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# PROFESSIONAL COMPETENCIES OF FINE ARTS TEACHERS IN HIGHER EDUCATION AND THEIR INFLUENCE ON STUDENTS

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### Abstract

This article examines the formation of professional competencies for a fine arts teacher in the higher education system and their impact on students. The concept of professional competence is analyzed from pedagogical and artistic perspectives, and the theoretical and practical aspects of competence development based on teacher-student interaction are substantiated. The research results showed that a teacher's professional and methodological potential directly influences students' creative activity, motivation, and educational effectiveness. In conclusion, recommendations were provided aimed at improving the professional competence of fine arts teachers in higher education institutions.

**Keywords:** Professional competence, fine arts, higher education, student, art history, creativity, pedagogical mastery, aesthetic taste, technical skills, innovative technology.

### Introduction

Currently, vocational training processes in the higher education system are based on a competency-based approach. This approach primarily involves combining students' theoretical knowledge with practice, the ability to make independent decisions in their professional activities, and the formation of high-level skills such as creative and critical thinking. The concept of professional competence is

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widely interpreted in pedagogical literature and is interpreted differently by different authors.

In the pedagogical dictionary, competence is defined as the level of readiness in a specific field of activity and the possession of knowledge, skills, and abilities necessary for making effective decisions. In this definition, not only theoretical knowledge but also the ability to apply it effectively in practical situations occupies a central place. Also, in the materials of UNESCO (2017), competence is defined as a system of knowledge, skills, values, and motivations that allow an individual to effectively perform certain professional tasks.

Professional competence is a complex concept that requires not only technical readiness to perform professional activities but also an individual's social, cultural, and communicative adaptation. It is crucial not only for performing professional tasks but also for establishing effective communication with students, motivating them, and guiding them toward creative thinking.

Consequently, professional competence includes a set of knowledge, skills, creative potential, and personal qualities characteristic of an individual for the full execution of a specific professional activity. At the same time, motivation, reflection, and the pursuit of continuous professional development are also integral components of professional competence. Therefore, in the modern higher education system, the formation of competence based on teacher-student cooperation and its development in aesthetic and creative fields such as fine arts remains a pressing issue.

Professional competence is not merely the acquisition of pedagogical knowledge, skills, and abilities, but the skillful application of didactic methods and work methods, as well as pedagogical communication skills.<sup>1</sup> Consequently, strengthening the scientific-practical link between higher education and production, and the introduction of textbooks and pedagogical technologies based

<sup>1</sup> Azimov, S. S. (2023). Specific aspects of the drawing and painting classroom in the development of professional competences of future visual arts teachers. *Education and Innovative Research*, 6, 97–100.

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on art history, requires increasing the professional potential of fine arts teachers in higher educational institutions.

Within the framework of the art education concept, the teacher's creative approach and methodological expertise are considered essential factors. Researchers Abdullaev and Zikrillayeva (2025) note that through the content of art education in higher education, forms of educational activity, and innovative pedagogical technologies, "it is justified that it is important to direct students toward the development of aesthetic taste, creativity, and technical skills in their professional field".<sup>2</sup> In other words, the lesson content and effective teaching methods built on art history awaken the student's creative potential. Additionally, the teacher's pedagogical skills and profound knowledge of the subject create a foundation for the student's interest in the lesson and their free expression.

In higher education, the creative preparation of students largely depends on the professional competencies of teachers. Every creative teacher should strive to awaken students' interest in science and develop their intellectual and creative abilities in every lesson, as the success of education and upbringing depends on the teacher's pedagogical skills. A.T. Umirov's article examines methods for forming creativity in preschool and school-aged children through art and discusses how a teacher's didactic methods serve to stimulate student creativity. From this perspective, the pedagogical competence of a teacher is of decisive importance in stimulating the creative development of students both in higher education and in higher education.

The literature review section examines modern research on professional competence, art pedagogy, and the creative and professional development of students. Makashova, P., Meirmanov, A., Zhunusbekov, Z., Makasheva, O., Mirzaliyeva, E., Ermuratova, A., & Sakenov, J. (2016) described a model for

<sup>2</sup> Abdullaev, S. F., & Zikrillayeva, V. H. (2025). *Talabalarda badiiy-kasbiy kompetensiyalarini shakllantirish tizimini takomillashtirishning didaktik imkoniyatlari*. Pedagog, 80(1), 9–13.

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forming the professional competencies of students majoring in art. According to them, future teachers must possess “professional competencies in educational, experimental, organizational, social, and educational activities”. These competencies facilitate the student’s free implementation of creative pedagogical activity. Tomashevskiy (2022) focused on creative and technical skills within the pedagogical competencies of an art teacher. They found that “children can only be taught by a teacher who possesses creative equipment and techniques; without such competence, a work of art cannot be created”<sup>3</sup>. That is, profound mastery in art history forms the basis of professional competence.

International research also supports this opinion. Xie et al. (2022) showed the importance of pedagogical technologies in their research on forms of teaching art sciences in the context of distance learning. Solomakha (2020) also emphasized the introduction of innovative technologies in the training of art teachers. Liang (2018) defines the concepts of “aesthetic culture” and “aesthetic competence” of an art teacher and emphasizes the need to teach teachers artistic self-awareness and compositional thinking in a modern environment.

Analysis has shown that the formation of a teacher’s professional competencies is often inextricably linked to practice. Shmelev A.N. (2008) defined the training of future teachers as “the process of students mastering the content of educational disciplines necessary for their future profession, and at the same time, the result of the development of professional knowledge, skills, and abilities of the teacher’s personality”. Berdiyev D. (2023) notes that a teacher's competence in fine arts pedagogy serves to strengthen students' creative activity through STEAM interactive education: the practical significance of interactive methods is actively highlighted in the study titled “Methods for Improving the Content of

<sup>3</sup> Tomashevskiy, V., Digtar, N., Chumak, L., Batiievskaya, T., Hnydina, O., & Malyska, O. (2022). Artistic and pedagogical competences of the fine arts teacher: An adaptation of students’ needs. *Problems of Education in the 21st Century*, 83, 289–297.

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Fine Arts Teaching Methodology through the Implementation of STEAM Education”. Furthermore, the researcher emphasizes that she advocates for enriching students' artistic thinking and conceptual thinking through interdisciplinary integration. This approach demonstrates that, while enriching the pedagogical and methodological competencies of the teacher, it is also aimed at increasing the scientific and creative potential of students. Sultanov Kh. E. (2020) in his research argues that the educational process can be effectively integrated through the use of innovative technologies and a cluster approach in fine arts education. Furthermore, we believe it is necessary to focus on the psychological foundations of Uzbek national art in fine arts classes and to improve the methodology for developing students' artistic imagination through the use of sketches, especially in composition classes. The role of a teacher in the system of education and upbringing, as well as their pedagogical competence, directly affects the artistic and aesthetic development of students. The process of professional training for a future artist-teacher must be continuous and scientifically grounded, with the formation of creative abilities continuing consistently from the general education stage to higher education.

In our view, fine arts not only develops creative thinking but also encourages students to acquire technical skills, enrich their aesthetic vision, and foster social and personal development. At the same time, in the process of art education:

- integration of art and education;
- development of creative abilities;
- mastering technical skills;
- expanding creative thinking;
- enhance historical and cultural knowledge;
- self-assessment and motivation;
- aspects such as the development of social consciousness are of great importance.

On this basis, it should be noted that by deeply integrating fine arts into educational programs, it is possible to form the professional competencies of

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young people and prepare them as individuals with active, creative, and aesthetic thinking.

A teacher's professional competencies consist of several main components: subject knowledge, creative skills, pedagogical and methodological potential, and the ability to apply modern technologies. According to D. Norkulova (2024), there are “certain difficulties and contradictions” in the process of developing the professional competence of future teachers, and to overcome them, it is necessary to deeply study the essence and structure of pedagogical activity.<sup>4</sup> That is, for the formation of competencies, it is first necessary to take into account the creative needs and characteristics of the teacher and the student, as well as the state of the educational environment.

In our opinion, a fine arts teacher is required to possess the following competencies: personal and professional qualities such as “excellent knowledge of their subject, a sincere love for their profession, the ability to awaken students’ interest in the subject, the organization of practical work based on modern requirements, and the possession of deep knowledge”. These competencies play an important role in guiding a student’s creative work. For example, a master artist primarily demonstrates creativity in creating their works of art, so their creative and technical skills become a model for students to imitate.

In fine arts classes, a qualified teacher must be “free in the means and techniques of art—this is the foundation of their professional competence.” If the teacher does not know the basic creative tools perfectly, he will not be able to give sufficient instructions to the students.

The research results demonstrated that a teacher's professional competencies directly influence the educational effectiveness of students. The majority of students who participated in the survey (about 85%) highly appreciated the

<sup>4</sup> Norquolova, D. (2024). Modeling the process of professional competence development of future teachers through portrait coloring. *Education and Innovative Research*, 1, 197–199.

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knowledge and pedagogical potential of their teachers. It was observed that students belonging to this group began to solve various creative tasks with ease and actively participate in lessons. It is noteworthy that the highly rated teachers applied interactive technologies and project-based teaching methods to the students. When the content of art education is enriched through innovative approaches, students are directed toward developing "aesthetic taste and creativity."

Interaction within the teacher-student system is of great importance. The teacher's didactic literacy also plays a key role in assessing student competencies. Nurtayev (2024) emphasizes the integration requirements of the Bologna process in teacher training, stating that "integrating the content of specialist training and developing educational cooperation as a priority requires the development of general and special professional competencies in graduates, including future fine arts teachers based on art history." <sup>5</sup> he writes.

Our results also revealed that teachers exchanging pedagogical experience with colleagues and presenting art history-based topics to students expands their approach to art.

The professional competencies of a fine arts teacher in higher education consist of their pedagogical, creative, and technical training. These competencies include aspects such as the deep mastery of art education mechanisms, didactics and methodology, and the use of innovative tools. If the teacher's professional skills are high, students' interest in art and creative activity will increase. As a result, a highly qualified teacher develops creative thinking and independent creative behavior in students during the lesson.

There are also recommendations adopted based on the research. First and foremost, it is necessary to organize regular professional retraining and

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<sup>5</sup> Nurtayev, U. N. (2024). Technologies for the formation of professional competence of future teachers of fine arts. *Education and Innovative Research*, 1, 1–5.

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professional development courses for teachers of fine arts in higher educational institutions. It is necessary to implement technologies for forming professional competencies based on art history. In this direction, it will be useful to harmonize the theory and practice of art in the modules of educational blocks, to create integrated textbooks. For example, interactive lessons combining drawing, color studies, and composition can be conducted in fine arts classes.

Secondly, it is necessary to focus on improving the teacher's methodological competence. Project-based and interactive teaching methods used in practice in Germany and other countries should be introduced to educators. It is necessary to make extensive use of innovative technologies when creating macro and micro lesson plans. For example, methods such as online assessment of art drafts and prints, virtual gallery excursions in the context of distance or blended education increase students' creativity.

Thirdly, it is important to develop criteria for assessing students' creative competence. In this regard, at the initiative of the teacher, an assessment system based on a creative portfolio, an exhibition of visual works and final projects can be introduced. As a result of this assessment, the level of the teacher's competence and the effectiveness of education are clearly visible. If the teacher's pedagogical activity is aimed at developing creativity and creating critical thinking, the student's self-confidence and creative indicators will increase.

In conclusion, the continuous improvement of the professional competencies of a fine arts teacher serves to improve the quality of education. In addition to theoretical and practical training of teachers, it is necessary to implement innovative strategies related to art in higher education institutions. Thus, a comprehensive approach aimed at developing the professional potential of future fine arts teachers and enhancing students' creative abilities will be more effective.

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