

IMPROVING THE PROFESSIONAL SKILLS OF FUTURE FINE ARTS TEACHERS THROUGH COMPOSITION

Mambetkadirova Durdana Saylawbaevna

Master's Student of the 2nd Year of the Master's Program in Fine Arts at the
Nukus State Pedagogical Institute Named After Ajiniyaz

Abstract:

This article highlights the pedagogical and methodological foundations for improving the professional skills of future fine arts teachers through composition. The role of composition in fine arts education and its significance in developing the artistic thinking, creative abilities, aesthetic taste, and professional competencies of future teachers are analyzed. Methodological recommendations are also provided for organizing composition classes, using creative tasks, and developing students' independent artistic activity.

Keywords: Fine arts, future teacher, professional mastery, composition, creative abilities, artistic thinking, aesthetic education, pedagogical mastery, professional competence, visual activity.

Introduction

Today, one of the important tasks in the education system is the training of competitive, creative, independent-thinking, and professionally responsible educators. In particular, in the field of fine arts education, it is of particular importance to develop the professional skills of future teachers, form their artistic and aesthetic worldview, and improve their creative approach skills.

The professional mastery of a fine arts teacher is determined not only by the acquisition of theoretical knowledge but also by the ability to apply it in practical activities, the effective use of visual aids, the analysis of works of art, and the realization of students' creative potential. From this perspective, working with composition is one of the important tools for improving the professional training of future fine arts teachers.

Composition is the process of organizing the content and form of a work of fine art as a whole, the purposeful placement of visual elements, and the harmonization of color, shape, volume, proportions, and spatial relationships. A future teacher who has thoroughly mastered compositional knowledge and skills, along with creating a work of art, will have the opportunity to explain the patterns of visual activity to students and develop their independent creative thinking.

The purpose of the article is to highlight the theoretical foundations of improving the professional skills of future fine arts teachers through composition and to recommend effective pedagogical and methodological approaches.

The role of composition in fine arts education. Composition is one of the fundamental components of fine art, ensuring the interconnection and integrity of all visual elements in a work. The content, idea, and artistic impact of a work of art largely depend on the correct choice of compositional solution.

In the process of working on a composition, the student learns to arrange pictorial elements, distinguish between primary and secondary parts, maintain balance, ensure color harmony, and select means of artistic expression that correspond to the content of the work. This process develops the student's observation, analytical thinking, imagination, and aesthetic perception. One of the important aspects of compositional activity is that it combines theoretical knowledge with practical activities. For example, in the process of creating a still life, landscape, portrait, or thematic composition, students acquire skills such as identifying the compositional center, the rational use of the pictorial plane, establishing the proportions between objects, and forming color relationships.

Thus, composition classes not only reinforce the artistic knowledge of future teachers but also develop their ability to make independent creative decisions and express their ideas through figurative means.

The significance of composition in developing the professional skills of future teachers. Professional mastery is characterized by a teacher's profound knowledge of their subject, the correct choice of teaching methods, the ability to establish effective communication with students, and the creative organization of the educational process. In addition to these aspects, a fine arts teacher also needs skills in artistic literacy, visual thinking, color perception, and the independent development of compositional solutions.

Improving professional skills through composition can be carried out in several directions.

First, the development of artistic and visual skills. By studying compositional patterns, students understand the interdependence of pictorial elements and learn to ensure the integrity and semantic expressiveness of the image.

Secondly, the formation of creative thinking. Developing various compositional options based on a single topic develops students' ability to approach the problem differently, compare alternative solutions, and select the most optimal option.

Thirdly, strengthening pedagogical and methodological training. Along with creating a composition, the future teacher must master how to teach this process to students, at what stages to organize lessons, and based on what criteria to evaluate their work.

Fourth, the development of aesthetic taste and artistic analysis skills. The study of various works of art, the analysis of their compositional structure, and the identification of means of artistic expression form students' conscious attitude toward art.

Consequently, composition is an important educational tool that connects the creative and pedagogical activities of a future fine arts teacher.

Methodology for organizing composition classes. To improve the professional skills of future fine arts teachers, it is necessary to organize composition classes in a consistent, purposeful, and practice-oriented manner. It is advisable to use the following steps.

1. Theoretical preparation stage. At this stage, students are explained the fundamental laws of composition, including integrity, balance, rhythm, contrast, symmetry and asymmetry, compositional center, and color harmony. Theoretical information is reinforced through examples of works of art.

2. Stage of artistic observation and analysis. Students observe the works of famous artists and analyze their compositional structure, primary and secondary elements, color proportions, and the expression of the visual idea. At this stage, questions and answers, comparison, and discussion methods can be used.

3. The stage of creating sketches. Students prepare several compositional sketches based on the given topic. Through sketches, various versions of the idea are tested, and the placement of visual elements and the compositional center are determined. This method encourages creative inquiry and teaches independent decision-making.

4. Stage of practical creative work. Students create the final composition based on the selected sketch. During the work process, the instructor provides advice but must not restrict the student's individual approach or independent creative decisions.

5. Analysis and evaluation stage. The finished works are analyzed based on criteria such as compositional integrity, theme disclosure, color harmony, use of visual aids, creativity, and technical execution of the work. The use of mutual assessment and self-assessment methods develops students' critical thinking and the ability to objectively evaluate their own activities. The consistent application of these stages helps transform composition classes from the level of a simple pictorial task into a professional development-oriented educational process. Effective methods for improving professional skills through composition. It is important to take into account the individual characteristics and creative abilities of students during the educational process. Therefore, in addition to traditional practical work, it is recommended to use problem-based learning, the project method, creative assignments, and collaborative work methods in composition classes. For example, the task of creating a composition on the topic "National Values in Fine Arts" allows students to enrich their knowledge of examples of national art, select images appropriate to the topic, and combine them into a holistic artistic solution. Creative works on the theme "Nature and Man" develop skills in color harmony, spatial relationships, and the expression of visual ideas.

When using the project method, students first study the topic, collect the necessary materials, develop sketches, perform a composition, and present their final work. Such activity develops skills in planning, timing, solving creative problems, and justifying one's work.

Additionally, through the use of digital technologies, students will have the opportunity to create preliminary versions of compositions, test color ratios, and compare various solutions. In this case, digital tools should be used as a means of complementing traditional drawing and practical artistic experience.

The guiding and advisory role of the educator is also important in increasing the effectiveness of composition classes. The teacher should not only evaluate the student's finished work but also observe the process of their creative search, identify the causes of deficiencies, and indicate ways to eliminate them.

Criteria for assessing professional skills

To evaluate the results of improving the professional skills of future fine arts teachers through composition, it is necessary to use specific criteria. Such criteria may include:

- Theoretical knowledge: knowledge of the main patterns of composition and means of visual expression.
- Practical skills: creating a compositional sketch, placing visual elements, and ensuring color harmony.
- Creative approach: developing an independent idea, finding an original solution, and comparing different options.

Analytical ability: compositional analysis of works of art and justification of one's own creative work.

- Pedagogical and methodological preparation: planning composition lessons, explaining tasks, and evaluating student performance.

Based on these criteria, it is possible to compare the initial training and subsequent development of students, determine their individual achievements, and make appropriate adjustments to the educational methodology. However, the effectiveness of the proposed approaches must be verified through practical training and pedagogical experimental work.

Conclusion

Improving the professional skills of future fine arts teachers through composition serves to harmonize artistic, creative, and pedagogical training. Composition classes create an important opportunity for developing students' visual literacy, artistic thinking, aesthetic taste, and independent creative activity.

Based on the theoretical and methodological approaches discussed in the article, it is advisable to organize composition classes in stages, analyze works of art, work with sketches, implement creative projects, and evaluate results based on specific criteria. At the same time, it is necessary to focus on developing the skills of future teachers to analyze their creative activities, select methods suitable for pedagogical situations, and develop students' artistic abilities.

In conclusion, composition in fine arts education is not only a means of creating an artistic work but also an important educational tool that serves to improve the professional skills of future educators. Its effective organization helps prepare fine arts teachers as creative, independent-thinking specialists who meet modern educational requirements.

References:

1. Law of the Republic of Uzbekistan "On Education." No. ZRU-637, September 23, 2020.
2. Khasanov R. Methodology of Teaching Fine Arts in School. - Тошкент, 2020.
3. Abdullaev N. History of Art. - Tashkent: O'qituvchi.
4. Rostovtsev N.N. Methodology of Teaching Fine Arts in School. Moscow: Prosveshcheniye, 1980.
5. Volkov N.N. Composition in Painting. Moscow: Iskusstvo, 1977.
6. Kuzin V.S. Painting of Psychology. — Moscow: Onix, 2005.