visual-illustrative tools that serve to form elements of artistic thinking, innovative methods aimed at structuring elements of artistic thinking, intellectual-creative, professional, methodological knowledge, communicative skills, their desire to obtain independent knowledge, it is also possible to include such as their manifestation in their assessments of activities aimed at the formation of elements of artistic thinking in students.

## CONCLUSION

There are also a number of conditions for preparing future teachers of Fine Arts for the formation of artistic thinking in schoolchildren:

- preparation for pedagogical activity aimed at the formation of elements of artistic thinking in them by providing future teachers of Fine Arts with a special complex of knowledge related to the formation of elements of artistic thinking in students as the main subjects of the higher education process;
- as an important professional competence of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in students of the school of education in the direction of the psychological and pedagogical characteristics of the process, ensuring that they have significant qualifications for adequate knowledge;
- in the process of pedagogical practice, it is achieved that future teachers of Fine Arts can express themselves creatively, professionally–personally in the implementation of methodological work aimed at the formation of elements of artistic thinking in schoolchildren;
- in the period of the pedagogical practice of the future teacher of Fine Arts, the teacher of Fine Arts was encouraged by his pedagogical work aimed at the formation of elements of contemplation in schoolchildren and the methods of innovation that he applied.

The process of preparing future teachers of Fine Arts for the formation of elements of artistic thinking in schoolchildren should be manifested as a kind of pedagogical system. This process is expressed in the following.





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