

**WAYS OF DEVELOPING METHODOLOGICAL COMPETENCE OF
FUTURE FINE ARTS TEACHERS**

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ABSTRACT: This article explores the content, importance, and effective ways of developing methodological competence among future fine arts teachers. Methodological competence is a key component of a teacher's professional activity, enabling the integration of theoretical knowledge with practice, the use of modern pedagogical technologies, and the fostering of students' aesthetic taste and creativity. The paper analyzes the role of innovative approaches, interactive methods, and practical training in enhancing methodological competence.

KEYWORDS: Fine arts, methodological competence, pedagogical technologies, innovative approach, creativity, teacher training.

Today, the development of teachers' professional competence is one of the most urgent issues in the education system. In particular, for future teachers of fine arts, methodological competence plays a crucial role in their future pedagogical activities. Methodological competence refers to the ability of a teacher to effectively organize the learning process, take into account students' individual abilities, apply modern teaching methods, and conduct lessons based on a creative approach. Therefore, in the process of developing methodological competence among future fine arts teachers, it is essential to widely implement innovative methods, interactive activities, practical training sessions, and independent creative work at every stage of education. This article analyzes the effective ways of forming methodological competence, its practical significance, and its role in the professional development of teachers.

The methodological competence of future fine arts teachers is a vital element in their professional formation. It ensures that they can effectively connect artistic creativity with pedagogical practice and transfer their artistic knowledge to students in a meaningful, engaging, and developmentally appropriate way. Methodological competence is not limited to mastering teaching techniques; it represents a complex synthesis of pedagogical thinking, creativity, reflection, and the ability to adapt to different educational contexts. In the modern educational environment, teachers are expected not only to possess subject-specific knowledge but also to design and

implement teaching processes that nurture students' aesthetic perception, critical thinking, and creative expression. Therefore, forming methodological competence among students of fine arts education programs must be one of the central objectives of teacher training institutions.

Developing methodological competence begins with the integration of theory and practice in the training process. Theoretical knowledge about pedagogical concepts, learning psychology, and artistic didactics must be closely linked with hands-on experience in teaching and creative activities. For instance, during practical sessions, future teachers can conduct short art lessons for their peers, experiment with different instructional approaches, and reflect on the outcomes. Such practice encourages self-analysis and awareness of the relationship between pedagogical decisions and students' artistic achievements. It also helps them develop flexibility and confidence in classroom management, communication, and lesson planning.

The use of modern pedagogical technologies plays a significant role in strengthening methodological competence. The digitalization of education has introduced new possibilities for teaching fine arts, such as virtual exhibitions, online art platforms, and digital design tools. Future teachers must be able to effectively integrate these technologies into their teaching strategies. For example, using digital drawing tablets or design software allows students to explore artistic concepts through new media, expanding their visual literacy and motivation. Additionally, interactive presentations and video demonstrations can help illustrate complex artistic techniques, making the learning process more dynamic and engaging. However, technology should not replace traditional artistic skills but rather serve as a complementary tool that enriches the creative and educational process.

Innovative teaching approaches are essential to make art education relevant and inspiring for the younger generation. Future teachers must master interactive methods that encourage student participation, collaboration, and creative problem-solving. Techniques such as project-based learning, art workshops, and peer feedback sessions allow students to experience the artistic process as an active exploration rather than a passive reception of information. When students work on collaborative projects—such as creating murals, designing school exhibitions, or integrating art with environmental or cultural themes—they learn to connect artistic creation with social and ethical issues. This approach helps develop not only artistic skills but also empathy, teamwork, and responsibility.

A key aspect of methodological competence is the ability to design and adapt lesson plans according to students' age, interests, and individual abilities. Fine arts teachers should understand developmental psychology and be capable of adjusting tasks to suit both gifted students and those with less experience or confidence. For example, while younger learners may respond best to play-based and visual storytelling activities, older students might prefer more conceptual and analytical projects that challenge their thinking. The teacher's sensitivity to such differences ensures that every student experiences success and personal growth through art.

Furthermore, reflection and self-evaluation are fundamental components of methodological development. Future teachers must learn to critically assess their own teaching performance and identify areas for improvement. Reflective practice allows them to connect theory with their lived teaching experiences and gradually refine their pedagogical style. Teacher educators can support this process by encouraging students to maintain reflective journals, participate in peer observations, and discuss challenges encountered during teaching internships. Reflection also enhances professional identity formation, helping future teachers to understand their role as mediators between artistic culture and the learner's individual world.

The cultivation of creativity and aesthetic awareness is another essential part of methodological competence. A fine arts teacher should not only transmit technical knowledge but also awaken students' inner sense of beauty and creative potential. Therefore, the educational process must include activities that promote experimentation, imagination, and emotional expression. The teacher's own creative practice serves as a model of inspiration for students. When future teachers actively engage in artistic creation—painting, sculpture, digital art, or design—they strengthen their authenticity and pedagogical credibility. Their personal artistic growth directly influences their teaching methodology, as they are more capable of guiding students through the artistic process from idea generation to realization.

In addition to creativity, cultural awareness and appreciation are crucial elements of art education methodology. Future fine arts teachers should possess a broad understanding of national and world art heritage, as well as the ability to incorporate multicultural perspectives into their lessons. By introducing students to the works of artists from various traditions and historical periods, teachers can foster respect for diversity and encourage cross-cultural understanding. Moreover, connecting art education to the local cultural environment—such as traditional crafts, architecture, and design—helps students develop a sense of identity and belonging. The integration of

cultural context with artistic practice enriches students' learning experiences and deepens their emotional connection to art.

An effective methodology also requires strong communication skills. Fine arts teachers often communicate complex visual and emotional concepts that cannot always be conveyed through words alone. Therefore, they must develop expressive language and the ability to guide students through visual analysis, critique, and discussion. Constructive feedback plays an essential role here: it must motivate students, highlight strengths, and provide specific directions for improvement without discouragement. Learning to give and receive feedback constructively is an important part of teacher training, as it fosters trust and mutual respect in the classroom.

The process of forming methodological competence should be continuous and dynamic, extending beyond the university years. Lifelong learning is indispensable in art education, where new techniques, materials, and technologies are constantly emerging. Future teachers should be motivated to engage in professional development through workshops, exhibitions, research, and collaboration with other educators and artists. Participation in creative communities allows them to exchange experiences, discover new methodologies, and remain inspired. Universities, in turn, must create conditions that support such professional growth by organizing pedagogical practice programs, methodological seminars, and interdisciplinary projects that combine art with science, technology, and culture.

In conclusion, developing methodological competence among future fine arts teachers is a multifaceted process that requires the integration of theory, practice, creativity, and reflection. It depends on the effective use of modern pedagogical technologies, innovative teaching methods, and continuous professional development. A methodologically competent fine arts teacher is not only an instructor but also a mentor, researcher, and creator who can inspire students to discover their artistic potential and express their individuality. By strengthening methodological competence, teacher training institutions contribute to the formation of educators capable of shaping the aesthetic culture, creativity, and spiritual development of the next generation.

The development of methodological competence among future fine arts teachers is an essential component of modern pedagogical education. It represents the foundation for ensuring that art instruction not only transmits knowledge but also inspires creativity, emotional intelligence, and cultural understanding among students. A methodologically competent teacher is able to integrate artistic theory and practice,

apply innovative and interactive teaching strategies, and adapt the learning process to the needs and abilities of each student.

The research and analysis presented in this article demonstrate that the formation of methodological competence requires a systematic and holistic approach. It begins with the incorporation of pedagogical theory into practical training, where students learn to plan, organize, and evaluate art lessons effectively. The use of digital technologies and innovative teaching tools enhances the flexibility and attractiveness of the educational process, while reflective practice fosters continuous professional growth and self-improvement.

Equally important is the teacher's personal creative development, which serves as both a motivational and methodological resource. Future fine arts teachers must remain active artists who explore new forms, materials, and ideas, as their personal artistic experience strengthens their pedagogical authority and enriches their teaching practice. Moreover, understanding the cultural and historical dimensions of art education enables them to cultivate students' respect for artistic heritage and appreciation of national and global art traditions.

In the modern educational context, methodological competence ensures that art education fulfills its broader mission: to develop students' creative thinking, aesthetic sensitivity, and capacity for self-expression. Therefore, universities and teacher training institutions must prioritize this competence through curriculum design, professional practice opportunities, and continuous methodological innovation. Only through the preparation of highly competent and creative fine arts teachers can society nurture a new generation of individuals who value beauty, creativity, and culture as integral aspects of human development.

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