

The Role of Pedagogy in the Field of Art

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Abstract: This article explores the development of a pedagogical system aimed at enhancing the competence of future educators in the context of educational informatization. It focuses on the professional training of future visual arts teachers within higher education institutions. The study examines the integration of pedagogy and art, emphasizing the importance of developing effective mechanisms for competence improvement. By analyzing current educational practices and the impact of digital tools, the article highlights strategies to foster the growth of pedagogical skills in visual arts teachers. The findings suggest that a well-structured pedagogical system can significantly contribute to the professional development of educators, preparing them to meet the demands of modern education. The research underscores the need for a comprehensive approach to teacher training that combines theoretical knowledge with practical application in the field of visual arts.

1 INTRODUCTION

Educational psychology and pedagogy believe that the development of creative abilities and creative activity can give great results in the educational process. Therefore, the educational process, and educational activity should be the focus of the school. Proponents of the "free creativity" method believe that simple children's drawings are wonderful because they express their acceptance of the world, and in visual arts, the child actively demonstrates his creative initiative.

In the process of drawing, the child enjoys creativity, and we must preserve this in him throughout his life. Supporters of "free education" say that public schools do not educate artists and believe that children should not be taught all the rules and regulations of realistic art.

2 ANALYSIS

The rules, structures, and processes governing the educational process are studied by pedagogy, which also establishes the forms, techniques, content, and

procedures of educational activities. Pedagogy's primary goals are training, education, and personality formation. The primary idea in pedagogy is called "personal education," which refers to the collaborative efforts of the family and the community to create a well-rounded individual.

Pedagogy, which also determines the forms, techniques, content, and procedures of educational activities, studies the laws, structures, and procedures guiding the educational process. The main objectives of pedagogy are education, training, and personality development. "Personal education," the main concept in pedagogy, refers to the joint efforts of the family and the community to develop a well-rounded individual.

Although comparative pedagogy has not yet been established as a separate discipline in our country, serious research has been carried out in this regard. As the life and mental experience of a person increases, the way of living becomes diverse, the division of labor emerges and various disciplines begin to appear, pedagogy has become a separate field of human activity.

A set of beliefs on parenting and education was developed. However, these first emerged as ideas,

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convictions, and knowledge pertaining to the teaching of national thought rather than as pedagogical theoretical frameworks. Writing's rise led to the transfer of educational perspectives to writing.

The goal is to use education to identify the spiritual facets of an individual's personality. Only with the aid of education can one attain worldview, belief, goodness, beauty, goodness, justice, and the conversion of abilities into personal attributes. It conveys the idea of instruction meant to acquire the body of information, skills, and talents required for surviving, getting married, and engaging in social activities.

Before seeing the image, the beginning artist creates an imaginary image of the image that he wants to put on paper at each stage: when the idea of the shape of the object, and its characteristics is not yet clear, he is limited to a general schematic form, after that, he makes observations about what the teacher explains and re-understands it. as it gets closer to the real and emotional - meaningful expression of the visible nature.

Today, some educators do not focus on seeing and analyzing nature in images. They do not use such a method, they point to the fact that "schematism" and rules hinder artistic development in its influence on artistic creation. They feel that methodical steps in portrayal impede the creative evolution of the artist, and they are against academic depiction as well as the reduction of intricate shapes, schemes, and norms.

During its many centuries, schools of artistic painting have accumulated a great pedagogical experience in the field of the development of the creative abilities of young artists. The experiences of these past artist-pedagogues require careful study and generalization, based on which we can begin to develop new scientifically based methods of creative ability development in academic drawing classes.

As a result of the independence of Uzbekistan, the national consciousness got rid of the ideological mold. This situation made it possible for pedagogy to be implemented in a way that is contrary to common sense, national mentality and traditions. Today's Uzbek pedagogy is developing taking into account the subtle aspects of the nation's psyche and relying on the latest achievements in world education.

The primary objective of contemporary Uzbek teaching is formally stated as the development of a well-rounded individual. This approach envisions trainers and students actively engaging in the learning process. Particular emphasis is placed on the notion that kids and teens are the subject—that is, the ones who carry out the educational process as well as its aim.

Simultaneously, every educational activity is planned to guarantee pupils' autonomous thought processes and to stimulate their desire for learning. Today's Uzbek education places more emphasis on the child's individuality than on a certain body of information. Because of this, national pedagogy places a strong emphasis on developing curious, self-starting individuals in addition to producing educated pupils.

Ignoring the achievements and experiences of ancient artists leads to the disappearance of the art school and the "ignorance" of art. The natural unity of theory and practice helps the active development of a young artist and the growth of his creative abilities. Every time a beginner artist learns something new, learns differently, looks at people's faces with a professional eye, and acquires new skills in the art of portrait painting, in other words, different goals enter into active creative activity. The pedagogue should give the first basic methodical instruction in drawing an educational image.

Later, the artist's creative activity develops and his own method of depiction appears. Students can achieve this with the help of an experienced pedagogue, and for this the pedagogue must move from general instructions to individual instructions and take into account the abilities of each student. The social tasks of pedagogy and fiction in terms of educating a perfect person are interrelated with the harmony of subject and object. This relationship is based on the following principles.

The unity of social existence and the interdependent development of forms of social consciousness, pedagogy, and fiction are historically and logically related to each other in the same way that the word "ethics" is synonymous with the words "ethics"; Pedagogical problems in the structure of social reality, artistic clarification of the theoretical and practical foundations of the pedagogical process, harmony of artistic and pedagogical requirements in children's literature, the need to research fiction from an educational point of view, basing on pedagogical theory in the development of principles and methods of literature education, etc.

Image, character, and typicality are among the main issues in literary studies. The content and form of works of art are the main means-image that expresses the unity of form, subject, and idea. It is an image of a person who summarizes and clarifies the inner and outer world of people and performs a specific ideological and aesthetic task. In other words, an image is a generalized image of life in a single, individual form.

The image in any work of art appears generalized and individual. In the works of great writers, the feature of artistic generalization has risen to such a high level that the images created by them have become popular types. The characteristics of the artistic in the interpretation of literary experts are also important from the point of view of pedagogic laws.

2.1 Pedagogical Ideal About Person's Traits

If the pedagogical ideal talks about the qualities of a person, the personality and their formation, in artistic images this ideal person is shown and illuminated in practice, with his whole inner world. Therefore, in literary studies and the science of pedagogy, when thinking about the educational significance of a work or a certain image, the principle of a common approach is evidently thrown away.

A perfect person is the main idea of both pedagogy and fiction. Education tries to form such perfect people, and artistic images are an effective tool in the education of a perfect person, and pedagogy teaches how to use them. The issue of character in literature acquires a special meaning in terms of pedagogical and psychological science.

In literature, pedagogy, and psychology, character means the illumination of such aspects as a person's way of life, existence, attitude to work, dreams, aspirations, thoughts and experiences, morals, socio-philosophical outlook, and inner world. The more carefully the character is created, the more vividly the writer reveals the relationship between a person and reality, and the higher the educational value of fiction.

One of the important issues of the science of pedagogy is the effective use of every means of education. In a work of art, art - aesthetic demand, as a means of education - and pedagogical demand live together. It is known that for thousands of years, our literature has been singing the ideas of humanity, love, and trust.

Today, our literature is diverse and colorful. Literature strives to explore the subtle nuances and tones of the human heart and soul, to reflect them through words. The highest level, examples of fiction literature that can reach the highest levels represent the thoughts, experiences, dreams, and hopes that stir and excite humanity.

Just as people in the world are not alike, so are their hearts' forgiveness. The history of Uzbek literature is rich in masterpieces that skillfully reflect human mental states. Importantly, they are not limited to increasing our educational knowledge but serve to improve our artistic taste and spiritual perfection.

Literature is also a unique expression of people's and society's life. It reflects the serious changes in the history of society in various artistic forms using various images. Accordingly, the relationship between literature and pedagogy is mainly related to the promotion of human values. As each person grows up, he must first learn his history, customs, and the history of his country. For a person to find a place in his society, it is necessary to learn to love literature to have a strong knowledge of good manners.

Pedagogy requires the re-development of the content and methodology of education in higher educational institutions based on national universal traditions. Based on these, the level of modern demand is reached in the preparation of educational programs, textbooks, and manuals. Of course, knowledgeable and experienced scientists, artists, and folk craftsmen are widely involved in these works. In the Faculty of Fine and Applied Art Pedagogy, the problem of teaching and learning specialized subjects of fine and applied art pedagogy should be reflected based on state education standards and higher education systems. It also requires that the number of hours allocated for the teaching of specialist subjects in educational institutions of special and higher education pedagogy should be scientifically justified in all respects.

2.2 Comparison of Personality Education and Its Development

One of the main methodological issues of the course on teaching methods of pedagogic sciences is the issue of personality education and its development. A growing and developing person is an object of education. The process of formation of a person continues throughout his life. In this process, he goes through various changes.

Physical changes in humans include growth in height, weight gain, and changes in the skeletal and muscular systems, internal organs, and nervous system. A phenomenon is studied about other phenomena during its development. A change in quantity is observed within minutes of a change in quality.

Pedagogical science branches also include methodology, which studies the laws of teaching subjects. At the same time, the science of pedagogy cannot develop in isolation from other sciences. Since the object of pedagogy in the field of education is the growing young generation, pedagogy is related to human sciences.

Pedagogy should preserve the individual trajectory of its development and not make it unclear

and complicated due to inappropriate use of concepts and categories of other disciplines. Increasing scientific research on the humanization of interpersonal, inter-national, and inter-state relations and the full provision of moral standards to solve global planetary problems.

As one of the social awareness fields, the science of education is continually expanding, evolving, and getting better. Every era has unique learning challenges, methods, and scientific research techniques. In addition, there are generic rules that apply to every age, which serve as the fundamental ideas and concepts of the methodology. Using computer technology, educational processes may be fully or partially automated with the use of pedagogical software applications. They are employed as teaching aids for contemporary technologies and are seen to be one of the most promising ways to improve the efficacy of the educational process.

Software designed to accomplish certain didactic objectives, technical and methodical assistance, and extra auxiliary tools are examples of pedagogical software tools. For aspiring technology teachers, using pedagogical software tools is crucial to their professional growth.

The technology of preparing future teachers for design activities carried out in our research, which integrates problem-modular and targeted approaches with the use of new and traditional technologies, which arises from the characteristics of each period of study of students in the study of pedagogical sciences at a higher educational institution, confirmed the effectiveness and purposefulness of the technology of preparing future teachers for design activities and made it showed that it is acceptable to use in practice.

3 CONCLUSIONS

In conclusion, it should be said that pedagogy develops based on the development laws of society. Today, this process is at its peak. In particular, the work being done to establish a legal state shows that the national consciousness is rising day by day. As long as the human consciousness does not progress, no changes are noticed in the aspects of social life. Since times are changing rapidly, pedagogy needs to be in tune with these changes.

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