

THE FORMATION OF ENTREPRENEURIAL SKILLS IN STUDENTS THROUGH PRACTICAL PERFORMANCE IN FINE ARTS CLUBS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract:

The article aims to develop entrepreneurial skills through the active participation of students in visual arts in exhibitions and competitions with their creative work, the development of artistic and creative competence necessary for their future activities, as well as practical implementation in their clubs.

Keywords: Future teachers, artistic and creative competence, STEAM education, creative workshop, "mentor-student" principle, applied arts, national crafts, entrepreneurial skills, innovative teaching technologies, competitive personnel.

OLIV TA'LIM MUASSASALARIDA TASVIRIY SAN'AT TO'GARAKLARIDA AMALDA BAJARISH ORQALI TALABALARDA TADBIRKORLIK KO'NIKMALARINI SHAKLLANTIRISH

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Annotatsiya:

Maqolada tasviriy san'at talabalarining ijodiy ishlari bilan ko'rgazma va tanlovlardagi faol ishtiroki kelajakdagi faoliyati uchun zarur bo'lgan badiiy-ijodiy kompetentligini rivojlanishi xamda to'garaklarida amalda bajarish orqali tadbirkorlik ko'nikmalarini shakllantirish qaratilgan.

Kalit so'zlar: bo'lajak pedagog-o'qituvchilar, badiiy-ijodiy kompetentlik, STEAM ta'lim, ijodiy ustaxona, "ustoz-shogird" tamoyili, amaliy san'at, milliy hunarmandchilik, tadbirkorlik ko'nikmalari, innovatsion o'qitish texnologiyalari, raqobatbardosh kadrlar.



Introduction

Leading scientific centers and higher educational institutions around the world are writing numerous scientific articles on developing models for the development of professional and innovative activities of future teachers, increasing the effectiveness of educational processes at all levels and stages of education, directing students from school age to the right profession, and improving the artistic and creative competence of students in higher educational institutions through various forms of education. In this process, the development of innovative teaching technologies for developing students' artistic and creative competence and scientific worldview based on the "STEAM-education" program, as well as the further improvement of professional and creative skills of future specialists based on new methods, is becoming increasingly important. At the same time, it is necessary to improve the competence of future teachers through the combination of practical activities based on theoretical knowledge in the training of competitive personnel in accordance with societal demands

Today, it is becoming increasingly important for future teachers to find their place in the future life, engage in creative work, be polite, be educated, learn additional skills, develop their spiritual world, artistic and creative competence, and develop self-financing skills in young people.

The lesson process requires the application of numerous methods and technologies based on accumulated experience, a method for learning the skills of painting, pencil drawing, camping, applied art, and miniature, as well as working in the circle based on the mentor-student tradition. This method can be used in classroom and extracurricular activities for independent learning and creative clubs.

During the exhibitions organized to demonstrate creative products, it became known that if students are given a clear goal, if they are given the opportunity to demonstrate the results of their creative work, their interest in creativity and the creation of new works will increase.

The learner primarily chooses what to do in the creative workshop, the teacher only corrects the errors in his work and gives advice on how to use visual aids. The student, with the help of the teacher, plans their activities in any type or genre of visual art they want to begin: they make sketches, choose material for work. Every apprentice in a creative workshop is an artist preparing to put his work before the audience. In club activities, each work performed in a creative workshop, in its own way, is a project, a completed work, a finished product - a finished product that is submitted to a competition, an Olympiad, or an exhibition.

Educational and methodological support has been developed, aimed at developing entrepreneurial skills in students through practical implementation in visual arts clubs in higher education institutions.

In order to attract students to genres of fine and applied arts, various professions, and to provide them with financial support based on the demands of the time, in addition to the educational activities specified in the programs, the tradition of "ustoz-shogird" is well established in the activities of creative circles. In these circles, students of various fields studying at the institute also learn the secrets of creativity. Professors and teachers will closely assist in developing the program of the club, its work plan, monitoring the process, providing necessary advice, and



jointly solving pedagogical problems. The collaborative principle of "student-student-student-student-teacher" is aimed at a specific goal, such as educating our students from a pedagogical perspective and creating opportunities for training competitive personnel in the educational services market, ensuring that young specialists adapt to the pedagogical process and conditions. First of all, the conditions created here for free creativity, the creative environment; secondly, the leadership of circle members by their peers of near-age age, the similarity of interests and goals of young people, are conditions that allow them to communicate freely so that they can quickly communicate with each other. By observing the work done by their peers, they gain self-confidence; secondly, students who are leading develop skills in working with students and organizing independent club activities in the future.

Creative products created in the clubs, children's fairy tales in book graphics, miniature centuries, wood carvings, tablets, boxes and other various items are being done with great interest by students and students. The most interesting thing here is the sale of the finished products created here, the purchase of materials and equipment used by students in wood carving, miniature, mockup design and other types of applied arts through financial support.

Creative activities not only shape students' aesthetic taste, but also introduce them to applied decorative arts and works of national folk crafts, provide them with the necessary creative knowledge, develop their artistic work skills, and at the same time provide them with psychological and practical training to orient them towards professions in accordance with their abilities.

Conclusion

The article emphasizes that innovative technologies and creative methods play an important role in developing the artistic and creative competence of future teachers. Through clubs and creative activities based on the "mentor-student" principle, students develop not only their artistic skills, but also their entrepreneurial abilities. Students will have the opportunity not only to create their own works, but also to receive material benefits from them. Creative processes develop aesthetic taste, increase interest in national crafts, and enhance students' potential for career guidance. At the same time, the significance of a creative environment and free communication creates great opportunities for preparing students for pedagogical activity. This approach serves to train competitive, creative, and knowledgeable personnel.

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