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DIDACTIC POSSIBILITIES OF TRAINING FUTURE TEACHERS OF FINE ARTS IN HIGHER ART PEDAGOGICAL EDUCATION INSTITUTIONS TO FORM COMPETENCES IN ILLUSTRATIVE DRAWING IN SCHOOL STUDENTS

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Abstract
This article analyzes the systemic didactic opportunities for preparing future fine arts teachers in higher artistic pedagogical educational institutions to develop illustrative drawing competencies in school students. Within the framework of the research, the implementation of the "Double Direction" education model that synthesizes artistic creativity with engineering-technical skills into higher education, the formation of physical and digital environments based on the "Third Teacher" concept in educational design studios, and the utilization of digital portfolio systems for assessing students' creative-pedagogical activities are highlighted. Along with traditional fine arts methods, a methodical system for designing modern illustrative drawing lessons using 3D modeling, computer graphics, and artificial intelligence (AI) technologies is proposed.

Keywords: future teacher, higher pedagogical education, illustrative drawing, competence, Double Direction, Third Teacher, design studio, computer graphics, artificial intelligence, digital portfolio.

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OLIY BADIIY PEDAGOGIK TA’LIM MUASSASALARIDA BO‘LAJAK TASVIRIY SAN’AT O‘QITUVCHILARINI MAKTAB O‘QUVCHILARIDA ILLUSTRATIV RASM ISHLASHGA OID KOMPETENSIYALARNI SHAKLLANTIRISHGA TAYYORLASHNING DIDAKTIK IMKONIYATLARI

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Annotatsiya:
Ushbu maqolada oliy badiiy pedagogik ta’lim muassasalarida bo‘lajak tasviriy san’at o‘qituvchilarini maktab o‘quvchilarida illustrativ rasm ishlashga oid kompetensiyalarni shakllantirishga tayyorlashning tizimli didaktik imkoniyatlari tahlil qilingan. Tadqiqot doirasida oliy ta’lim mazmuniga badiiy ijodkorlikni muhandislik-texnik ko‘nikmalar bilan sintezlovchi "Qo‘shaloq yo‘nalish" (Double Direction) ta’lim modelini joriy etish, o‘quv dizayn studiyalarida "Uchinchi o‘qituvchi" (Third Teacher) konsepsiyasi asosida jismoniy va raqamli muhitni shakllantirish hamda talabalarning ijodiy-pedagogik faoliyatini baholashda raqamli portfoliolar tizimidan foydalanish masalalari yoritilgan. An’anaviy tasviriy san’at usullari bilan bir qatorda, 3D modellashtirish, kompyuter grafikasi va sun’iy intellekt (AI) texnologiyalaridan foydalangan holda zamonaviy illustrativ rasm darslarini loyihalashning konseptual-metodik tizimi taklif etilgan.

Kalit so‘zlar: bo‘lajak o‘qituvchi, oliy pedagogik ta’lim, illustrativ rasm, kompetensiya, Qo‘shaloq yo‘nalish, Uchinchi o‘qituvchi, dizayn studiyasi, kompyuter grafikasi, sun’iy intellekt, raqamli portfolio.

Аннотация
В данной статье анализируются системные дидактические возможности подготовки будущих учителей изобразительного искусства в высших художественно-педагогических учебных заведениях к формированию у

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школьников компетенций в области иллюстративного рисования. В рамках исследования освещены вопросы внедрения в содержание высшего образования модели «Двойного направления» (Double Direction), синтезирующей художественное творчество с инженерно-техническими навыками, формирования физической и цифровой среды на основе концепции «Третьего учителя» (Third Teacher) в учебных дизайн-студиях, а также использования систем цифрового портфолио для оценки творческо-педагогической деятельности студентов. Наряду с традиционными методами изобразительного искусства предложена методическая система проектирования современных уроков иллюстративного рисования с использованием 3D-моделирования, компьютерной графики и технологий искусственного интеллекта (ИИ).

Ключевые слова: будущий учитель, высшее педагогическое образование, иллюстративное рисование, компетенция, Двойное направление, Третье учитель, дизайн-студия, компьютерная графика, искусственный интеллект, цифровое портфолио.

One of the main trends of the modern educational paradigm is the development of innovative creative thinking and practical competencies based on interdisciplinary integration in future specialists. In particular, the content of training teachers of fine arts in higher art pedagogical educational institutions is undergoing a radical reform, undergoing a transition from traditional academic drawing and illustration to digital and conceptual design. In this context, the formation of competencies in illustrative drawing among students of secondary schools is one of the important pedagogical tasks, and the methodology of organizing lessons requires completely new didactic approaches.
Illustrative drawing is not just a re-reflection of the plot of a literary text, fairy tale or epic on paper, but a process of deep logical-morphological analysis, artistic-figurative interpretation and transfer of ideas into visual language forms. The implementation of the "Double Direction" model, which inextricably links artistic creativity with technical and engineering skills in the training of students of the bachelor's degree program "Fine Arts and Engineering Graphics" in the

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higher education system, opens up wide opportunities for solving this problem. This approach develops in students the skills to achieve both artistic-aesthetic and structural-technical perfection in designing the composition of a literary work. For many years, the topics of "Illustrating Literary Works" in school practice have been taught on the basis of a superficial approach. Students are limited to mechanically copying illustrations from ready-made book publications (reproductive activity), without independently analyzing the characters or events of the work. This situation leads to a decrease in children's spatial imagination, compositional logic and creative potential. The reason for this approach is that the level of training of future teachers in higher education institutions is often limited to traditional means of illustration. The isolation of teaching methods and the learning environment from innovative technologies in the higher education process reduces the effectiveness of teaching.

A modern schoolchild is growing up in an environment of digital visualization (multimedia, 3D games, animations). Therefore, they have a high need for elements of modern computer graphics along with traditional illustration skills. The relevance of the problem is that there is a need to re-modify the system of training students in higher art pedagogical education to form illustrative activity in schoolchildren through modern information technologies (3D modeling, artificial intelligence) and architectural and didactic transformation of educational studios.

The research concept was modeled on the basis of the Department of "Fine Arts and Design" of Chirchik State Pedagogical University (ChDPU). In order to improve the professional and methodological training of future teachers of fine arts, educational design studios and art laboratories were conceptually designed based on the requirements of the "Third Teacher" concept. This environment serves as a synthesis of physical and digital space for students and schoolchildren: the rooms are planned to have the possibility of using transforming furniture, graphic tablets, 3D modeling stations and artificial intelligence tools (cloud computing technologies for working with Midjourney, Stable Diffusion platforms). The methodological basis of the study was used as a systematic, competency-based approach and project-based teaching methods. In addition to traditional assessment, students' creative work, lesson plans and practical projects

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at all stages are included in a specially created digital portfolio system (Digital Portfolios) and checked through anti-plagiarism systems, controlling their scientific and creative originality. Within the framework of the "Dual Direction" model, students are systematically taught the methodology of first creating a 3D model or computer graphics sketch of a character based on the content of a literary text, and then adapting it to school practice.

Future teachers trained in the "Third Teacher" environment and under the "Double Direction" concept demonstrate high pedagogical efficiency in working with schoolchildren. Students design the use of modern Artificial Intelligence (AI) technologies in the lessons of drawing illustrations for Uzbek folk tales and Alisher Navoi's ghazals in secondary schools at the first stage of the lesson - "idea brainstorming". Students enter the description in the text in the form of prompts, receive initial visual concepts, and then have the opportunity to rework these concepts based on their personal artistic worldview and illustrative skills (pencil drawing, coloring), creating completely original illustrations.

The "Third Teacher" concept in the training of future teachers in higher artistic pedagogical education is based on the principle that the physical and digital environment itself educates the student. If a future teacher works in a free, creative, modern technology-saturated studio within the walls of higher education, he will bring the same model of the environment to the school classroom where he will teach in the future. The synthesis of digital and traditional methods in the design of illustrative drawing lessons opens up the following didactic opportunities for students:

• A deeper understanding of the plot of a literary work and the correct construction of spatial-logical constructions by designing it in 3D format;

• Acceleration of the stage of search sketches using artificial intelligence generators and expansion of the possibility of multivariateness;

• Monitoring the dynamic growth of his work through a system of digital portfolios, adapting to transparent and objective assessment criteria;

• Developing the skills of building a lesson in the form of interactive and project games, in accordance with the age characteristics of the schoolchild.

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Conclusion

Theoretical and methodological research conducted on the reorganization of the system of training future teachers of fine arts in higher art pedagogical educational institutions based on modern didactic requirements allows us to draw the following conclusions:

1. The introduction of the "Double Direction" model allows future teachers to go beyond the boundaries of traditional art and create more perfect compositional and illustrative projects through computer graphics and engineering-structural analysis.
2. Equipping classrooms based on the "Third Teacher" concept is a leading didactic factor that stimulates the creative and independent thinking of students and schoolchildren.
3. The integration of digital portfolios and artificial intelligence (AI) technologies into the educational process enhances the professional motivation of students, raises their technological and methodological competencies to the level of modern requirements.

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