



 Research Article

PEDAGOGICAL CONDITIONS AND EFFECTIVE TECHNOLOGIES FOR THE FORMATION OF ARTISTIC AND AESTHETIC COMPETENCE OF FUTURE VISUAL ARTS TEACHERS

Journal Website:
<https://frontlinejournal.s.org/journals/index.php/fsshj>

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Submission Date: May 21, 2023, Accepted Date: May 26, 2023,

Published Date: May 31, 2023

Crossref doi: <https://doi.org/10.37547/social-fsshj-03-05-15>

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ABSTRACT

This article discusses the formation of artistic and aesthetic competence of future visual arts teachers and the use of effective technologies in pedagogical conditions.

KEYWORDS

Empathetic, tactical, constructive, integration, tolerance, dialogic-monological, object, subject, subject, phenomenon, polemic, sociological and psychological.

INTRODUCTION

As a philosophical concept, condition is a phenomenon related to objects, a set of circumstances, the nature of their interaction, the existence, operation and development of this object. In this case, we can talk about the environment for this or that activity, the state of existence of subjects and objects of activity. The impact of the environment ensures the

achievement of set goals and the solution of operational tasks. Conditions are conditions that determine certain causes, the occurrence of which interferes with one process or event and facilitates others. It is important to take into account the conditions associated with the existence, operation and development of this or that object, event, phenomenon and situation.

Thus, defining conditions is logical only in relation to an object, event, process, system, etc. Therefore, the need to determine the conditions at the philosophical level of any problem analysis is an important methodological requirement for any study of objects, events, processes and systems.

As for the pedagogical process, taking into account the research topic, the educational process should focus on the conditions for the implementation of the activities of the participants aimed at solving any research task.

Since any activity in pedagogy is considered from the point of view of the formation of personal characteristics, their commonality ensures its effective development, so we must and need to talk about the pedagogical conditions of the effectiveness of the process of implementing these types of activities. Based on their philosophical definition, for the effective development of a person, we can interpret it as a set of circumstances that occur and contribute to the success of this process.

At the same time, the conditions may also include: a) objects of the surrounding reality; b) subjects of the process of implementation of various activities; c) specific features of the process of formation and development of an active person; d) means, methods and forms of organization and implementation of this process.

The analysis of scientific and pedagogical literature made it possible to determine the following main features of the concept of "pedagogical conditions":

- a set of external objects of the educational environment in certain relationships, which are considered the object of research;

- a set of internal characteristics (states, qualities) of the research subject, on which the solution depends;

- this set of external objects and internal features determines the essence, operation and development of the research topic (effective solution of the task).

Summarizing the above points, the following definition of the concept of "pedagogical conditions" can be formulated: a set of structural bases, forms, methods and tools, and objective possibilities of the material environment aimed at solving specially created pedagogical tasks in the educational process. and their implementation ensures the effectiveness of previously planned activities.

From this point of view, agreeing with the views of pedagogical scientists, it is impossible to interpret pedagogical conditions as a set of objects that affect only external conditions, situations, processes, because the formation of a person is subjective and objective, internal and external, in essence and is the mutual unity of the event. For this reason, within the framework of the research, we defined as an important task the clarification of the organizational and pedagogical conditions for the formation of artistic and aesthetic competence of future visual arts teachers.

Within the framework of the research, the following organizational and pedagogical conditions and technologies for the development of artistic and aesthetic competence of future visual arts teachers were determined:

1. Organization of the educational process on the basis of intercultural communication.

Today's reality shows that the general signs of the need to develop the ability to interact in an intercultural environment in many cases remain the description of official requirements for the content of higher pedagogical education.

The analysis of the nature of the pedagogical possibilities of communication within the framework of the research made it possible to reveal the following humanistic description of it:

1) dialogue - communication - conversation - discussion - debate - discussion - polemic - debate can create a culture of dialogical relations;

2) discussion can be expressed in a dialogic form at different levels, it affects emotions and psychophysiological state; communication does not destroy our goals, but it helps to communicate openly, cultural traditions, times and cultures from generation to generation, preserve and develop.

Dialogue includes informational and personal components. In turn, the informative component reflects the following: the topic of the dialogue; preliminary theoretical knowledge on the chosen topic; information on the rules of dialogue and its conduct, the principles of the discussion code and effective communication. The personal component is the style of behavior, the competence of the future specialist (awareness, research, constructive, predictive functions), the nature of real interaction (dialogic-monological) in the educational process, communication skills, type of thinking, attentiveness, activity, including interest.

The search for mechanisms that respond to the dialogic nature of communication between subjects in the educational process requires clarifying the principles that distinguish it from

other forms. Among them are objective (scope of interaction; unity of language; existence of a common interaction problem for subjects) and subjective (existence of different points of view and substance; equality of partners; teacher and emotional involvement of the student; mutual understanding; emergence of new knowledge); the emergence of new knowledge in relation to the topic of discussion; integration; unity of purpose) principles play an important role.

It should be emphasized that communication differs from the question-and-answer method as a means of creating a person-oriented situation. A person-oriented situation is created through updating students' personal tasks, gaining experience in making their valuable choices, and communication focused on critical perception.

Dialogue not only reveals the identity of a person, it also forms a person as a person. In communication, the student does not absorb ready-made examples of culture, its results, but creatively processes them by revealing his personal meaning and discovering new things for himself. This is the essence of the development of personal culture, the mechanism of its self-expression.

The following can be used as methods of organizing and carrying out the communication process: educational dialogue, creating a problem situation, dialogue-lesson, collective methods of teaching, social interaction, "brainstorming", teaching students to ask questions teaching symbolic tools, interaction with the help of drawings and models of actions, situations.

Experience shows that the most important methods of teaching students on the basis of intercultural communication can be included:

1) to discuss conflicting intercultural situations between representatives of different cultures. This discussion is about considering speech acts as right or wrong from the point of view of other cultural carriers, interpreting them, keeping in mind the values of national and foreign culture, and positive behavior that helps to avoid conflict. based on consideration of acceptable options of the character. The peculiarity of these methods is that empathy mechanisms, behavioral motives are not "coded";

2) analysis of artistic values and aesthetic situations in order to identify cultural stereotypes. Interpreting stereotypes allows you to pay attention to differences in cultural values and norms, to treat them impartially and without stereotypes, to establish effective intercultural relations;

3) comparative analysis of events related to national and foreign cultures. Analyzing his own cultural experience, national and cultural traditions, the student, as an object of intercultural communication, at the same time realizes their foreignness and learns not only other language codes, but also other customs, other norms of behavior. also strives to take into account, which contributes to the development of empathy in the future teacher;

4) interpretation of artistic values based on consideration of the value orientation of national and foreign culture. Intercultural communication shows that within the framework of national culture, a person can understand his way of life. In fact, after going beyond the scope of the national culture, the student, who is faced with a different worldview, attitude, begins to analyze the specific features of his mind and at the same time begins to learn to engage in open communication with the culture, to objectively

evaluate the representative of another culture. starts

In short, intercultural communication is aimed at expanding the professional experience of the future visual arts teacher by creating artistic and aesthetic situations that serve to foster a diversity of opinions, respect for them, and establish positive communication and relationships.

2. Orienting future art teachers to tolerant communication.

At the 28th session of the UNESCO organization held in Paris on November 16, 1995, 185 state participants and officials signed the "Declaration of Principles of Tolerance". 2003 was declared by the UN as the year of international tolerance. November 16 was declared the International Day of Tolerance and began to be celebrated all over the world.

In this Declaration, the main concept of human relations - the essence of tolerance is revealed as follows: "Tolerance means respect, acceptance and correct understanding of the diversity of culture, forms of self-expression and manifestation of human personality. Tolerance is provided by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is unity in diversity. This is not only a moral duty, but also a political and legal necessity."

Tolerance (lat. *tolerantia* - endurance, patience), tolerance - tolerant, resistant to changes in lifestyle, behavior, habits, feelings, opinions, ideas and beliefs to be This is the harmonious coexistence of dissimilar people. We may not like something in a person or in a foreign culture, but we must recognize their existence and development if they do not harm the rights and

interests of others, if they do not violate current laws. That is, tolerance does not mean passive, natural submission to the thoughts, views and behavior of others. Perhaps it means mutual understanding, positive cooperation between individual people, different groups, peoples, and social groups, an active ethical perspective and psychological cooperation.

In the dictionary of social work: "Tolerance is a management principle of social work, recognition of cultural, racial and other differences between individuals, groups and social communities, people's appearance, behavior, value orientation and tolerance of their differences.

The concept of "tolerance" has been formed for many centuries and is being filled with various signs even now. The concept of tolerance is manifested in different forms in connection with different cultures and people's historical experience. In the dictionaries published in the Uzbek language, it is noticeable that the concept of "tolerance" is used as a synonym for the concept of "tolerance": "Tolerance is kind to others, caring, generous, a broad concept that represents people with such spiritual qualities. Tolerance means respecting other people's worldview, religious beliefs, national and ethnic characteristics, traditions and rituals, not allowing discrimination and humiliation in dealings, considering humanity above all else, in the community, means to comply with it in workplaces and neighborhoods. This concept means that people of different religions, belonging to different nationalities and peoples live in harmony and peace within the framework of a single state.

Today, the fact that the concept of "tolerance" is being researched as an object of various sciences has created the situation of formation of

interdisciplinary definitions of this term. In particular, in philosophical studies, special attention is paid to the fact that this concept is a worldview, recognizing the right to existence of different civilizations, cultures and confessions (religious beliefs), as well as a set of general rules for their mutual relations and connections.

It is noted in sociological studies that tolerance is considered as a philosophical category, and it should not be overlooked that it finds its expression in the mind in the form of an objective application of matter, that is, in the form of a concept. Tolerance is the ability to accept our feelings towards another person or thing, or a foreign, or different person or event. Self-restraint means having willpower. Tolerance is the will expressed by self-restraint, and it means the ability to look at others with benevolence and compromise.

From a psychological point of view, tolerance is a form or expression of human tolerance, which means the absence or weakness of a firm response to a factor that is unpleasant for a person. No matter how much a person does not like that situation or factor, he tolerates it, suppresses it, adapts if necessary.

Based on philosophical, sociological and psychological points of view, it is appropriate for the science of pedagogy to give the following definition to the concept of tolerance education: is understood as a goal-directed, coherent, systematic pedagogical process aimed at forming the content of the value system".

Tolerance is one of the important indicators of the artistic-aesthetic competence of future visual arts teachers. is manifested through The ethics of tolerance is the desire to achieve mutual understanding between communication partners

belonging to different cultures, without using pressure and force, different interests and points of view, mainly by using methods such as communication, persuasion, explanation. envisages After all, the moral norms of tolerant communication are a psychological resource for the future teacher to be patient and tolerant. This personal resource is determined by the character of the student, his mental and physical characteristics, the conditions created in education, the level of intellectual development of the person, etc.

In the studies of US art experts, the following main signs of tolerant behavior are distinguished:

- flexibility - lack of cruelty in behavior, not to cause conflict;
- empathy (interest in another person) - to be aware of the specific features of the culture of a foreign nation, to care about them;
- brevity in reasoning - not making firm conclusions about others.

From the point of view of formation of artistic and aesthetic competence of future visual arts teachers, tolerance means respect for the diversity of other cultures, speech norms, self-expression, thinking and behavior. By comparing tolerant behavior with language tools, he defined the following:

1) flexibility is manifested in the ability to use speech tools to make adjustments to one's behavior based on variable communicative strategies and tactics and, in accordance with them, taking into account factors related to the situation in different forms;

2) empathic behavior is embodied in "supportive communication" manifested in arousing the feelings of the interlocutor based on the choice of appropriate phrases, asking repeated questions, using speech tools with a positive meaning;

3) accuracy in the process of expressing thoughts is manifested in the ability to describe their behavior, not verbal evaluation of evidence, events, people. This feature is realized through the use of indirect ways of expressing thoughts, as well as through the positive modality of the statement.

In the period of higher education, the characteristics of tolerance of the future teacher's behavior have a scattered appearance and are not related to each other, and for stable tolerance, it is necessary to form all the qualities of tolerance in their integrative unity. must be achieved. In this case, the student can demonstrate acceptance of cultural differences in his behavior and communicate without conflict.

Orientation to communication based on the principle of tolerance requires changing the worldview of students and denying a number of existing habits. Communication between partners becomes the basis of mutual relations, and dialogism is accepted as a culturally based norm of the thought process. It should be noted that openness to thinking, free and responsible choice should be ensured in all cases. The need to guide future visual arts teachers to a tolerant attitude is that both sides in communication strive to achieve mutual understanding, that is, willingness, readiness to accept any point of view by preventing conflicts. related to In this case, linguistic and socio-cultural mistakes are easily forgiven or not noticed. On the contrary, the intolerant behavior of one or both parties leads to the appearance of barriers in mutual

understanding and therefore reduces the effectiveness of communication or leads to a complete breakdown of the relationship. Therefore, the basis for the future teacher's communication should be tolerance aimed at mutual understanding.

The above-mentioned points made it possible to come to the following conclusions: a) tolerance means the willingness to understand and respect cooperation with another culture, distinguished by its appearance, language, beliefs, traditions and customs; b) the need to direct future visual arts teachers to tolerant communication during professional training is determined by the social norms of modern society, political and legal demands placed on society members, important professional indicators of a specialist in any field.

In order to form a tolerant attitude of future visual arts teachers, they were presented with examples of communicative and stimulating speech activity: speech empathy, free choice of words and analysis of emotional relationships. Empathic behavior in the form of "supportive communication" - choosing encouraging phrases, repeating questions, addressing emotions, partner's feelings, choosing words with positive meaning, positive tone, eliminating negative attitudes was reflected in sensitivity to verbal and non-verbal aspects of behavior.

3. Application of strategic and tactical educational technologies to form artistic and aesthetic competence of future visual arts teachers.

In the course of conducting theoretical-experimental research, attention was paid to the issue of how to technologize the activity of the professor-teacher in the process of forming the artistic-aesthetic competence of the students. The results of the research made it possible to

emphasize the following: the technology of forming the artistic-aesthetic competence of future teachers is related to the formation of some invariable components of the pedagogic and management situation that shape the personality, the unique natural characteristics of the individual. Taking into account the research of others, the following most general requirements for the design and implementation of pedagogical technologies for the formation of artistic and aesthetic competence of future visual arts teachers were clarified:

1. Changing the content of artistic and aesthetic education into a holistic project of activity, including its guiding principles (concepts, principles), motivational, psychological and organizational support.
2. Organization of teacher's activities to ensure high artistic and aesthetic competence of students.
3. To determine the methods of interaction between the teacher and students, their tasks, their place, and the relations that arise during the implementation of the technological part of teaching.
4. Organization of effective joint activities of teachers and students, ensuring motivation of technologies based on participation, equality, tolerance, informal interpersonal communication.
5. Wide use of material and technical and informational means, software products.

In the study, the concept of "strategic educational technologies of forming artistic-aesthetic competence in future visual arts teachers" was conditionally used. Strategic educational

technologies mean technologies that are focused on one direction of the educational process and used to achieve educational goals. The analysis of the content of strategic educational technologies made it possible to determine the following target direction: development of personal and professional skills of the future visual arts teacher. The purpose of strategic educational technologies determines the possibility of using them at all stages of professional training of students. They included the following: games, research, training, interactive lecture, educational and professional practice, laboratory work, etc.

Implementation of strategic educational technologies through tactical educational technologies was envisaged. The analysis of scientific literature made it possible to accept the following as criteria for choosing tactical educational technologies: a) compatibility of tactical educational technologies with strategic goals; b) compliance of tactical educational technologies with the specific characteristics of the educational material provided by the teacher; c) type of leading communication; g) possibilities of technological implementation of tactical educational technologies; d) continuity of tactical educational technologies (thematic, logical, organizational).

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