European International Journal of Pedagogics

TYPE Original Research
PAGE NO. 28-30
DOI 10.55640/eijp-05-03-08

Developing the Professional Qualities of Future Drawing Teachers in Higher Education

Gulomova Nozima Khotamovna

Associate Professor, Ph.D., Department of Engineering and Computer Graphics, Nizami Tashkent State Pedagogical University, Uzbekistan

OPEN ACCESS

SUBMITED 03 January 2025
ACCEPTED 05 February 2025
PUBLISHED 11 March 2025
VOLUME Vol.05 Issue03 2025

Abstract: The article examines the future drawing teacher and comes to the conclusion that the main components of the structure of professional qualities are the main components of the structure of professional qualities, and recommendations are given on the stages of development of professional qualities.

Keywords: drawing, performance, professional qualities, competence, knowledge, skills, competency, professional graphic competence.

Introduction: In modern conditions, the success of a qualified teacher is largely determined not only by their high level of knowledge, creative potential, and ability to demonstrate their capabilities but also by their dedication to continual self-improvement. A truly knowledgeable teacher is someone who constantly feels their spiritual needs and knows how to regularly enhance their knowledge, develop their abilities, and activate their intellectual, physical, and professional qualities, skills, and competencies.

A great deal of attention is being paid to the teaching technologies aimed at shaping professional qualities in future teachers. Innovative teaching technologies developed and used by professors and teaching staff in higher education institutions form an integral part of the system for developing and nurturing professional qualities in future specialists, helping to establish theoretical, practical, and motivational preparedness step by step for carrying out professional activities at a high level.

Professional qualities can be defined as an individual's unique characteristics that allow them to successfully receive education in a specific profession and perform professional activities.

Professional graphic competence refers to the future specialist's theoretical knowledge, practical actions, and skills in the relevant technological field, the personal and professional qualities acquired during the educational process, and their readiness to fully demonstrate these qualities in their professional activities.

Important professional qualities refer to the individual's specific dynamic (developing) characteristics, particular psychological and psychomotor traits (expressed through the degree of development of relevant processes), as well as the set of physical and mental qualities required in a specific professional activity.

To understand the meaning of professional qualities, it is necessary to first grasp the content and essence of the word "quality." According to the Explanatory Dictionary of the Uzbek Language, the word "quality" is of Arabic origin and is used to mean characteristic, trait, property, or nature. It also refers to a thing or person's positive or negative attributes, indicating suitability or condition, as well as similar meanings.

The activities of drawing teachers are structured with purposeful functions—education, upbringing, development, and motivation functions—which are purely pedagogical functions. These are very important in the pedagogical activities of higher education graduates, but they are not sufficient on their own. It is impossible to effectively teach specialized engineering subjects without proper preparation, specific skills and competencies, and the necessary professional qualities. Additionally, a teacher of engineering graphics possesses qualifications in the field of graphic engineering, which also allows them to work in production, especially in a labor market that increasingly demands versatile specialists. Being a versatile professional is essential in this context. However, in this case, the insufficient nature of existing professional qualities becomes evident. This aspect must be considered when identifying the professional qualities of future drawing teachers.

As M.A. Abdullajonova emphasizes, professionalism requires a complex of highly developed potential abilities: academic, research, creativity, cognitive, social (especially management), and emotional abilities.

According to N.A. Muslimov, professional development is closely linked to the restructuring of the motivational sphere, which integrates the most important motives for the educational-pedagogical activity of the learner (such as achieving success, knowledge, and professional motives). He views professional development as both a process and an outcome.

M.M. Qodirov emphasizes that the process of professional development, in psychology, is referred to as mastering a profession. Professional development is a holistic process that encompasses the individual's entire life, starting from choosing a profession. There are four stages of professional development: 1) searching for and selecting a profession; 2) mastering the profession; 3) social and professional adaptation; and 4) carrying out professional activities. The mechanisms and goals of activity change at each of these stages. In particular, at the initial stage, the subject aims to study the requirements of the profession, while at subsequent stages, development begins with mastering a specific profession and ends with the ability to independently perform specific tasks.

E.O. Ivanova defines "competence" as "having relevant competencies," while R.P. Milrud, in a broader sense, emphasizes that "competence is the ability to meet the requirements, established criteria, and standards in certain areas of activity, to achieve necessary knowledge, reliable results, and the ability to manage situations."

Achieving individual professional suitability can be accomplished by developing all professional qualities in a uniform way or by compensating for less developed qualities with others that are more advanced.

In the context of higher education institutions, the knowledge, skills, and competencies of students in the field of visual arts and engineering graphics, as well as the structure of their professional qualities, can be considered as the key components. It is appropriate to distinguish the following stages of developing professional qualities:

1. Preparation Stage: During the educational process, students' knowledge, skills, and competencies related to the use of information and communication technologies are monitored, and the necessary basic knowledge is formed to develop professional qualities.

2. Main Stage: In the process of practical educational activities, future teachers acquire professional knowledge, reshape their professional skills, and assimilate professional competencies, while their abilities and personally important qualities are developed.

3. Final Stage: The final stage is characterized by the formation of professional knowledge, skills, and competencies in the future engineering graphics teacher during their studies at the higher education institution. These qualities must be further strengthened and improved after graduation.

To effectively prepare future graphics teachers for

professional activity, it is essential to create specific pedagogical conditions. Pedagogical conditions refer to the necessary set of requirements that ensure the achievement of the desired outcome.

The model for developing the professional qualities of future graphics teachers is based on spatial-constructive, geometric-logical thinking, diagnostic reflection, and the development of information-motivational qualities. It emphasizes the interdependence of cognitive activity qualities with the development of professional and personal qualities, which must be considered as a stable aspect in the improvement process.

Interdisciplinary connections formed based on the use of practical graphic software enable students to refresh and activate their knowledge in various fields. These connections allow them to highlight important and fundamental knowledge, concepts, and events, and provide insight into how to apply these concepts in solving practical problems, ensuring intellectual engagement, and promoting creative application in professional activities.

Educational activities in the subject should have a practical and independent character. Accordingly, these activities should be organized and implemented while considering the individual characteristics of students' cognitive activities. This ensures that each student can choose their pace of learning, provides an individual approach during the educational process, and takes into account their unique perception and needs. Moreover, the integration of complex technical tools (such as computers) into the teaching process is essential for organizing these activities effectively.

- Conditions that do not interfere with perception, helping to maintain its stability and concentration (such conditions include providing modern computers with high processing speeds and well-maintained software);

- Organizing the workspace equipped with ergonomically positioned information sources and tools (tools for working with the system);

- An active working method where periods of work are organized integrally with information gathering and relaxation.

Convenient internal conditions include: knowing the goal of the activity, understanding the content of the task, methods of execution, and the ability to formulate clear outcomes based on the real possibilities of achieving success; understanding the significance of the activity; readiness to execute the activity by understanding its content—this enables the mastery of engineering computer graphics tools, and motivates the pursuit of the final goal through interdisciplinary connections, using computers as a tool in professional activities.

CONCLUSION

In conclusion, methodological approaches currently define the key scientific directions for improving the educational phenomenon of "Developing the Professional Qualities and Competence of Future Graphics Teachers." Professional qualities and competence are crucial characteristics and key indicators of a specialist's professional expertise. It is important to emphasize that the competence-based approach is widespread in modern pedagogy and is considered in connection with the concept of "Professional Qualities."

The main goal of modern education is to prepare a well-rounded individual who is capable of continuous self-improvement, for the benefit of society and the state. Therefore, the competence level and professional knowledge of highly qualified specialists play a crucial role in the preparation of highly competent pedagogues.

REFERENCES

1.Ashirboyev A., Valiyev A., Nigmanov B. Chizmachilik. – T.: “Voris-nashriyot”, 2016-456 p.

Gulomova, N. (2021). Use of interactive methods for students in teaching drawing lessons (on the example of views). Academicia: an international multidisciplinary research journal, 11(1), 1637-1642.

Gulomova, N., & Saidaliyev, S. (2020). Development of Emergency Image in Students Psychological-Pedagogical Problems. International Journal of Progressive Sciences and Technologies, 18(2), 181-186.

Saydaliyev, S., & Gulomova, N. (2019). Development of Spatial Thinking of Students Based on the Traditions of Eastern Architecture. International Journal of Progressive Sciences and Technologies, 14(2), 210-214.

Gulomova N.Kh. “Chizmachilik darsligi” Fan va texnologiya nashriyoti T-2019

Gulomova N.Kh. Chizmachilik (loyihalash) Uslubiy qo‘llanma Nizomiy nomidagi TDPU bosmaxonasida nashr qilingan.Toshkent 2015, hajmi 4,25b/t

Xotamovna, G. N. (2024). THE ROLE OF GEOMETRIC PATTERNS IN FORMING STUDENT’S CREATIVE SKILLS. American Journal Of Social Sciences And Humanity Research, 4(04), 170-178.

Xotamovna, G. N. (2024). INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS'CONSTRUCTIVE COMPETENCES. European International Journal of Pedagogics, 4(03), 87-91.