



FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF FINE ARTS THROUGH PRACTICAL ACTIVITIES

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Abstract: This article discusses all the formation of professional competence of future teachers of fine arts through practical activities. And including its goals, objects, tasks and methods. And with this, all ways of developing the professional competence of the fine arts of younger students are considered. And also how it is possible to formulate the competence of the fine arts of younger students.

Keywords: effective, pedagogical universities, teachers, interviewing, testing, conversations, surveys, analyzes.

The purpose of the study: to determine, theoretically substantiate and test the pedagogical conditions in the formation of professional competencies in the form of an experiment with a future teacher of fine arts in practice.

The object of the study is all systems of professional readiness of a future teacher of fine arts in pedagogical universities.

The subject of the study: - is the totality of the pedagogical path in the formation of professional competence in the future teacher of fine arts in the processes of subject preparation.

Hypotheses of the study - is the formation of professional competence in the future teacher of fine arts in the process of subject preparation should be effective if we use:

- clarification of the essence and justification of this professional competence of future teachers of fine arts arts;
- definition of the main criteria, including the indicator, and at the same time characterize the level of development of professional competence of the future teacher of fine arts;
- and in a consistent form implements a set of pedagogical conditions:!) inclusion in the educational processes of the necessary models for the formation of professional competence in the future teacher of fine arts in the processes of subject preparation;
- and including in the content bases which are the special courses "Professional competencies of teachers of fine arts"; ensuring interdisciplinary integration of general professional, optional discipline and discipline of subject preparations for the formation of professional competence;
- computer support of independent work of the future teacher of fine arts.

Research objectives:

1. It is necessary to clarify the essence, while it is necessary to substantiate the content of the professional competence of future teachers of fine arts.
2. It is necessary to find the main points and indicators, and it is necessary to consider the level of professional competencies formed by the future teacher of fine arts.

3. In a theoretical form, it is necessary to consider the pedagogical conditions for the formation of professional competencies in a future teacher of fine arts during practice.
4. Experimentally, it is necessary to test the pedagogical conditions in the formation of professional competence in the future teacher of fine arts in the processes of subject preparation.

Research methods:

- ✓ theoretical: the study of philosophical, psychological, pedagogical and special literature, normative documents on this topic of research, analysis, synthesis, comparison, classification of information received, generalization, modeling;
- ✓ empirical: pedagogical observations, analyzes and generalizations of the teacher's experiences, questioning and interviewing, testing, conversations, surveys, analyzes of product activities of university students, pedagogical experiments;
- ✓ Statistical: method of mathematical statistics, qualitative and quantitative analyzes with research results.

In the main case, the formation of professional competence in a future teacher of fine arts is, among other things, with the study of the discipline from the entire training cycle.

Forming the professional competence of future teachers of fine arts through practical activities, the main role is played by the discipline of subject training in which tasks and their ways of developing professional competence are solved. At the same time, professional competences of future teachers of fine arts are not developed in such educations, and professional competences of a future teacher of fine arts in the process of subject preparations are not well developed. Because of this, the education of younger students is not developing well. Because it all depends on the teacher and the education of the teacher who gives and teaches students with this knowledge.

With the relevance of the study of the formation of professional competence of future teachers of fine arts through practical activities, tasks will be inserted in front of the teacher to improve efficiency processes, including not well-developed scientific and method provided by the solution of her task. That is, each teacher will have the task of educating students and giving them a good education. Because of this, the teacher tries with all his strength from every side and in different ways to educate the students and give them a good education.

In the foregoing enhancement of development is determined by research problems: how do you see? What do you think? What develops in the pedagogical conditions in the formation of professional competence in the future teacher of fine arts in the process of subject preparation?

The need to resolve the above deviations at this time, the choice of research topic: "Formation of professional competence in the future teacher of fine arts in the processes of subject preparation". That is, a teacher who has all the accessories for a preparatory lesson plan, and if the teacher is literate, then this teacher will cope with the whole problem and give a good education to the students.

The theoretical value of research depends on the fact that the scientific results include certain values in the theory and methodology of vocational education in teaching. And it also considers all the difficulties and easiness of the content of professional competence of future teachers of fine arts, highlights the criteria, sections, ensures the level of formation of professional competence in the future teacher of fine arts, highlights the totality of pedagogical thought in the formation of professional competence in the future teacher of fine arts in the processes of subject preparation. That is, with these paths, each teacher's education increases, and thus she becomes more literate.

The practical significance of this research consists of the content in a scientifically inclined theory and conclusion, and also includes scientific and methodological subjects, including in the research of the problems "Formation of professional competence in the future teacher of fine arts in the processes of subject preparation" mainly for this, accessories such as ceramics are used. It allows for the development and good explanation of topics in the lessons.

As well as to the validity and reliability of the research results provide a good used methodological position, including systemic, competence, activity, context, self-oriented and integrative approaches; analyzes with states of research problems in pedagogical theory and practice; the complex nature of methodological research; logical experimental work, corresponding to the goals, tasks and conditions of ongoing research; representativeness of sample sizes and the significance of experimental data, and with the same confidence in their experience and education.

The professional competence of future teachers of fine arts is that integrative professional and personal education of subjects, which ensures their readiness for the accepted and high-quality implementation of pedagogical and artistic activities of developed fine arts.

With this, I want to say that each subject is developed in its own way and is relevant in its own way. And according to its data, it teaches and educates and helps to educate each student. And the formation of professional competence of future teachers of fine arts through practical activities helps teachers to further achieve the highest and supplement their education.

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