

PROFESSIONAL COMPETENCE IN FINE ARTS

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In this article, the professional competence of future artists-pedagogues, modern trends, sociability, creativity, creative competence, types and tasks of competence, pedagogical ability, pedagogical approach, being a professional phenomenon, types of professional training, pedagogical competence, components of competence, the importance of competencies, their specific characteristics, and their role are discussed.

Keywords: *phenomenon, competence, integration, concept, worldview, knowledge, need, types of competence, special pedagogy, specialist, social demand.*

Introduction. The reforms being carried out in our country are a clear example of the attention paid to innovative education. In addition, the training of personnel who can meet modern requirements is one of the main priorities of any educational front.

Indeed, teachers who have professional, social competence, highly creative thinking are a pedagogical phenomenon, that is, a rare phenomenon, a person. In this process, it is possible to divide professional training for future artist-teachers into criteria that can meet the requirements of modern trends. Based on these criteria, understanding the fundamental essence is manifested as its component.

Professional competence implies not the acquisition of separate knowledge and skills by a specialist, but the mastery of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding innovations, processing them and applying them in one's activities. Professional competence is clearly manifested in the following cases:

- in complex processes;
- when performing ambiguous tasks;
- when using contradictory information;
- when having a plan of action in an unexpected situation.

Literature review on the topic. The following qualities are considered as an integral part of professional competence:

Social competence - the ability to be active in social relations, possessing skills, and being able to communicate with subjects in professional activities.

Special competence - preparation for the organization of professional and pedagogical activities, rational solution of professional and pedagogical tasks, realistic assessment of the results of activities, consistent development of professional competence, and psychological, methodological, informational, creative, innovative and communicative competence are highlighted at the heart of this competence.

Personal competence - consistent achievement of professional growth, increasing the level of qualifications, demonstrating one's internal capabilities in professional activities.

Technological competence - mastering advanced technologies that enrich professional and pedagogical professional competence, being able to use modern tools, techniques and technologies.

Extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failures), in the event of pedagogical

conflicts [1]. Indeed, in the conditions of socio-economic and information development, knowledge has begun to take on a different character: the professional activity of a teacher requires greater mobility, flexibility, readiness to carry out pedagogical activities, and a constant increase in the level of general and professional culture. In other words, at the current stage of the development of vocational and pedagogical education in Uzbekistan, the attention of scientists to the term "professional competence of a teacher" is associated with the need to adapt modernity to our national conditions in order to improve the personnel training system and achieve a high level of world standards.

As we know, the term competence is defined using the words "efficiency", "achievement", "success", "understanding", "effectiveness", "possession", "quality", "quantity", while many authors have defined it differently. For example:

L. Spencer and M. Spencer put forward the idea that the formation of competencies is due to the difficulty of measuring and defining their characteristics.

D. Raven has noted that competence can be assessed by its belonging to a certain area according to an object or class of objects. As a result, an assessment of the intensity of individual motivation for a certain activity is formed. This explains that a person's competence means determining whether his activity to achieve a certain goal will give the expected result.

Meeting the demands of society requires a modern teacher to have a high level of culture, deep spirituality, a sense of responsibility for the Motherland, responsibility, deep knowledge, pedagogical interest in developing the creative potential of their students, the ability to innovative activity, work on themselves, professional activity, and a number of other qualities. Therefore, along with the issue of educating a well-rounded person, another main issue is considered extremely important today, namely the issue of forming the professional competence of a specialist. Determining which methods of activity a specialist has, what he can do, what he is ready for, is called a competent approach[2].

The concept of "competence" entered the field of education as a result of scientific research by psychologists. From a psychological point of view, competence means how a specialist behaves in unconventional and unexpected situations, enters into dialogue, takes a new approach in interactions with opponents, performs ambiguous tasks, uses conflicting information, and has a plan of action in consistently developing and complex processes.

Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their high-level application in practice. A professionally competent teacher, firstly, has a positive impact on the formation of creative learners in the educational process, secondly, is able to achieve positive results in his professional activities, and thirdly, is able to realize his personal professional potential.

Analysis and results. Thus, the development of the concept of the formation of a teacher's professional competence, in general, in the context of current trends in the world and domestic educational space, can be seen as a progressive dynamic change in the content, procedural and technological aspects of the phenomenon under analysis. One of these trends is the orientation of state policy and the development of science towards improving the quality of general and vocational education, and the teacher's professional competence is currently the leading characteristic of professional skills. At the same time, the ability to learn throughout life as the basis for continuous learning in a professional sense, personal and social life, becomes a decisive factor for the success of a modern teacher.

How effective and successful the pedagogical process is depends on the teacher's pedagogical abilities. In one of the sources, the concept of ability is interpreted as follows: an individual

psychological characteristic that ensures the ability of a person to easily master any activity. The following unique abilities are evident in talented educators:

- the ability to perform several activities at the same time (hearing, seeing, reading, writing, thinking, communicating, etc.);
- perception of two or more realities happening around (the ability to observe the activities of other students while listening to a lecture by one student);
- extreme curiosity (the desire to know the essence of every event taking place in nature and society, the desire to find answers to an extremely large number of questions);
- biochemical and electrical activity of the brain (the brain works almost non-stop and rests very little, if inaccuracies arise in the process of cognition, they are quickly eliminated; drowsiness is not a characteristic of talented teachers);
- the richness of speech and imagination (the majority of talented teachers have an extremely rich speech, they have an incomparably strong ability to fantasy (imagine)).

The components of the professional competence of a teacher include the following:

- the ability to “see” the development of the vital content that is relevant for each student, the ability of the student to act in this developmental stage, the knowledge with which the teacher can help him in the disclosure and implementation of his life content;
- the ability to “see” the group of students as a living organism, which is considered an integration of the content and the stage of development of some teachers, and in the process of its development and acquisition of meaning;
- the ability to “see” and perceive the integral content and the integral developmental stage of the group;
- the ability to understand one’s own organism at a high level, to distinguish the real information necessary for them in terms of the group, the student’s own desires, motives, and preferences;
- mastery of a wide management repertoire, various management styles, "weapons" of information transmission, voice, behavior, facial expressions, etc.;
- a wide range of professional methods and techniques; ➤ mastery of methodology.

It should be noted that no higher education institution can produce a ready-made competent teacher.

The most effective and correct way to achieve competence is self-education. There are a huge number of methods and tools for self-education, and the teacher himself is a creative field that requires research. So, professional competence is a high pedagogical mindset, a conscious, creative approach to the educational process, the ability to effectively apply methodological knowledge, which is formed on the basis of constantly improving pedagogical knowledge, keeping abreast of innovations, and mastering advanced technologies.

In order to be able to systematically deliver high-quality, useful, important, necessary, desirable and practically significant information to students in the education system, today's teacher must be able to quickly receive, process and deliver information to students in an effective and interesting way. This brings to the agenda the necessity of a teacher's professional competence, the foundations of pedagogical skills and the ability to be creative. So, the main foundation of professional competence is professional knowledge. The teacher's knowledge, on the one hand, is aimed at the subjects he teaches, and on the other hand, at the students who master them. The content of professional knowledge is knowledge of the subject he teaches, its methodology, pedagogy and psychology. So, the professional competence of

a teacher is to "humanize" knowledge, to present it to the audience not just from a simple book, but as his own worldview. On the basis of the teacher's professional knowledge, pedagogical consciousness is formed, the principles and rules underlying his actions are a feature that occurs in this psychological process and affect the effectiveness of pedagogical activity.

Among the personal characteristics of a teacher, motivation is in the leading position. Motivation determines the role and aspirations of a teacher in life and society. A teacher with a positive motive deeply feels his duty and civic duty to society, loves his profession and students, and works tirelessly on himself.

Based on these considerations, the following personal qualities and characteristics inherent in the professional competence of an artist-pedagogue can be included:

1. Having a humanistic and democratic sense;
2. Understanding his civic duty in society;
3. Loving students;
4. Having pedagogical decency and spiritual maturity;
5. Interest and need for knowledge;
6. Having organizational skills;
7. Self-control;
8. Working on improving his education[3].

These can be called the most important qualities and qualities of the professional competence of a teacher, that is, a future educator. In fact, the number and quantity of these qualities and features are extremely large.

The multifaceted essence of professionalism is considered by E.F. Zeyer - professional skills are "integrated fundamental knowledge of the teacher, generalized skills and abilities, his professionally significant qualities, a high level of technological efficiency, culture and skill, a creative approach to the organization of pedagogical activity and readiness for constant self-development"[3].

It should be remembered that the content of the teacher's theoretical training is often understood as a complex of psychological, pedagogical and special knowledge. However, the goal is not only to form knowledge. Knowledge that is considered an excess burden in the structure of the teacher's experience and is not brought into a single system becomes something that no one needs. Therefore, it is necessary to pay attention to the forms of theoretical training in the formation of professional competence of future artist-pedagogues. Such theoretical activity is an activity that is manifested in the generalized knowledge of pedagogical thinking, which assumes that the teacher has analytical, predictive, design, and reflective skills.

Conclusions and suggestions. Drawing a conclusion from the above points, it can be said that in the process of forming the professional competence of future teachers, teachers must mainly develop and influence the activity, feelings, behavior and actions of young people by setting an example and example, select material for each lesson, complicate it and ensure its connection with the previous and subsequent ones, plan the pedagogical process using a set of educational and educational tools, including the work of the teaching team and young people. No matter what profession a person has, if he approaches his work and his lesson with love, he will perfectly master its secrets. He will understand himself, he will find perfection in this area. If a teacher loves and educates children, he will also grow up, acquiring pedagogical qualities. We say that the future youth is in our hands, which means we are the future of the people. We want interactive lessons to be organized. In this, the art of oratory, the skill of beautiful speech of the teacher attracts our

attention. We respect teachers and pedagogues, because it is an extremely responsible and honorable profession. The teaching profession is one of the great and honorable, complex, and responsible professions in its place. The teacher is the reason for the perfection of all people in the world. All professions, knowledge, and scholars in all places are the fruits of the teacher's labor. The work of a teacher cannot be compared with anything. Every person who aspires to become a teacher must, first of all, possess willpower, patience, perseverance, pedagogical skills, knowledge, qualifications, and skills specific to the teaching profession.

Competence is important in this profession. Along with the formation of competence, one of our main tasks today is to teach students to effectively use the skills they possess in situations that arise in their personal, professional and social lives, to independently search for and analyze the necessary information related to the subject, to be able to distinguish materials for increasing the necessary knowledge, to give special importance to skills that will work in unforeseen, ambiguous, problematic situations, and to educate them with the characteristics that will allow them to apply the acquired knowledge in their daily lives. In order to educate these characteristics in future teachers, it is necessary to instill knowledge, skills and qualifications related to all subjects in their field in the teaching process, and to form competencies in them phenomenally.

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