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Some issues of forming the professional competence of teachers of fine arts

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Abstract: This article discusses and reflects on the important aspects of improving the professional competence of future teachers of fine arts and the directions and mechanisms of forming professional competence, the conditions and opportunities for its development, describes the concepts of competence and competence, their similarities and differences, types of professional pedagogical competencies, stages of pedagogical competence formation, and provides some information.

Keywords: Competence, competence, teacher, education, specialist, personnel, fine arts, society, student, experience, qualification.

Introduction: The modern education system sets the requirement of preparing highly qualified, ambitious, competitive, initiative-driven, and intellectually and physically healthy individuals. The 2017-2021 Development Strategy of the Republic of Uzbekistan emphasizes the need to nurture a highly knowledgeable and intellectually developed generation and establish a competent scientific-pedagogical cadre reserve in higher education institutions. This raises fundamental questions: What is a competent teacher? How does their formation process occur? To answer these questions, it is essential to clarify the concepts of "competence" and "competency." Many teachers do not fully understand the distinction between these terms.

The Presidential Decree of the Republic of Uzbekistan No. PF-5847, dated October 8, 2019, which approved

the "Concept for the Development of Higher Education in Uzbekistan until 2030," outlines key tasks, including the introduction of digital technologies and modern teaching methods, the broad involvement of youth in scientific activities, the fight against corruption, increasing the share of students in engineering-technical fields, implementing the credit-module system, and expanding practical training in specialized disciplines.

According to this Concept, the goal is to enhance access to higher education, prepare highly skilled, creative, and systematically thinking professionals capable of making independent decisions while fostering their intellectual abilities and personal integrity. The reforms in all sectors of Uzbekistan necessitate training specialists who meet the demands of contemporary society. Strengthening the education system and aligning it with modern requirements is a top priority. Preparing specialists and integrating educational reforms is closely linked to these objectives.

Developing professional competence in future fine arts teachers is particularly significant. The concepts of competency, competence, and professional competence have become central issues in modern research. Scientific, pedagogical, and psychological sources define these as complex, multi-dimensional concepts shared across all disciplines. Therefore, interpretations and explanations of these terms vary in content and logical structure.

METHODOLOGY

Enhancing the professional competence of future fine arts teachers involves acquiring and applying knowledge, skills, and abilities essential for professional activities. A teacher must not only possess individual competencies but also master specialized knowledge and practical skills in their field.

Professional competence requires educators to continuously enrich their subject knowledge, stay updated with new information, apply innovative teaching methods, and refine their pedagogical skills. Competence includes a teacher's education, skills, abilities, and experience, encompassing their capacity to perform specific professional tasks effectively.

Modern education aims to cultivate responsible and well-rounded individuals who can meet the needs of a democratic society. The professional competence of teachers significantly impacts students' lives and social development. The core principle of education is fostering intellectual and moral growth through independent, goal-oriented activities in various fields.

Pedagogical Competence and Professional

Development

Pedagogical activity is a social function based on the teacher-student relationship, aiming to achieve educational objectives. One of the key conditions for the effectiveness of pedagogical work is a teacher's professional and pedagogical competence. In the continuous education system, training teachers who meet contemporary requirements necessitates a well-structured approach to professional and personal development.

In fine arts education, fostering creative thinking, adaptability, competitiveness, and technological proficiency is crucial. Students must be trained to integrate digital tools, e-books, multimedia, and modern information technologies into their practice. This fosters independent thinking, analytical skills, professional mastery, and computer literacy, ultimately shaping their intrinsic motivation for lifelong learning.

Analysis of Literature

In scientific literature, the term competence is derived from the Latin word "Competentio" (Competo – to achieve, to correspond, to match). It refers to an individual's ability to solve professional problems using personal and acquired knowledge.

Professional competence encompasses the acquisition of specialized knowledge, skills, and abilities essential for career success. A competent teacher not only gains theoretical knowledge but also demonstrates problem-solving abilities, adapts to new information, and effectively applies knowledge in professional activities.

The development of professional competence occurs in stages:

1. Acquiring specialized education.
2. Gaining practical knowledge and skills.
3. Engaging in professional development through specialized courses and training.
4. Accumulating work experience.
5. Achieving professional expertise.
6. Enhancing competence through continuous learning and experience.

A teacher's professional journey begins in higher education institutions, where they receive training in pedagogy, subject-specific knowledge, and essential teaching skills. Seminars, practical sessions, and laboratory work not only reinforce theoretical knowledge but also develop practical competencies essential for real-world teaching.

Following graduation, mentorship programs play a crucial role in professional growth. School administrators and experienced educators help young

teachers observe, analyze, and refine their teaching methods. The transition from theory to practice builds confidence and professional identity.

CONCLUSION

Mastering the teaching profession and pedagogical skills depends on a young teacher's ability to integrate into the professional community, embrace challenges, learn from mistakes, and persistently improve. Professional competence requires self-discipline, continuous learning, and professional development.

In Uzbekistan, advancing fine arts education according to national values and global standards is a pressing issue. The goal is to align fine arts education with societal needs, educational reforms, and modern methodologies. The development of competent fine arts teachers is essential for fostering artistic creativity, cultural awareness, and professional excellence in future generations.

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