

## DEVELOPMENT OF ARTISTIC AND CREATIVE COMPETENCE OF FUTURE TEACHERS BASED ON ART-PEDAGOGICAL APPROACH AS A PEDAGOGICAL PROBLEM

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### ABSTRACT

The development of artistic and creative competence of future teachers is important as the basis of their future professional activity. This article examines the conditions for applying the art-pedagogical approach in the field of pedagogy.

**Keywords:** art pedagogy, education, information, method, technology, creative approach, competence

### INTRODUCTION

At a time when great interest is being paid to the problem of the development of creative activity of a person from ancient times to the present, the place of music in this process is very incomparable. After all, it is the creative essence of man that provided the historical path of the formation and development of culture; all achievements in various fields of knowledge are the result of the manifestation of the creative activity of a person whose history is "perpetual motion machine". It is very important that this engine never breaks down, that it works in a positive direction - to create and improve itself.

### METHODOLOGY

It is clear that "whatever sector of society we take: material production (the production of material resources necessary for life is carried out), social (the physical reproduction of individuals takes place), political (here the struggle for leadership ) and power occurs in society), spiritual (in fact, spiritual production occurs) - there is culture everywhere. In the works of modern researchers, the following statement can be identified as a constantly repeated "control": "The modern world today is dealing with three global problems: the problem of the survival of humanity as a civilization, the problem of preserving man. This is the peak and most active unit of civilization. , this is a problem of developing and educating a person"

If we analyze this statement, the problem of human survival becomes clear. The problem of preserving man not only as a biological species, but also as a creative person, an "active unit" whose life and activity are aimed at further development and improvement of the world around him, is the level of his education. related to , with the ideological ideals that drive it.

This makes it possible to consider music education as one of the mechanisms of social improvement of the individual, society and the state. It should be understood that each mechanism requires careful care and constant improvement. The more complex the tasks, the

higher the requirements for the mechanism designed for their implementation. In the modern cultural space, the formation and development of the creative activity of an individual is a very complex task, with the possibility of realizing his creative potential, accuracy, variability in determining the individual trajectories of his formation, taking into account psychological characteristics, determining a clear direction for each requires..<sup>1</sup>

Changes in the social, economic and political life of the last decade had a great impact on the educational processes of schools and higher education institutions. Students' concepts of value, their mental state, motivations for education, attitude to the world around them, views on the fate of the country have undergone drastic changes.

## DISCUSSION AND RESULTS

Development of new technological processes of pedagogy, improvement of the management system of the socio-cultural environment of education, deep understanding of the issues of education and training of specialists of the new century, development of their professional qualities and creative abilities in various directions, formation of a person with an independent position in them, It requires the identification and use of mechanisms that promote industry efficiency. At the same time, the development of artistic and creative abilities is considered the result and main problem of the progressive movement of modern society<sup>2</sup>. At the same time, the analyzes conducted on the training of pedagogic personnel in higher educational institutions give the conclusion that the cultural and educational environment in the field does not serve the comprehensive artistic and creative development of the teacher. Due to the complexity, versatility and insufficient development of the problem, we will limit ourselves to its musical-aesthetic component.

When it comes to human potential, the situation calls for an open consideration of the problem. The concept of artistic and creative abilities is related to different directions and spheres of activity (production, scientific, artistic, social creativity, etc.), each of which is the result of human characteristics in the process of complex interaction. A certain system is implemented. If we consider the "Wealth of human nature" in the eyes of K. Marx based on the methodology of review, our attention will be focused on the following: Man's abilities and opportunities as part of the productive forces, his purpose and the meaning of his life in natural conditions opportunities for human development based on a social nature; it acts as a wealth of human nature that develops along with the development of historical society. creative opportunities are manifested in certain socio-economic conditions and are related to the dialectical understanding of creativity as a human activity that changes the world according to goals and needs.

When defining the concept of artistic and creative abilities, in this regard, it is understood that the ability of a person depends on certain conditions of creative activity and readiness for creative work. By creative abilities, we understand the specific level of the probability of realization of intellectual, emotional, volitional, physical capabilities, practical skills and

<sup>1</sup>Гаязов А. С. Образование и образованность гражданина в современном мире / А. С. Гаязов. М.: Наука, 2003. С. 6.

<sup>2</sup> Шопина Людмила Павловна <https://www.disserscat.com/content/razvitie-khudozhestvenno-tvorcheskikh-vozmozhnostei-budushchego-uchitelya-v-usloviyakh-vyssh> на тему «Развитие художественно-творческих возможностей будущего учителя в условиях высшего педагогического образования: Музыкально-эстетический аспект»

abilities determined by the socio-economic and cultural-historical conditions of a certain person's field of activity.<sup>3</sup>

The essence of art pedagogy is the integration of art, pedagogy and psychology to educate, develop and support a growing personality. At the same time, art becomes a special medium that provides psychological conditions for the perception, understanding and strengthening of pedagogical content.

In this regard, along with other tasks facing the modern education system, the main tasks for our research are as follows: to significantly increase the quality of training of pedagogues with modern knowledge, skills and practical work skills, high-quality psychological and pedagogical personnel training, improving the content of practice, expanding the teaching of aesthetics, ethics and other subjects. Art pedagogy in music education<sup>4</sup> [320], which is used in the development of educational material, develops the artistic and creative potential of the students, their emotional and emotional sphere, the healthy artistic taste, works of art, the music of their native country. is focused on the need for the ability to correctly understand and appreciate beauty and wealth. For these purposes, external educational subjects (history, literature, music, visual arts, aesthetics, etc.), specialization - music teaching methodology, design, pedagogical technologies, school repertoire, based on the possibilities of the block of music-theoretical subjects based on the art-pedagogical approach targeted use has great educational, educational and artistic-creative value.

In connection with the aesthetic education of students, the requirements for the maximum intensification of their educational process include the development of intonation hearing ability of future music education teachers, teaching them musical literacy, listening to music and singing. It means a comprehensive solution of activities based on an art-pedagogical approach to one goal, and as a result, it educates in them the need for works of art, love for musical art, and the need for aesthetic experiences from communicating with it.

In discussions on solving the specific problems of the content and methodology of aesthetic education, the demands of increasing the level of musical and aesthetic development of children are increasingly being put forward, of course, schoolchildren are able to inculcate musical culture as a part of their whole spiritual culture. It is crucial to improve the professional training of teachers. However, we must admit that music culture lessons for students in general education schools are not up to the level of demand. In addition, the professional training of teachers in this subject determines the attitude to the subject. In practice, there are cases where music culture lessons are not taught in urban and rural schools or are completely replaced by other subjects. The musical material used in the educational process remains unimplemented due to the lack of a clear professional and pedagogical direction. Consequently, the problem of training teachers to provide artistic and aesthetic education to schoolchildren remains an unsolved problem for many years.

However, today it is becoming more and more obvious to search and find ways to solve this problem, to increase the musical pedagogical knowledge of teachers of any specialty, which

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<sup>3</sup> <https://www.dissercat.com/content/razvitie-khudozhestvenno-tvorcheskikh-vozmozhnostei-budushchego-uchitelya-v-usloviyakh-vysshego-na-temu-«Развитие художественно-творческих возможностей будущего учителя в условиях высшего педагогического образования: Музыкально-эстетический аспект»>

<sup>4</sup>OTM 3011160-musiqa ta'limi 2023-2024 o'quv yili bakalavr ta'lim sohasi talabalari uchun o'quv reja

will help to solve a number of problems in the multifaceted development of each member of our society. will undoubtedly give. The introduction of a system of measures that increases the level of development of the teacher's artistic and creative abilities, which helps to form spiritual needs, emotional culture, figurative and logical thinking, to acquire information from various areas of human activity, and to form a passion for associative arts. related to the need to use artistic means. Art in his scientific activity: the main goal of studying the problem of developing potential abilities from his teacher's knowledge in various fields in the classroom, extracurricular activities and educational activities outside the school is able to use in any specialty (mathematics, physics, biology, economics, etc.) includes the formation of a rational, reflexive, artistically educated cultural personality. The bank of knowledge developed in the process of studying the subject, the teacher constantly motivates the possibilities of self-awareness, independent thinking and the process of self-improvement.

The issue of solving the problems of the musical-aesthetic training of the teacher in higher educational institutions should be focused on the following: the value of the future music education for the aesthetic and spiritual maturity of the teacher, his intellectual qualities, emotional culture development of directions; the formation of the need and aspirations for regular independent use of art forms, as a result of which humanistic relations are established, the cultural experience of communication with students is mastered, special knowledge, methods of creative application of skills, high-level formation of mental operations, thinking activity and cognitive independence.

### CONCLUSION

The relevance of the problem of development of artistic-creative competence, musical and aesthetic education of future music education teachers is determined by the paradoxical situation that still exists in relation to music as an art: on the one hand, music is a compositional, performance technique. requires a sufficiently high qualification, listening and perceiving art, on the other hand - in the field of pedagogical education, musical - aesthetic education is at the lower levels of the hierarchy of humanities knowledge. It is also a pity that philosophers, teachers, psychologists do not assign a high place to the art of music as a subject with its own perceptive power. In the educational minimums of the educational programs, in the state standards of the higher professional education of teachers, specializations in music culture and musical art sciences: 30111600, 50111101 are not provided. Music is concentrated only in music teacher programs, where historical issues dominate: music history; history of world, Russian Uzbek music; History of music of the CIS peoples; History of Uzbek music of the 20th century; education and history and theory of music pedagogy.

In this regard, in his lectures on literature, V.V. Nabokov very briefly and clearly described the attitude of the consumer to the art of music, a primitive, public attitude towards music, which is, as it were, of a lower level than a picture or painting. affects the listener. The writer puts forward the meaning of "music's calming, bewitching, stupid effect on people."

In the modern socio-cultural conditions, the paradigm of the pedagogical process is humanization of teacher education, harmonious development of the teacher's personality in the target tasks, improvement of his professional qualities, abilities, formation of potential opportunities.

Academician V.A. Slastenin's important and indispensable advantage of a teacher is his artistic education, aesthetic culture, effective work that develops universal creative abilities of human activity, develops the sphere of emotions, serves as a multifaceted educational tool. It is important for us to say that it is a field that stimulates activity. It is this specialist pedagogue that we can develop on the basis of an art-pedagogical approach.

Art-pedagogical games with the help of theater performances:

Engaging in theater and game activities provides ample opportunities for students to create their own sensory-emotional experience in communicating with the world. Using theater tools, you can not only simulate any life situations, but most importantly, you can already "play a free role" with the simulated model to make any adjustments at your request. Even the simplest stage sketch provides unlimited opportunities for mastering various life behavior options (in real life, this can cause great difficulties for the child). Part of the life lived in the conditions of a sketch, fully believing in what is happening, remains in the child's subconscious as a biographical fact, thereby enriching his life experience. The freedom and creativity of each student is related to the content of theater and play activities. The main rule is not to interfere with the free expression of children's creativity, not to rush to the result. At the same time, there is no need to explain the meaning of attention and discipline, the game should be structured in such a way that it itself, on an unconscious level, regulates the behavior of students as much as possible. It is recommended to start familiarization with stage (and life) communication requirements with exercises and sketches, in which you can perform without words. Pantomime is close to everyday plastic art, more traditional than dance.

For young children, it helps to transition from everyday gestures to dance movements. For adults, pantomime comes in handy when it is necessary to fill movements with facial expressiveness, to justify a specific gesture on stage.

Plastic movement improvisations

Before giving a task to a child, it is necessary to familiarize him with the expected environment and prepare him for an interesting story. Improvisations include a wide range of plastic solutions, as long as they correspond to the image and its musical characteristics. At a certain age, children's imaginations, supported by the information they have acquired, begin to manifest themselves. When the time comes, children's imaginations are also surprising.

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