



# DIDACTIC POSSIBILITIES OF A COMPETENCY-BASED APPROACH IN TEACHING FINE ARTS IN HIGHER EDUCATION

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## Abstract

This article analyzes the didactic potential of the competence-based approach in teaching visual arts in higher education from both theoretical and practical perspectives. It highlights the factors influencing the development of professional and general competencies in art education, effective methods of organizing the educational process, and the role of innovative pedagogical technologies. The study also reveals the didactic opportunities for developing students' artistic and creative thinking, strengthening independent learning activities, and improving the quality of professional training based on the competence-based approach.

**Keywords:** Competence, competence-based approach, visual arts, higher education, didactic potential, artistic and creative activity, pedagogical technologies.

## Introduction

In the modern higher education system, the process of training specialists is being updated in content and organized on the basis of a result-oriented approach. In particular, in fine arts education, the development of not only theoretical knowledge, but also practical skills, professional competencies, and creative thinking abilities of students is becoming a priority. In this regard, the



competency-based approach is recognized as an effective didactic basis for teaching fine arts. Scientific research in the field of fine arts teaching methodology shows the need to develop students' artistic and aesthetic outlook, organize independent creative activity, and improve their professional training. This requires reorganizing the educational process on the basis of a competency-based approach.

### **Research Methodology**

In covering our research, we relied on the opinions of Uzbek scientists B.B. Baymetov, S.S. Bulatov, S.S. Abdullayev, N.Kh. Tolipov, Q.K. Qosimov, R.Kh. Khasanov, B.B. Azimov and S. Abdirasilov on the development of students' artistic and creative competencies in fine arts education, methodological improvement of fine arts education, development of students' spatial imagination, organization of independent artistic and creative activities of students, effective ways of forming their creative potential, and conscious, active and independent work of students.

### **Analysis and Results**

In the context of globalization, new requirements for the education system, the need to train competitive, creative and independent-thinking specialists in the labor market require improving the content of fine arts education. The traditional education model focused on imparting knowledge does not serve to fully form the professional competencies of students.

The need to identify and implement the didactic possibilities of a competency-based approach in teaching fine arts is determined by the following factors: the need to develop students' artistic and creative activities; the need to ensure continuity between practical and theoretical training; the need to strengthen independent learning and project activities; the need to integrate modern pedagogical technologies into fine arts education.

The competency-based approach involves assessing educational outcomes not only by the system of knowledge, but also by the abilities, skills and experience of a person manifested in practical activities. In fine arts education, this approach serves to develop students' creative thinking, aesthetic taste, compositional thinking, and applied art skills.



In the process of teaching fine arts in higher education, the following competencies are formed: artistic and aesthetic competence; compositional thinking competence; competence in using visual means of expression; communicative competence; competence in using information and communication technologies; reflexive and self-assessment competence.

The competency-based approach creates the following didactic opportunities in teaching fine arts:

- orienting the educational process to the student's personality;
- ensuring the integration of theory and practice;
- widespread use of creative tasks and project activities;
- increasing the share of independent learning;
- teaching based on interactive methods;
- introducing competency-based assessment criteria.

The role of innovative methods and technologies is of great importance for the effective implementation of the competency-based approach in fine arts education. The use of such methods as the project method, problem-based learning, portfolio technology, STEAM approach and digital graphic programs in the educational process has yielded effective results. These methods serve to develop students' independent thinking, creative approach and professional readiness.

The analysis shows that the educational process organized on the basis of a competency-based approach increases the artistic and creative activity of students, strengthens their level of professional readiness and increases their motivation for independent learning. The increase in project and practical tasks in educational activities helps students to effectively use visual means of expression.

## **Conclusion**

The competency-based approach to teaching fine arts in higher education is an important didactic factor in improving the educational process. This approach serves to form students' professional competencies, develop their artistic and creative potential, and activate independent educational activities.



Organizing the educational process based on a competency-based approach allows for increasing the effectiveness of fine arts teaching, integrating modern pedagogical technologies, and training competitive specialists.

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