

THE PROBLEM OF DEVELOPING THE ARTISTIC AND CREATIVE ABILITIES OF FUTURE VISUAL ARTS TEACHERS AND ITS ROLE IN THE HIGHER EDUCATION SYSTEM

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ANNOTATION

The article examines the problem of developing artistic and creative abilities of future teachers of fine arts and its place in the higher education system, methods of implementing integrative communication between them based on the use of active teaching methods.

Keywords: pedagogical education, profession, professional competence, professional skill, professional skill.

INTRODUCTION

Before turning to the problem of artistic and creative development of students in the higher pedagogical education system, it is important to give a detailed description of the most important concepts related to it, such as "ability", "creativity", "creative ability" and to reveal the features of the process of forming artistic and creative abilities. .

Local and foreign psychologists B.G. Ananov, E. Goziov, M.G. Davletshin, V.N. Druzhinina, B.M. Teplov, S.L. Rubinshtein, V.D. SHadrikov, K.K. Platonov, E.A. Golubeva, N.S. Leytes, L.A. Wenger, V.A. Krutesky, Z.A. Kalmykova, V. Karimova, L.G. Kovalyov, E.P.Ilin, T.I.Artemev, Dj.Gilford, G'.B.Shoumarov and others systematically organized the problem of abilities. Leading psychologists of the 20th century studied the nature of abilities, their dependence on genetic factors and the history of human life, as well as the problems of general and special abilities and the possibilities of measuring abilities.

In psychology, abilities are traditionally considered as individual characteristics or qualities of a person, which distinguish one person from another and determine the ease and success of any activity by him [171].

According to L.A. Wenger, it is permissible to recognize abilities as psychological qualities that are necessary for the implementation of an activity and are manifested in it [24].

L. G. Kovalyov believed that abilities should be understood as a sum of human personality characteristics that ensure the relative ease and high quality of a specific activity [82].

According to the tariff of N.S. Leytes, ability is a personal characteristic that determines the possibility of implementation and the level of successful activity [102].

K.S. Platonov believed that abilities cannot be considered outside of the individual. By abilities, he emphasizes that it is a part of the structure of a person that determines the qualities of another person, implemented in a certain activity [135].

B.M. Teplov considered abilities from the point of view of individual-psychological differences and identified their three main features:

1. Ability is an individual-psychological feature that distinguishes one person from another, and it is permissible to recognize them as features of feelings and perception, memory, thinking, imagination, feelings and will, relationships and motor reactions.

2. Ability is not just an individual characteristic, but a characteristic that is related to the success of an activity or many activities. There are various activities and relationships, each of which requires certain skills to perform it at a sufficiently high level. Traits such as anger, laziness, indifference, which are undoubtedly personal characteristics of people, are not usually called abilities, because they are not considered a condition for the successful implementation of any activity.

3. Abilities are defined as individual characteristics that can explain the ease and speed of acquiring knowledge and skills [197].

B. M. Teplov considers abilities as a sum of personal characteristics that ensure successful activity. He also emphasized that they are not some immutable property of the individual and cannot arise outside of the relevant specific activity [199].

The following approach to considering abilities as general qualities of a person is based on L.S. Vygotsky's theory, which distinguishes three characteristics of abilities:

- 1) To understand these abilities as methods of interaction with reality existing in culture;
- 2) The development of abilities is considered to be subject to the laws of organic development of consciousness and is analyzed within the framework of this wholeness;
- 3) The development of abilities is characterized by the development of certain cultural achievements [34].

B.G. Ananov shows ability as a potential opportunity or measure of learning [5]. He also states that the ability is formed due to the development of higher functions, as a result of which it becomes possible to creatively retain the acquired knowledge [3].

The problem of abilities received a fundamental theoretical and practical development in the works of S. L. Rubinstein and his followers, first of all from the point of view of their development, and then from the point of view of determining the psychological structure [168]. S. L. Rubinstein understands abilities as corresponding to a certain activity. In particular, he recognizes that abilities can be assessed by achievements, mental health pictures, ease of learning, and speed of development. According to S. L. Rubinstein, at the root of abilities are the hereditary conditions for their development in the form of tendencies [168].

The author of the modern concept of human abilities, V.D. Shadrikov, defines abilities as the characteristics of functional systems that implement personal mental functions, have a dimension of expression, and are manifested in the success and quality of the development and implementation of activities [218].]

The mentioned rules form the basis of the organization of abilities experimentally, that is, musical (B.M. Teplov), mathematical (V.A. Krutetsky), visual (A.V. Bakushinsky, V.I. Kireenko, A.G. Kovalev, etc.), pedagogical (N.D. Levitov, F.N. Gonobolin).

The idea that abilities develop in activity is derived from the general thesis that all psychological characteristics of a person are manifested in activity. B. M. Teplov states that it is not about the manifestation of abilities in the activity, but about their emergence in this activity [200].

DISCUSSION AND RESULTS

Performing any type of activity implies the existence of a certain system of knowledge, skills and abilities. Therefore, in determining the content of abilities, the issue of their connection with knowledge, knowledge and skills comes to the fore [45]. Agree on this issue:

1. Abilities are not limited to qualifications and skills, but can explain the ease and speed of their acquisition (B.M. Teplov).

2. Knowledge, knowledge, skills are considered as one of the components of ability, but not the main one. The quality of the processes regulating the general application of basic knowledge, skills and competences is considered. S. L. Rubinstein points to the interdependence of these concepts: on the one hand, abilities are a necessary condition for the reduction of knowledge and skills, and on the other hand, abilities are formed in the process of this reduction.

3. Ability includes all sub-structures of a person, including knowledge, knowledge and skills (K.K. Platonov).

4. L.A. Wenger understands guiding actions as skills, separates them from knowledge, knowledge and skills and connects them with the working, performing part of the activity.

5. As a social being, the abilities characteristic of a person develop and form as a result of reducing the experience of previous generations (A.I. Leontev).

The productivity, quality, and reliability of the activities performed by the individual can be recognized as indicators of the manifestation of abilities. Indicators of the development of abilities can be expressed through the image and ease of reduction in a certain field of human activity, and the speed of development.

CONCLUSION

During the professional training of teachers of visual arts, the process of developing artistic and creative abilities is carried out by a number of special subjects: drawing, painting, composition, graphics, types of applied decorative arts (painting, wood carving, pottery, etc.). In recent decades, new subjects such as computer graphics and design have been actively developing for local art education.

If there are approaches to the development of creative abilities in the traditional types of artistic creation that have been formed for many decades, such approaches in the field of computer graphics are in the process of formation and development and require special research.

The creative component of this increasingly demanding type of artistic activity is the cause of debate among experts in the field of artistic creativity due to the contradiction inherent in its nature: standard tools, ready-made options for solutions, "handmade" effect lack of makes it difficult to feel the author's decision, and also makes it relatively easy to work with a graphic program, which sometimes allows you to rely on the capabilities of the computer and do it without knowing the basics of the image - all this basically rejects traditionalism. understanding creative activity

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