

USE OF INTERACTIVE EDUCATIONAL MEDIA IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF FINE ARTS

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This article discusses the didactic potential of interactive educational media in the formation of professional competence of future teachers of fine arts, their role and effectiveness in the educational process. The practical advantages of using interactive technologies, digital tools, virtual laboratories and multimedia programs, their impact on artistic and pedagogical activities are analyzed on a scientific and theoretical basis. The article develops recommendations for the development of communicative, methodological, creative, technological and reflexive competencies of future teachers using interactive media.

Keywords: interactive education, fine arts, pedagogical competence, digital technology, virtual laboratory, media resources, teacher training.

Introduction. In the modern education system, media educational media, such as multimedia, the Internet and other digital resources, are of great importance in developing the professional competence of teachers. The use of media tools in the educational process not only helps to improve the qualifications of teachers, but also helps to effectively organize the learning process of students. This article examines the role of media tools in the process of training future teachers, their functions in increasing professional competence and practical applications.

Nowadays, fine arts education requires not only the formation of traditional drawing skills, but also the development of students' creative thinking, aesthetic taste, technological literacy and art history competencies. A future fine arts teacher must have a deep knowledge of modern teaching methods and be able to apply innovative tools to the teaching process.

The widespread use of digital pedagogy, interactive methods, STEAM education, online platforms and multimedia resources in the education system encourages fine arts teachers to acquire new competencies. In particular, through interactive educational tools, future teachers:

- enrich the process of teaching fine arts;
- increase the quality of practical exercises;
- deepen the analysis of works of art;
- organize the lesson in a visual, dynamic and interesting way;
- increase the interest and activity of students.

Therefore, studying the theoretical foundations of interactive educational tools and applying them to the preparation of future teachers of fine arts is one of the urgent issues facing pedagogy today.

The role of media educational tools in education Media educational tools in the education system perform the following functions during the pedagogical process of teachers:

Presenting information: media educational tools allow teachers to present information in an interactive and interesting way. For example, presentations, videos and graphics can be used to explain topics that are difficult for students to master.

Facilitate the learning process: Multimedia learning tools, including curricula and simulations, allow students to apply their knowledge in practice, which increases their interest in learning.

Theoretical foundations of interactive educational tools

Interactive educational tools are pedagogical resources based on active communication, cooperation, exchange of experience, visual and practical activities between the student and the teacher, as well as between students.

Interactive education is based on the principles of:

- constructivism (Bruner, 1996)
- activity-oriented approach (Leontiev)
- person-centered education
- problem-based learning
- collaborative learning

These approaches form the skills of the future teacher to organize the lesson interactively.

Interactive tools create the following opportunities:

- deep perception of artistic images;
- virtual experience of color, shape, texture, light and shadow;
- viewing 3D models of works of art;
- visualization of complex technical processes;
- learning painting techniques through video lessons.

These opportunities mark a new stage in visual arts pedagogy.

Developing mutual exchange of ideas: media educational tools, such as online forums and discussion platforms, create opportunities for mutual exchange of ideas between students and teachers. This is important for the development of cooperation and communication.

We should clarify the concept of professional competence. Professional competence is the ability of a teacher to effectively use their knowledge, skills and experience in the educational process.

Through media educational tools, teachers can develop their competencies in the following areas:

Learning pedagogical technologies. Media educational tools help teachers learn modern pedagogical technologies. Teachers can get acquainted with new methods and techniques through online courses, webinars and other educational resources. For example, massive open online courses (MOOC) platforms allow teachers to gain knowledge in various fields.

Developing creativity. Through media tools, teachers have the opportunity to present educational materials in an interesting and creative way. This motivates students and helps them to actively participate in the learning process. For example, using video and audio materials, it helps to involve students in the lesson and develop their creative thinking skills.

Improving analytical skills. Media tools allow teachers to evaluate and analyze student success. Teachers can use various analytical tools to monitor the learning process of students and make necessary changes. For example, online tests and questionnaires can be used to assess student knowledge.

Methodological approaches to using interactive tools

The use of interactive tools in the process of forming the professional competence of future teachers of fine arts should be methodically well-planned, purposeful and implemented in stages. Interactive methods are an effective pedagogical approach that helps students activate their cognitive activity, form independent thinking skills, develop creativity, and perceive art through modern means.

Below, the main methodological approaches to using interactive tools in the training of visual arts teachers are widely covered.

First, it is methodologically important to combine interactive tools with the content of the lesson. Multimedia materials that are appropriate for each lesson topic should be selected - 3D models, virtual galleries, digital reproductions or interactive animations. This takes into account the level of complexity of the educational material, the stage of student preparation, and the specific features of the art direction being taught. For example, when teaching the basics of composition, the ability to change the location of objects and color harmony in real time through interactive panels significantly activates student thinking.

Third, it is important to develop the visual perception of the student through the use of interactive visualization technologies. Studying famous museums, works of art, sculptures or architectural examples in 3D using virtual reality (VR) and augmented reality (AR) tools expands spatial thinking in students. Complex techniques in fine arts — perspective, light and shadow, shape analysis — are taught in a clear, visual and understandable way using AR applications.

Fourth, combining interactive tools with an individual and differentiated approach ensures the flexibility of the learning process. Since each student has different abilities, learning pace, and level of mastery of visual techniques, personal assignments, step-by-step video lessons, automatic assessment, and online consultations should be implemented through interactive educational platforms. This helps to shape the individual development trajectory of students.

Fifth, it is necessary to use interactive methods of reflection and assessment in the methodological process. At the end of the lesson, students can post their work in an online gallery, evaluate each other, analyze and exchange ideas. The graphic analysis, rating, and commenting functions available on interactive platforms encourage students to express their own opinions and conduct analytical reflection on their creative work.

Sixth, increasing the teacher's methodological competence is an important factor in using interactive tools. Future visual arts teachers must have in-depth knowledge of multimedia technologies, graphic programs, virtual galleries, online lesson design, and visual content creation. The more technologically literate the teacher is, the higher the level of interactivity in his lessons.

In general, methodological approaches to the use of interactive tools in the process of training visual arts teachers serve to develop students' creative thinking, improve visual skills, form aesthetic taste, and increase interest in studying digital art. These approaches are the main methodological factors for modernizing education, strengthening teacher professional competence, and achieving high results in teaching visual arts.

Interactive Learning Tools: With the help of interactive platforms such as Quizlet, students can review the studied material in an interesting way. Through these platforms, teachers have the opportunity to assess students' knowledge and increase their interest.

Video Lessons: Teachers can record their lessons in video form and later present them to students. This method helps students learn at their own pace. For example, posting pedagogical materials on YouTube and other video platforms allows students to watch lessons independently.

Conclusion. Media tools are important in the training of future teachers. They allow teachers to develop their professional competencies, learn new pedagogical technologies, and increase creativity and analytical skills. The effective use of media tools in the education system helps teachers organize the educational process more qualitatively and effectively. Therefore, the introduction of media tools in the training process of teachers is necessary. The correct and effective

use of media tools in the educational process ensures the professional development of teachers and, as a result, increases the quality of education.

Interactive educational tools serve as an important pedagogical resource in the formation of the professional qualities of future teachers of fine arts. The following conclusions were drawn based on the research:

- interactive tools strengthen methodological, technological, creative and communicative competencies;
- make the teaching process visual, dynamic, interesting and effective;
- help to deeply study the history, styles and techniques of art;
- creates conditions for the development of the individual creative potential of the student;
- requires the adaptation of the teacher training system to the principles of digital pedagogy.

Interactive educational tools form an innovative approach to visual arts pedagogy and ensure the professional development of future teachers.

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