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MODERN REQUIREMENTS FOR SPIRITUAL AND PROFESSIONAL QUALITIES OF A FINE ART TEACHER

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Annotation:

In this article, the skillful activity of the fine art teacher is focused on educational scientific-methodical and cultural-educational work, development of students through art, teaching and upbringing.

Keywords: skilled activity, research, aesthetics, decorative product, individual technical method, computer graphics.

The skillful activity of a fine art teacher includes educational, scientific-methodical and cultural-educational work. It is aimed at developing, teaching and educating students through art. A fine art teacher must master painting, composition, various decorative techniques, art history, pedagogy and psychology. Every good artist can be a successful teacher. Pedagogical skills require special training and hard work. Fine art lessons are of great importance in the development of children's artistic taste. For this, the teacher should get acquainted with the main principles of aesthetics in conversations, use works of visual art, and ensure that drawings, sculptures and decorative products meet the criteria of beauty in practical work. Modern technologies for the development of a student's personality in fine arts classes include organizing the educational space with artistic tools, creating an emotional and comfortable atmosphere in the class, psychological support, communication between the teacher and students, and personal experience of students in visual activities. including value and others.

A fine arts teacher should have advanced technologies aimed at the creative self-development of students. They should have a personal experience of understanding and feeling art, visual activity skills. For professional and pedagogical training, a teacher needs the quality of creative thinking. Because the practical tasks he solves during his pedagogical activity include complex and multifaceted tasks. When



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solving them, the teacher should take into account the variety of conditions that form a specific activity situation. Therefore, the transfer of theoretical knowledge to practice is not direct, but it is integrated around specific practical problems of a comprehensive and multifaceted nature, and the teacher's practical

includes a number of transition directions translated into the language of actions. A teacher has the ability to think creatively, quickly switch from one method of action to another, analyze teaching methods, find new ways to solve various educational and educational tasks, control and evaluate the process and results of thinking activities. In lessons, the teacher, as a rule, directs and indirectly guides the knowledge and creative activity of students: he shows visual material, explains, shows working methods, creates problem situations, observes and controls children's independent work. The application of the project method and the research method in practice leads to a change in the potential of the teacher. From a carrier of ready-made information, it becomes an organizer of students' knowledge and research activities. The psychological climate in the classroom also changes, because the teacher has to direct his educational work and different types of independent activities of students, to the priority of research, search, and creative nature. The teacher should perfectly explain to students the sequence of images of various objects, individual technical methods, correcting students' mistakes, and various art materials. One of the most urgent tasks is to improve the pedagogical culture of the teacher, to eliminate their behavior at a perfect level.

A fine arts teacher should be a creative person, improve the level of mastering of painting, various art materials, new technologies, and computer graphics. This is mainly supported by the teacher training system, the study of advanced pedagogical experience, and the self-education system. While preparing for the lesson, the teacher should familiarize himself with the content of the entire quarter, understand the logic of the tasks, implement the leading ideas of each quarter in their development and throughout the year. It is necessary to consider the lesson as a part of the lesson system related to the general purpose and general tasks of this educational subject. In the process of preparing for the lesson, the teacher is recommended to consider a detailed plan of the lesson with a logical and rational transition from one type of activity to another (conversation, feelings, creative work, etc.). It is necessary to prepare all the materials necessary for the lesson. (reproduction, slides, musical recordings, artistic materials, etc.). A small exhibition



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can be prepared on the topic of the lesson. For example, from books and magazines to fine art materials, decorative art objects, small form sculptures, etc. It is desirable that this visual series includes not only slides from works of art, but also expressive, figurative images of nature, as well as educational charts prepared by the teacher. Often, various competitions are held in visual arts classes ("Who is faster?", "Who is better?", "What, where, when?", etc.) and quizzes. For example, the contest of young art critics allows you to conduct a survey in the form of a game. Children can be divided into 2-3 teams. During the lesson, it is checked how theoretical and practical materials have been studied. During the game, children learn to quickly repeat, remember, draw, and search for errors with the help of the program to complete the tasks of creating various composite tables. The spirit of competition increases the creative activity of students. The organizer-teacher can use the following types of lessons in visual arts classes:

Lessons-tests. In recent years, in fine arts classes, students are required to choose the correct answer from several options, various tests are used to test knowledge. To compare several images, to identify missed words, additional image, author or genre of work, etc. Testing can take the whole lesson or only a part of it. Tests are recommended for current control and final lessons. Lessons and games. It is used in learning new materials and summarizing on a specific topic. A well-thought-out educational activity for a teacher is a game-based lesson. Organizing games during the lesson is a suitable form of active communication that meets the goals of education and training. For students, play is a way of self-expression, self-determination, self-awareness and self-esteem. If for the teacher the game is a means of achieving a certain pedagogical goal, then for the students the goal is the game process.

The lesson-game is the first step to know and understand the complex spiritual and material world. In accordance with the age and interests of students, separate game points are introduced at almost any stage of the lesson. Artistic and didactic games are mainly used in fine arts classes. Pedagogical logic is subject to artistic logic to create an emotional and aesthetic image. The playground is manifested as a pedagogically oriented artistic and play area where teachers and students interact. Taking into account the tasks of the lesson and the age characteristics of children, the relationship between the artistic-emotional and artistic-intellectual content of the game process changes. In the junior classes, the emotional and artistic content of the



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games is in the first place, in the middle classes, the emotional and intellectual balance is in proportion, in the high school, the artistic and intellectual beginning can be. An interesting start to the game is very important for secondary school students. Since the role of the game is very large in the lessons of visual arts and in adolescence, we have dedicated a special section to it. Group work lessons. In the visual activity of this lesson, children's independent division of tasks, integration of actions, collective control and self-control are strengthened, children's desire for consistency of actions is demonstrated. Pupils will have more enthusiasm, it will be easier to overcome difficulties and solve complex creative tasks. Team initiative and competition are born in the student. It is important that the mutual responsibility of children is established. They help each other, change their activities. There can be many unique ways of combining collective and individual forms of schoolchildren in the process of pictorial-creative, decorative, constructive or drawing. They are born as a result of the joint creativity of the teacher and children. At the same time, it is necessary to take pedagogical measures in the use of forms of collective work. If a group picture is organized too often, it loses the element of novelty for children, and therefore the attractiveness, as well as the process of acquisition of new knowledge and skills by schoolchildren with its unreasonable superiority. In teaching practice, lessons that differ in terms of educational goals (lessons-knowledge, independent work lessons, lessons-repetition and final lessons) have their own characteristics. The study of artistic technologies allows students to feel the material and freely use its impressive possibilities in creating creative works. Often, it is necessary to achieve several goals in one lesson and learn new things, repeat and work independently. At the same time, the main goal of the lesson is formed, first of all, taking into account its leading educational task. The final lessons are fun and unique in the form of parties, competitions and extracurricular activities with the participation of parents, famous artists and other interesting people. Lessons on structural units. Determining lesson types by structural units combines didactic tasks and teaching methods. It is not difficult to see that each approach to defining lesson types is based on one feature. Currently, when determining types of lessons, pedagogues begin to take into account various features and take their systematic units. With this approach, lessons are not considered separately from each other, but in the form of a sequence and are divided into simple and complex types. Complex types include lessons dedicated to achieving several didactic goals. For example,



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lessons on learning the properties of paper and forming artistic design skills, teaching watercolor painting techniques and strengthening the ability to use wax paints are examples. The task of the teacher is to identify and develop the abilities of each student, to be spiritually rich, free, is to form a healthy, creative thinking person. This goal examines the level of acquiring knowledge and skills to create conditions for the high level of disclosure of creative potential in the educational process.

These are:

- organization of educational process:
 - improvement of curriculum and educational programs;
- development of mutual cooperation of educational subjects on the basis of interdisciplinary relations;
- improving educational methods and technologies, paying special attention to differentiated and personalized educational technologies. To be a modern pedagogue-artist, it is necessary not only to have excellent skills in working with various methods, but also to solve various problems, to be an organizer, and to have artistic knowledge.

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