

UZBEKISTAN'S PROFESSIONAL PEDAGOGY IN THE CONTEXT OF DEVELOPING STUDENTS' ARTISTIC AND CREATIVE ABILITIES BY MEANS OF FINE ARTS

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ABSTRACT

The article deals with the issues of professional pedagogy in the context of developing students' artistic and creative abilities in higher educational establishments of Uzbekistan on the base of fine arts. A system of art education assumes upbringing and influence by art methods, on a humanitarian and cultural basis. That's why its main task is the formation of a humanitarian and personal culture, which are based on the intellectual, aesthetic-artistic and ethical-worldview aspects. Art education integrating intellectual and creative skills conducts a consistent and fruitful relationship directly between the spheres as education, culture and art. One of the conditions for the modern effective development of society is the manifestation of the creative starting as the base of the evolutionary development of artistic and creative abilities of a person.

Keywords: Pedagogy, art education, artistic culture, process of education, teaching methods, innovative technologies, fine arts, person's creative development.

INTRODUCTION

The present-day socio-cultural requirements for education system is preparing and teaching highly-qualified, creative specialists who are able to adapt to modern innovative changes. Considering the issue of art education, we must remember the versatility of this aspect. Because it is not only the training of professional personnel for the education system itself, but they are also professionals in the field of fine arts, researchers and promoters of domestic art in front of the international community [4]. In addition, the development of an effective, cultural, creative industry is the basis for the development of tourism in the Republic of Uzbekistan [2]. One of the conditions of modern society development is the manifestation of the creativity as the basis for evolutionary development of the artistic and creative skills of the individual. In this issue, the main thing is the continuity of the process of personality formation, changing conceptual foundations of education process, the conditions of organizational and pedagogical issues, and reforms in pedagogical technologies. Consequently, it is necessary to pay more attention to the development of an innovative style of thinking, on the basis of searching various, sometimes non-standard solutions which are characterized by a novelty of approach and qualitative changes. In this case, the general education system is based directly on a person's inclination to the learning process, his personal needs, interests and motivation.

Theoretical investigation in the sphere of developing students' artistic and creative skills has shown that the development of the artistic abilities of the subject is possible if the person actively manifests himself in the educational process, as a former and creator of beauty. Undoubtedly, creative activity is primarily associated with person's ability to express his thoughts visually, to fix different images in various types and techniques of fine art that can

carry through the transfer of beauty, certain information not so much to himself as to the people around him. The image of specific people or the reality around us is a tool of thinking that is capable not only of developing a creative concept, but also displaying the sequence of stages of mental activity. In this case, setting a specific task, conducting an analysis based on the collection of information and material, studying existing analogues and, most importantly, obtaining a specific result, develop the artistic and creative abilities of a person.

Undoubtedly, in this aspect, it is necessary to pay attention to the universal interdisciplinary systemic-synergetic approach as the most effective method in art-pedagogical education. Here we can refer to the systematic and synergetic approach to the construction of a pedagogical theory done by M.S.Kagan, in which the main five provisions concerning art education are highlighted: *cognitive activity* contributing to receiving information about the object by a person; *value-oriented activity*, which is based on the person's awareness of the significance of the object; *transformative activity*, during which a person makes changes to the object; *intersubjective interaction* as a result of which by preserving the subjective uniqueness the unity of the actors is achieved; and lastly, on the basis of the above-mentioned points, there is an *artistic comprehension* and *familiarization* with the world [3, 77].

The above-mentioned information can be used in the system of constructed art education. The assimilation of basic ideas of pedagogy, history and theory of art and art education is based on cognitive activity. Based on the assimilation of aesthetic, artistic knowledge, contributing to the addition and development of value orientations, the process of formation of the artistic and creative abilities of the individual takes place. We can view transformative activities in a spiritual and ideal aspect to create projects, research work, and in a practical aspect to create works of art. Intersubjective interaction implies a dialogue between a teacher and a student, an intrapersonal dialogue, as well as an integrative aspect and an aspect of the relationship of the arts. To complete the picture, it is necessary to cite the scientific works of V.G.Budanov as an example in which the methodology of synergetic modeling of the humanitarian sphere and interdisciplinary design are explained [1, 29-33].

Art education is closely related to art pedagogy, which is perceived by the scientific community as a theoretical component of modern pedagogy, the main postulates of which are art didactics, the theory of art education, where the subject is the formation and development of artistic and creative forces and abilities of the individual (A.A. Melik-Pashaev) [5]. Art education is a system of training highly-qualified specialists, both in theoretical and practical aspects, who have knowledge of history and theory of various types of art (fine art and decorative-applied art), who are able to conduct scientific and scientific-methodological research in the designated areas, as well as capable to create masterpieces of art (in various techniques) in practice.

It is necessary to consider the aspect of creative potential as a set of intellectual knowledge where practical knowledge plays an important role based on abilities and skills. Creativity is used in the formulation of problems and also in the search for solutions. In this case, it is necessary to consider the creative potential as a certain personal ability in creating a new one, the peculiarities of which were thinking (curiosity, originality, consistency, integrity, criticality), perception (impressionability, fantasy, intuition, imagination), the ability to work independently (persistence, confidence, independence, striving for success, ability to take risks).

Consequently, teaching process should be focused on the development of students' creative abilities, which is based on the assimilation of modern ways of thinking and experience in

educational and creative activities in a complex way. This requires to develop a non-standard method of thinking, which will be based on the creativity of an approach: having the ability to identify a new problem in a standard situation; to show problem-solving ability on the basis of accumulated knowledge and skills (transferring these skills to new ones) using different ways (ability to combine and reform); the ability to see the integrity of the object's structure in the process of solving specific situations; the ability to apply alternative solutions to any problem. To obtain significant results in the field of teaching fine arts, it is necessary to use interactive pedagogical technologies. Therefore, it is necessary to use active forms and methods of mastering the discipline, the implementation of scientific search, the basis of which is making up problematic elements; the use of methods that promote the development of initiative and independence in the individual; conducting classes in an atmosphere of emotional and free creative activity; paying great attention to educational practice as the most important form of creating professional competence of a person.

Besides general educational process, these tasks can be solved at facultative, independent, individual and extra classes. In the process of independent classes it can be defined substantive aspect: to plan practical classes in detailed way; to motivate learners to creative approach in the process of forming new works; to use more alternative variants for solving problems and searching ways to achieve them; to form creative environment for collective work; to develop cooperative learning skills, to understand, support and help each other; to organize presentations regularly on the base of students' creative work, to organize various exhibitions and competitions and etc.

So, it's necessary to pay attention to following moments: set problematic situations are defined on the base of forming a system of knowledge; are available for students and initiate their cognitive activity; also it needs a complex of knowledge where every person will be able to hold an experiment in an independent way and get results based on. As a result of problem-based teaching there are generated a person's interests to cognitive process, his independent skills and personal motivation, and also their skills to use theoretical knowledge in professional practice, to analyze and appreciate work using various scenic expressive means in transferring nature, subject forms, to use laws of composition effectively.

Taking into account the recent reforms in the education system of the Republic of Uzbekistan, we can say that a person is a model of emulation in education, who has a high level of cultural and spiritual development, is willing to new knowledge, a tolerant and capable in communication, in team work, also has a vital and civil position. Therefore, today the goals of education are being revised in the process of modernizing the educational process. The profound changes taking place in both domestic and foreign policy of Uzbekistan have promoted to review the goals and tasks of education. National and world culture has become the cornerstone of substantive aspect of art and pedagogical education. Due to the fundamental changes in the education system of the republic, the interests of students, their abilities and needs are brought to the fore. It has shown in both, the organization of teaching process and substantive aspect. There is an increase in the number, and duration of special professionally-oriented courses, as well as a qualitative changes and enrichment of the content parameter. Strengthening the process of globalization in the modern world contributes to the integration of the content and forms of education organization. The recent major changes in the foreign policy of Uzbekistan contributed to greater opportunities to work in partnership with world leading universities, the exchange of experience in various areas of education. The modernization of education has opened broad opportunities for cooperation, with neighboring countries and with advanced scientific and educational centers of well-developed countries. In

the process of cooperation, good results have been achieved today on the base of the national standards of education with new time-inspired changes, using innovative approaches, not forgetting about tolerance and empathy.

The standards of higher professional education of the Republic of Uzbekistan are based on the system of multilevel pedagogical education and are focused primarily on the formation of general cultural, general professional and professional competencies in a student [4]. In professional art education, students are faced with the task of not only mastering theoretical knowledge in the field of art and skills of visual activity, but also mastering the pedagogical methodology. Consequently, here we are talking about integrating special, psychological and pedagogical disciplines. In the process of modernization of education, one can observe the unification of art and pedagogical education, the result of which is increasing the quality of students' professional training, based on both national educational standards and international standards. The comprehension of various types of art promotes the development of an aesthetic aspect, forms the highly moral, cultural qualities of the personality. Based on the foregoing, we can conclude that fine arts play a large role in educating and upbringing young people. In this regard, higher educational establishments are faced with the main task of providing the public education system with highly-qualified specialists in the field of fine arts who have theoretical and practical knowledge of theory and history of fine arts, and who are able to solve the assigned tasks in the field of artistic practice in competent way.

Today in Uzbekistan an integrated approach is practiced in education system. Students simultaneously master the theoretical and practical foundations of the specialty. In addition, much attention is paid to students' scientific activities in teaching process. Today's need is the training highly-professional individuals who are capable to make their contribution to the development of artistic foundations of society.

For this, it is necessary to pay great attention to the development of the artistic and creative abilities of young people who are fluent in both special skills in the field of fine arts, high artistic and aesthetic culture, and have pedagogical skills. In this regard, it is difficult to overestimate the role and significance of the fine arts. In the process of teaching visual skills there is formed artistic taste, the ability of mastering and reproducing space, shape and color. The students learn not only how to work, but they also develop the ability of solving defined creative tasks:

- right choice of a plot;
- increasing skills of compositional solutions;
- ability of coping with a plane of sheet, canvas and etc. technically;
- displaying creative courage.

Summing up, we try to study content and semantic conceptions of the development of students' artistic and creative abilities. For this, first of all, it is necessary to pay attention to art education and carry out comparative analysis of the system of higher education. We took the following parameters as the basis for the comparative analysis:

- features of ongoing reforms and the process of modernization of higher education in the Republic of Uzbekistan (which is based on the principle of continuous education);
- main directions and goals in the general process of arts education;
- conceptual bases of teaching;
- pedagogical tools in teaching process;
- interaction between teacher and student;

- prospects for the development of the system of higher art education in Uzbekistan.
- Therefore, in the process of developing students' creative abilities on the basis of fine arts, it is necessary to build on a certain system of pedagogical conditions:
- use of a holistic pedagogical system of education based on classroom (theoretical and practical), self-study lessons with control method;
 - development of integrated learning, strengthening the consistency of expedient interconnections of inter-block disciplines;
 - consistent study of fine art foundations from simple to complex;
 - mastering the means of artistic expressiveness of fine arts;
 - compulsory use of technical means (video and audio equipment) and visual aids during the lessons;
 - practical training on the examples of works by famous artists, visiting workshops, conducting master classes;
 - the use of art materials and research results to further enhance of young peoples' creative abilities;
 - to organize individual and collective forms of work with the students using artistic and didactic methods and elements of competition;
 - to use creative, improvisational and problematic tasks during lessons;
 - to develop students' interests to deep and detailed learning of fine arts;
 - to pay attention to work results fulfilled by students and to analyze them (presentations, exhibitions and etc.).

The stage of discussion of the content, expressiveness, originality of performed tasks contributes to the formation and development of the experience of creative communication, the ability to critically evaluate both one's own work and the work of fellow students. Holding student exhibitions on an ongoing basis facilitates the opportunity to see and reevaluate their work. Exhibition of works is a kind of report about students' achievement, which has a task to describe a state of professional training of future art teachers [6, 16-20].

CONCLUSION

- Being one of the most effective means of personal development, fine art accompanies the entire life process of human development. And this is directly related to the figurative thinking of a man (relict forms of consciousness).
- The process of forming the artistic and aesthetic culture of a modern personality is a complex systemic formation, which is based on the vast experience of mankind in perceiving the surrounding world, its spiritual and moral potential and the eternal desire to search for the highest ideal, beauty, harmony. This process is associated with the formation of a man's personal culture, which is possible only with a deep understanding and perception of art laws.
- The pedagogical orientation of the development of students' artistic and creative abilities must be supplemented with a theoretical and pedagogical basis (forms, methods, techniques and methodology of artistic education) taking into account the needs of modern society (production, personnel labor market).
- And lastly, the system of continuous education is an indispensable condition for the effectiveness of developing artistic and creative abilities of an individual.

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