

PROFESSIONAL TRAINING IN DEVELOPING KNOWLEDGE OF ART-DESIGN OF FUTURE TEACHERS BASED ON CREATIVE APPROACH.

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ABSTRACT

In this article professional training of future teachers in the development of art-design knowledge based on the creative approach of students is highlighted.

Keywords: Art-design, future designer-pedagogues, design, drawings, creation, pedagogical design, creative-creative, creativity, constructor, designer, methodology, design course, reflection, professional motivation, motivation, competence.

INTRODUCTION

Professional training is important in the development of the future teacher's knowledge of art design. When developing the content of the art design course, special attention is paid to its ease of assimilation by students. Future designer-pedagogues are recommended to use the most effective and convenient methods for presenting knowledge. Today, one of the requirements for students is to master the presented knowledge and apply it in pedagogical practice.

METHODS AND DISCUSSION

A number of methods are used in the process of professional training of designer-pedagogues. They consist of:

1. Attracting students' attention. In this way, future designer-pedagogues are motivated to acquire knowledge in this direction. In addition, they are interested in certain topics and methods of design.
2. To explain to students the goals and tasks of the educational process aimed at forming the design activity of future teachers. In this direction, the results expected from the process, the answers given to the questions are thoroughly analyzed by professors and teachers. 1
3. Providing new educational material to future designer-pedagogues. Introducing new learning material to students is the most difficult part of the learning process. Educational materials that embody any new knowledge have a unique effect on the each of a person. This indicates the need to reflect on a certain part of the educational material in advance [1].

This requires future designer-pedagogues to convey certain components of educational materials using the most convenient methods and forms and to understand its important aspects [2].

4. Organization and management of the educational process. In essence, this kind of leadership of designer-pedagogue activity helps learners retain the acquired knowledge in their memories for a long time.
5. Preparing the acquired knowledge of future designer-pedagogues for the process of practical application. For this, conditions are created for them to put new knowledge into practice using

convenient methods. For this, the knowledge acquired by the students ensures the accuracy and quality of the samples of creativity presented by them.

6. Using the feedback method in order to provide new knowledge to future designer-pedagogues and ensure their effective application. In this process, convenient opportunities are created to evaluate the chosen teaching method and its effectiveness. That is why it is advisable to consider the implementation of strong feedback in the development of the course content. To do this, professors and teachers must take into account the capabilities of all students in the group.

7. Formative evaluation of the results of professional and creative activities of future designer-pedagogues. The effectiveness of mastering the knowledge acquired within the training course is determined, and the results of the personal and professional activity of the future designer-pedagogues are evaluated according to the product of their creative activity [4].

8. Transition of students from the process of acquiring knowledge to the process of practical activity. This will create a creative environment necessary for future designer-pedagogues to creatively acquire professional knowledge and apply it to practical activities. Future designer-pedagogues will be able to apply their acquired practical knowledge in new conditions. Assignments given to students allow to determine whether they have thoroughly mastered the content of the course.

It should be noted that the design knowledge provided to future teachers has several levels. This knowledge is presented to future teachers on the one hand as an ergonomic teaching model, and on the other hand as an educational activity model of teaching. On the other hand, it will fail as a model that provides quality educational opportunities and resources. This level of pedagogical design implies the implementation of logical tasks in the process of group activity of students. In this process, a strict approach is applied to the products and objects that are developed. And the educational process is manifested at a stable level consisting of structural elements. In this place, attention is paid to the choice of providing design-related knowledge to future teachers based on the methodology and principles.

The content of the design course has a special effect on the development of the future teacher's professional activity in the process of mastering the knowledge included in it. If the content of the design course is systematic, knowledge is presented in a hierarchical manner. If the design course is presented as a constructor, each model is presented to students separately and serves to enrich their design knowledge [5].

Today, one of the most important issues is the presentation of pedagogical design knowledge as a module and the wide application of computer technologies in this process. Pedagogical design technology is unique and is determined by the needs of future teachers and teaching goals. Within the framework of the pedagogical design course, there is an opportunity to rapidly present knowledge and information to future teachers. For this purpose, attention is paid to the quality of the products created by the pedagogues and their creation in accordance with the educational goals. This, in turn, helps to ensure that design activities are carried out in a planned and purposeful manner. In this process, the tasks of the future pedagogue-designer are assumed to be extensive as follows.

They are:

- Analysis of the needs of all students in the group;
- Determining their competencies and the results of the educational process;

- Clarification of the goals and objectives of mastering educational materials;
- Analysis and composition of materials in connection with the goal;
- Determining the goals and tasks of educational work;
- To determine the aspects related to the unique style and to define the styles of the design course;
- Development of control materials;
- Providing specific components to group members using compatible tools;
- Enriching the content of the training course with the help of necessary materials in the process of presenting design knowledge;
- Development of specific recommendations for the future development of the knowledge of future teachers [6]

Educational effectiveness increases when students are presented with design knowledge based on clear consistency. In the process of solving professional tasks, it is necessary to form the skills of finding solutions to problematic situations in future teachers. Students are required to have independent self-awareness, independent self-management and reflection, flexibility and versatility of thinking, the ability to quickly adapt in the conditions of information flows, adapt to market needs, and direct their knowledge interests towards the set goal. , professional motivation, initiative, action algorithms and ways to solve tasks are required [7].

Each professional educational environment has specific requirements for educational content and methods. Future teachers must have certain competencies. This is an important requirement in the professional training of specialists. It is known that designer pedagogy requires creative professional activity. Another important requirement for future designer-pedagogues is that they should be able to independently carry out their professional activities. In addition, it is required to master the ability to independently perform integrative professional activities. It is desirable for designer pedagogues to thoroughly master the methods of independent development of their professional skills. In addition, they must be fully prepared to work in various pedagogical situations. Facilitating the ways of solving problems, choosing multi-variant didactic tools, project-related tasks, forming the unique style of a designer-student, ensuring cognitive activity, developing figurative thinking, figurative, analytical, forecasting thinking, such as developing activities related to self-awareness and improving one's views [8].

CONCLUSION

Based on the above, new pedagogical approaches are applied to the process of training future teachers. In the process of professional training of students in the direction of design, methods and methods of creating projects of a creative nature are applied. Special attention is paid to their professional competence in the training of future designer-pedagogues. For this purpose, future teachers will be provided with new knowledge about design. The main goal of training future teachers is to train competitive teachers who have professional competence, can demonstrate their creative abilities, creatively organize the educational process. Graduates of higher pedagogical educational institutions, in addition to having specific competencies, should effectively implement and regularly improve their pedagogical activities. For this, it is necessary to pay attention to the development of professional knowledge and competencies of

future pedagogic specialists based on the use of innovative methods of teaching in the process of higher pedagogical education.

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