

**Pedagogical competencies in art education and the impact of educational reforms: The case of Uzbekistan\***  
**Sanat eğitiminde pedagojik yeterlilikler ve eğitim reformlarının etkisi: Özbekistan örneği**

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**ABSTRACT:** The qualities of art education must be redefined in line with rapidly changing global market conditions and modern educational requirements. Future art educators should possess critical thinking, creativity, and leadership skills while continuously developing their pedagogical competencies. This study examines the key qualifications of art educators and their role in adapting to contemporary educational reforms. The research adopts a qualitative approach to evaluate the impact of ongoing educational reforms in Uzbekistan on art education. The findings reveal that innovative pedagogical methods and technologies enrich teaching processes, but challenges such as insufficient use of technological tools and difficulties in adapting to reforms persist. In conclusion, strategies to enhance the pedagogical competencies of art educators are proposed, highlighting their critical role in adapting to modern education systems.

**Keywords:** Pedagogical competencies, Educational reform, Critical thinking, Creativity, Art education

**ÖZ:** Sanat eğitiminin nitelikleri, hızla değişen küresel piyasa koşulları ve modern eğitim gereklilikleri doğrultusunda yeniden tanımlanmalıdır. Geleceğin sanat eğitmenleri, eleştirel düşünme, yaratıcılık ve liderlik becerilerine sahip olmalı, pedagojik yeterliliklerini sürekli geliştirebilmelidir. Bu çalışma, sanat eğitmenlerinde olması gereken temel nitelikleri ve bu niteliklerin çağdaş eğitim reformlarına uyum sağlamadaki rolünü incelemektedir. Araştırma, Özbekistan’da devam eden eğitim reformlarının sanat eğitimi üzerindeki etkilerini nitel bir yaklaşımla ele almıştır. Bulgular, yenilikçi pedagojik yöntemlerin ve teknolojilerin eğitim süreçlerini zenginleştirdiğini, ancak teknolojik araçların etkin kullanımı ve reformlara adaptasyonda zorluklar yaşandığını göstermektedir. Sonuç olarak, sanat eğitmenlerinin pedagojik yeterliliklerini artırmaya yönelik stratejiler sunulmuş ve bu yeterliliklerin modern eğitim sistemine adaptasyonda kritik bir öneme sahip olduğu vurgulanmıştır.

**Anahtar Kelimeler:** Pedagojik yeterlilikler, Eğitim reformu, Eleştirel düşünme, Yaratıcılık, Sanat eğitimi

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## GENİŞLETİLMİŞ ÖZET

Sanat eğitimi, bireylerin estetik duyarlılıklarını, yaratıcılıklarını ve eleştirel düşünme becerilerini geliştiren temel bir süreçtir. Aynı zamanda, toplumsal ve kültürel değerlerin aktarılmasında da önemli bir rol oynar. Günümüzde hızla değişen küresel koşullar ve modern eğitim sistemlerinin gereklilikleri, sanat eğitiminin niteliğinin yeniden değerlendirilmesini zorunlu kılmaktadır. Sanat öğretmenleri yalnızca bilgi aktarıcılar değil, aynı zamanda öğrencilerin yaratıcı potansiyellerini keşfetmelerine rehberlik eden liderler olarak görülmektedir. Bu çalışma, sanat öğretmenlerinin pedagojik yeterliliklerini ve eğitim reformlarının bu yeterlilikler üzerindeki etkilerini incelemektedir. Araştırmanın amacı, geleceğin sanat öğretmenlerinde bulunması gereken nitelikleri tanımlamak ve sanat öğretmenlerinin çağdaş eğitim sistemine adaptasyon süreçlerini analiz etmektir.

### Literatür taraması

Sanat eğitimi literatürü, pedagojik yeterliliği eleştirel düşünme, yaratıcı problem çözme, liderlik ve iletişim becerileriyle ilişkilendirmektedir. Eğitim reformlarının sanat öğretmenlerinin gelişimine etkisi önemli bir araştırma alanıdır. Ancak, kültürel açıdan zengin bölgelerden biri olan Özbekistan'daki reformların sanat eğitimine etkileri üzerine yapılan çalışmalar sınırlıdır. Bu çalışma, bu boşluğu doldurmayı amaçlamaktadır.

### Yöntem

Bu çalışmada, sanat öğretmenlerinin pedagojik yeterlilikleri ve eğitim reformlarının etkileri nitel yöntemlerle incelenmiştir. Veri toplama sürecinde doküman analizi, katılımcı gözlem ve ikincil veri kullanımı olmak üzere üç temel yöntem uygulanmıştır. Doküman analizinde, eğitim reformlarına ilişkin ulusal ve kurumsal politika belgeleri, sanat eğitimi müfredatları ve öğretim materyalleri incelenerek reformların pedagojik yaklaşımlar üzerindeki etkileri değerlendirilmiştir. Katılımcı gözlem kapsamında, sanat eğitimi ortamlarındaki atölye çalışmaları, sergiler ve seminerler gözlemlenmiş; ancak bireysel katılımcılar hakkında özel bilgiler toplanmamış, analizler anonim ve genel değerlendirmeler üzerinden gerçekleştirilmiştir. İkincil veri kullanımında ise önceki araştırmaların verileri incelenerek, Özbekistan'daki sanat eğitimi ve reformların etkileri hakkında genel bir çerçeve oluşturulmuştur. Elde edilen veriler tematik olarak kodlanmış ve nitel içerik analizi yöntemiyle değerlendirilmiştir. Çalışma, etik izin gerektirmeyen yöntemler kullanılarak gerçekleştirilmiştir.

### Bulgular ve tartışma

Araştırma, eğitim reformlarının sanat öğretmenlerinin pedagojik yeterliliklerini, mesleki rollerini ve eğitim süreçlerindeki yaklaşımlarını nasıl etkilediğini kapsamlı bir şekilde ortaya koymuştur. Sanat öğretmenlerinin, öğrencilerin yaratıcılığını geliştirme, eleştirel düşünmeyi teşvik etme ve etkili iletişim kurma gibi pedagojik yeterliliklerinin büyük ölçüde geliştiği gözlemlenmiştir. Eğitim reformları, modern pedagojik yaklaşımların benimsenmesini teşvik ederek öğrenme süreçlerini daha zengin ve çeşitli hale getirmiştir. Ancak bazı öğretmenlerin bu yeni yöntemleri uygulamakta zorlandığı, özellikle yenilikçi teknolojileri derslerine entegre etme konusunda eksiklikler yaşadığı tespit edilmiştir. Bunun yanı sıra, sanat öğretmenlerinin öğrencilerle bireysel olarak ilgilenme ve onların sanatsal potansiyellerini ortaya çıkarma konusunda başarılı olduğu belirlenmiş, ancak öğrencilerin farklı öğrenme stillerine yönelik özel yöntemlerin eksikliği dikkat çekmiştir. Bu durum, sanat öğretmenlerinin pedagojik yaklaşımlarını daha fazla çeşitlendirmesi gerektiğini ortaya koymaktadır.

Özbekistan'da uygulanan eğitim reformlarının sanat eğitimi üzerinde hem olumlu etkileri hem de çeşitli zorluklar içerdiği belirlenmiştir. Reformlar, öğretmenlerin sanat eğitimine disiplinlerarası bir bakış açısıyla yaklaşmasını sağlamış ve sanat eğitiminin kültürel ve toplumsal değerlerin aktarımındaki rolünü güçlendirmiştir. Bu durum, sanat eğitiminin bireysel gelişimin ötesinde toplumsal farkındalık yaratma aracı olarak da görülmesine yol açmıştır. Ancak reformlar, öğretmenleri yenilikçi pedagojik yaklaşımlar ve teknoloji kullanımına teşvik etse de bazı uygulamalarda sınırlamalar ortaya çıkmıştır. Özellikle kırsal bölgelerde bulunan sanat öğretmenleri, teknolojik araçlara erişimde zorluklar yaşamış ve bu nedenle reformları tam anlamıyla uygulayamamıştır. Bu durum, eğitim politikalarının daha kapsayıcı bir şekilde planlanması gerektiğini göstermektedir.

Sanat eğitimcilerinin öğrencilerle olan etkileşimleri genellikle olumlu sonuçlar doğurmuştur. Eğitimciler, öğrencilerin yaratıcı süreçlerine rehberlik ederek sanatsal ifade kapasitelerini geliştirmelerinde etkili olmuştur. Atölye çalışmaları, sergiler ve seminerlerde gözlemlenen bu etkileşimler, öğrenme süreçlerini destekleyici bir yapı sunmuştur. Ancak bazı durumlarda, öğrencilerin bireysel ihtiyaçlarına uygun öğretim yöntemlerinin geliştirilmesinde eksiklikler yaşandığı belirlenmiştir. Eğitimcilerin sınıf içi iletişimde başarılı olduğu, ancak bireyselleştirilmiş eğitim yaklaşımlarında daha fazla desteğe ihtiyaç duyduğu görülmüştür.

Eğitim reformlarının bir diğer önemli etkisi, sanat eğitiminin disiplinlerarası bir bağlama taşınması olmuştur. Sanat eğitimcileri, tarih, kültür, felsefe ve psikoloji gibi disiplinlerle sanat eğitimini ilişkilendirme konusunda daha donanımlı hale gelmiştir. Disiplinlerarası projeler ve ortak çalışmaların, öğrencilerin çok yönlü gelişimine katkıda bulunduğu görülmüştür. Ancak bazı eğitimcilerin bu yaklaşımları benimsemede daha fazla eğitime ihtiyaç duyduğu da belirlenmiştir.

Teknolojik araçların sanat eğitime entegrasyonu, reformların önemli bir parçası olarak öne çıkmıştır. Dijital tasarım araçları ve sanal sergiler gibi yenilikçi yöntemler, sanat eğitiminin sınırlarını genişleterek öğrenme deneyimlerini daha zengin hale getirmiştir. Ancak bölgesel farklılıklar ve altyapı eksiklikleri nedeniyle bu araçların etkin kullanımı sınırlı kalmıştır. Özellikle kırsal bölgelerdeki eğitimciler, teknolojiye erişimde zorluk yaşamış ve yenilikçi uygulamaları tam anlamıyla hayata geçirememiştir. Bu bulgular, eğitim reformlarının sanat eğitimi üzerindeki etkilerini anlamada kapsamlı bir çerçeve sunmaktadır. Reformların olumlu katkılarına rağmen, uygulamada karşılaşılan eksiklikler sanat eğitiminin daha kapsayıcı bir şekilde planlanması gerektiğini göstermektedir. Bu doğrultuda, sanat eğitimcilerinin pedagojik yeterliliklerini artırmaya yönelik düzenli destek programlarının bu eksiklikleri gidermede etkili olabileceği öngörülmektedir.

### **Sonuç ve öneriler**

Sanat eğitiminin başarısı, sanat eğitimcilerinin pedagojik yeterliliklerini geliştirmelerine bağlıdır. Araştırma sonuçları, Özbekistan'da görev yapan sanat eğitimcilerinin yenilikçi pedagojik yaklaşımları benimsediğini, ancak teknolojik araçların etkin kullanımı ve eğitim reformlarına adaptasyon konusunda daha fazla desteğe ihtiyaç duyduğunu göstermektedir. Bu doğrultuda, sanat eğitimcilerine yönelik düzenli mesleki gelişim programları düzenlenmeli ve bu programlarda yenilikçi yöntemlerin kullanımı teşvik edilmelidir. Eğitim süreçlerinde teknolojik araçların etkin kullanımı sağlanarak materyal çeşitliliği artırılmalıdır. Özbekistan'ın zengin kültürel mirası sanat eğitime daha fazla entegre edilmeli ve disiplinlerarası iş birlikleri güçlendirilmelidir. Ayrıca, sanat eğitimcilerinin uluslararası platformlarda deneyim paylaşımı yapmaları teşvik edilmeli ve çağdaş sanat yaklaşımlarıyla tanışmaları sağlanmalıdır.

Sonuç olarak, sanat eğitiminin geleceği, sanat eğitimcilerinin yaratıcı, yenilikçi ve disiplinlerarası yaklaşımlar geliştirilmesiyle şekillenecektir. Eğitim reformlarının etkili bir şekilde uygulanabilmesi için sanat eğitimcilerinin pedagojik yeterliliklerini geliştirecek stratejilere öncelik verilmelidir. Özbekistan gibi kültürel açıdan zengin bölgeler, yerel değerleri koruyarak ve evrensel yaklaşımları benimseyerek sanat eğitiminin küresel dönüşümüne katkı sağlayabilir. Bu bağlamda, sanat eğitimcileri yalnızca bilgi aktaran bireyler değil, aynı zamanda toplumsal ve kültürel değerlerin aktarımında kritik bir rol oynayan liderler olarak görülmelidir.

## Introduction

Art is a concept as old as human history, and every society has made unique contributions to universal art history. Art exists wherever humans live, emerging under the influence of material life, intuition, and the subconscious, presenting itself as a product of instinct (Artun, 2009: 13). Art education is a process that develops an individual's aesthetic sense, creativity, and critical thinking skills. The primary aim of this process is to enable individuals to express themselves through art while contributing to the transmission of social and cultural values. Art education is not limited to teaching technical knowledge and skills; it also aims to enhance individuals' ability to think creatively and originally, develop their aesthetic awareness, and strengthen their critical perspectives. In this context, art education contributes to the multidimensional development of individuals on both personal and societal levels.

The effective implementation of art education is directly related to the competence and pedagogical expertise of art educators. Art educators are not merely transmitters of knowledge; they are also mentors who guide students in discovering their creativity and equip them with the ability to interpret art and develop aesthetic values. Therefore, the development of art educators' pedagogical competencies is critical to the success of students in the learning process (Azizkhodjayeva, 2006). Another important aspect of art education is its interdisciplinary nature. Art education interacts with various disciplines such as history, culture, philosophy, and psychology. This interaction requires art educators not only to possess artistic skills but also to have knowledge and understanding integrated with these disciplines. Especially in modern educational approaches, art educators are expected to focus on 21st-century skills such as critical thinking, creative problem-solving, and effective communication (Stone, 2015). In this context, our study aims to evaluate the effectiveness of various methods for enhancing students' competencies in art education and to identify strategies necessary for developing the pedagogical skills of art educators. Emphasis is placed on the significance of modern teaching methods such as interactive lessons, verbal discussions, and surveys in art education, and the positive impacts of these methods are examined. In conclusion, by focusing on the pedagogical and professional development of art educators, who play the most crucial role in the success of art education, we aim to propose solutions to the challenges encountered in this field. Identifying and implementing strategies to enhance the competencies of art educators during the educational process will strengthen the societal impact of art education.

## Literature review

### *Art education and the competencies of art educators*

Developing the professional competencies of students in university art education programs is critical for preparing them as experts capable of effectively conveying professional subjects in the future. Disciplines such as fine arts and engineering graphics consist of professional scientific blocks with distinct modules, each requiring unique teaching methods. Experimental studies have demonstrated that pedagogical and psychological competencies play a decisive role in successfully teaching these modules. These competencies serve as a fundamental basis for creating effective learning environments (Zunnunov, 1997).

Competency refers to the set of qualifications possessed by an individual, validated and certified by responsible authorities (TYÇ, 2024). According to the Turkish Language Association's Contemporary Turkish Dictionary (2024), "competency" is defined as follows:

1. The state of being adequate; sufficiency.
2. The special knowledge that provides the ability to perform a task; proficiency, adequacy.
3. The ability to fulfill duties; competence, sufficiency.
4. The capacity to perform a task; competence, merit.

The term "competency" is derived from the Latin word "compete", meaning "to achieve success, to deserve" (Muslimov, 2007: 115). This implies an expert's awareness of innovations in their field. Russian scholars Zeer, Pavlova and Symanyuk (2005) define competency as a combination of skills required for effective professional activities, while Ivanov (2007) interprets it as an expert's achievements, ability to perform efficiently, adaptability, and accumulation of experience. Mayers and

Colins (2007), on the other hand, views competency not as a fixed response to specific criteria but as the process of developing and demonstrating those criteria.

Bilir, Bilir Güler and Bilir (2019), in his work “Dictionary for Professional Competence - Education – Communication” states that professional competence encompasses pedagogical approaches aimed at integrating and resolving challenges encountered in professional fields through education, in addition to knowledge, experience, and culture. Talent is associated with an individual’s personal and psychological characteristics and is emphasized in connection with competence as the practical applicability of internal psychological accumulations. In this context, talent is defined not as an “inclination” but as an “adaptation capacity” highlighting that an individual’s skills in a particular field align with the requirements of that field. The skill groups related to talent and competence are as follows:

- **Sensitivity to the object** – attentiveness to students;
- **Communication skills** – good behavior, humanity, and effective communication;
- **Perceptual abilities** – strong professional competence and pedagogical intuition;
- **Personal dynamism** – the ability to influence through willpower and rational persuasion;
- **Emotional balance** – maintaining composure even under stress;
- **Creativity** – developing original and innovative ideas.

Professional competency consists of fundamental skills that enable individuals to enhance their effectiveness in their professional field and perform more successfully. These skills shape an individual’s understanding of competency (Abdullayeva, 2021). Competency forms the foundation of the ability to work independently and psychological preparedness. A competent teacher is not only deeply knowledgeable in their field but also psychologically balanced, well-versed in educational psychology, capable of creative thinking, and effective in using innovative pedagogical technologies in their lessons. These qualities contribute to the teacher’s success both professionally and pedagogically, allowing them to inspire their students (Azizkhodjayeva, 2006).

Art education plays a significant role in developing individuals’ aesthetic and creative capacities, as well as in transmitting cultural heritage and shaping societal values (Artut, 2013). This impactful process heavily relies on the pedagogical competencies of art educators. Art educators stand out not only as knowledge transmitters but also as guides who inspire students and lead them through creative processes. Therefore, the professional and pedagogical qualifications of educators are crucial to the success of art education. Pedagogical competencies, reshaped within the context of educational reforms, play a critical role in the professional success of art educators (Tomashevskiy, Digtar, Chumak, Batiievska, Hnydina, & Malyska, 2022).

When educating future art professionals, attention should be paid to educational competencies and the following points:

- Developing cognitive preferences and guiding future teachers (expectations regarding challenges and successes in creativity);
- Expanding knowledge;
- Enhancing adaptability;
- Improving qualifications;
- Increasing experiential learning.

In this context, the continuous development of art educators’ competencies will not only enhance individuals’ creative and critical thinking capacities but also play a crucial role in transmitting the cultural, societal, and universal values of art. Beyond fostering aesthetic awareness and creativity, art education is considered a field that allows students to construct their artistic and cultural identities under the guidance of educators (Abdullayeva, Aliyev & Ergasheva, 2022).

### ***The role of art educators and competency requirements***

Professional competency is a comprehensive concept that encompasses pedagogical solutions to real-world problems arising from knowledge, experience, culture, and educational processes. While talent is



often perceived merely as a tendency, it should be regarded as an adaptive capacity that combines an individual's intrinsic psychological qualities with practical applications (Abdullayeva, 2021). In this context, the professional roles of art educators go beyond merely transmitting knowledge; they are required to act as guides who foster creativity and instill an aesthetic perspective in their students (Berikbaev, 2023b). The essential competencies that art educators should possess can be categorized under several key headings:

1. ***Pedagogical and psychological competency***

- Art educators must be able to communicate effectively with students and understand their individual needs and abilities. This is particularly critical in the fields like art, where personal expression and creative thinking are paramount.
- Pedagogical competency involves the ability to manage the learning process, enabling art education to be conducted in a personalized and participatory manner.

2. ***Creativity and innovation***

- Art educators need to possess a creative perspective to encourage creativity in students. The use of innovative pedagogical methods and technologies during the teaching process significantly contributes to students' artistic development.

3. ***Cultural and social sensitivity***

- Art education serves as an important tool for the transmission of cultural and social values. Therefore, art educators should possess cultural sensitivity and work to cultivate this awareness in their students.
- Educators should appreciate the richness of different cultures and artistic traditions and integrate this understanding into the educational process.

4. ***Critical and analytical thinking***

- Art educators should have the ability to analyze artworks and offer a critical perspective. This helps students gain a deeper understanding of aesthetic values and artistic forms.

5. ***Student-centered approach***

- Art educators must shape learning environments according to students' interests and abilities. Instead of relying on punishment and authority, they should adopt methods based on guidance and mentorship.

Competency forms the foundation of independent work ability and psychological readiness. An effective teacher can be defined as an individual who possesses the following qualities:

- **In-depth subject knowledge:** Expertise and knowledge sufficient to meet students' needs.
- **Psychological stability:** The ability to handle challenging situations and maintain emotional balance.
- **Openness to creative thinking:** The capacity to develop innovative and original approaches in pedagogical processes.
- **Technology integration:** The ability to enrich the learning experience by effectively using innovative technologies in their lessons.

These qualities enable educators to communicate effectively with students, manage learning processes more efficiently, and respond to contemporary educational needs. Possessing these competencies allows art educators not only to support students' creative processes but also to help them develop artistic skills and foster an authentic aesthetic understanding. Thus, art educators become leaders who inspire individuals, nurture their creativity, and contribute to their adoption of art as a way of life.

***Types of competencies in art educators***

The professional competencies of art educators can generally be categorized into three main groups:

1. ***Core professional competencies***

- **Conceptual competency:** Mastery of educational philosophy and pedagogical theories.
- **Instrumental competency:** Effective application of techniques and methods used in education.

- **Cultural competency:** Integration of social and cultural values into the educational process.
- 2. **Specialized field competencies**
  - **Theoretical knowledge:** Mastery of art history, aesthetics, composition, and color theory. Ability to analyze and interpret visual content within historical and conceptual contexts.
  - **Technical skills:** Proficiency in applied arts such as drawing, sculpture, printmaking, and digital media. Effective use of materials, tools, and studio practices.
  - **Instructional competency:** Clear transfer of artistic knowledge and techniques to students. Mentoring through practical guidance and constructive feedback.
- 3. **Social and communicative competencies**
  - **Communication competency:** The ability of art educators to establish effective dialogue with students, understand their ideas, and support their learning processes.
  - **Empathy, collaboration, and problem-solving skills:** Ability to respond to students' emotional needs, foster a supportive learning environment, and address challenges with creative solutions.

### ***The role of creativity in art educators***

The creativity of teachers is evaluated based on their ability to innovate, adapt to changing conditions, and solve professional problems. Modern educators are not only rely on innate talents but also possess the capacity to overcome psychological barriers, utilize opportunities for professional development, and develop their own pedagogical approaches. In this process, the creativity of art educators plays a critical role in both encouraging creative thinking in students and making teaching processes more effective.

The creativity of art educators contributes to art education in the following ways:

- **Innovating teaching processes:** Creative educators can renew course content and methods, creating a dynamic learning environment that engages students.
- **Unleashing student potential:** Creativity activates students' imagination, allowing them to develop their individual artistic expression.
- **Solving pedagogical problems:** Innovative approaches to challenging situations make educational processes more efficient.
- **Integrating interdisciplinary approaches:** Drawing inspiration from various disciplines broadens the perspective of art education.

By being creative, art educators contribute to their pedagogical development while enriching students' artistic and aesthetic perspectives. Hence, creativity is regarded as one of the foundational pillars of art education.

### ***Evaluation and development of art educators***

Art educators, as the cornerstone of art education, are not merely transmitters of knowledge but also shapers of aesthetic, creative, and critical thinking skills. The creative transformation that art education fosters in students is directly related to the pedagogical approaches and professional competency levels of art educators. Therefore, enhancing the competencies of art educators and ensuring continuous professional development in this field play a pivotal role in improving the quality of art education.

The evaluation of art educators is conducted based on several key criteria to measure their effectiveness in teaching processes and their contributions to art education. These criteria include:

- The richness of course content and its effective delivery to students.
- Successful management of artistic projects and workshop activities.
- Active participation in exhibitions and seminars.
- The use of innovative technologies in education.
- Contributions to students' artistic achievements.,

These criteria provide a valuable framework for understanding both the pedagogical and artistic skills of art educators.

### ***Professional competencies of art educators***

The professional competencies of art educators are a combination of their individual creativity, pedagogical expertise, and artistic knowledge. In educational processes, an effective art educator:

1. Can adapt course content to meet student needs. The materials used in education should engage students and stimulate their creativity.
2. Supports students' learning processes through creative workshops and projects. Managing artistic projects is a crucial tool for enhancing students' practical skills.
3. Actively participates in cultural and artistic events. Activities such as exhibitions and seminars not only enhance the professional satisfaction of art educators but also provide students with opportunities to explore the broader horizons of the art world.

### ***Use of innovative approaches and technology***

Contemporary art education requires the use of innovative technological tools and methods alongside traditional approaches. Digital design tools, virtual exhibitions, and interdisciplinary projects expand the boundaries of art education, offering students a richer learning experience. The effective use of these tools by art educators depends on the development of their pedagogical and technical competencies.

### ***Cultural and social role of art educators***

Art education not only promotes individual creativity but also serves as a vital tool for transmitting cultural values and fostering social awareness. Art educators play a key role in cultivating cultural consciousness in students, enhancing their artistic and aesthetic awareness within society. In this context, the guiding roles of art educators in cultural activities enable art to be used as a means of social transformation.

### ***Methodology***

This study employed qualitative research methods that do not require ethical approval to examine the pedagogical experiences, teaching techniques, and social interactions of art educators. The research was conducted by analyzing course content, curriculum documents, and policy papers related to educational reforms in higher education institutions that provide art education. Additionally, observations made during seminars, conferences, and workshops in the field of art education formed the primary data sources for this study.

Data collection involved a combination of document analysis, participant observation, and the use of secondary data. As part of the document analysis, national and institutional reports explaining educational reforms, curriculum documents from institutions offering art education, and teaching materials used by art educators were examined. These documents were evaluated through content analysis to understand how pedagogical experiences are structured and how teaching techniques have evolved with reforms. Participant observation was carried out in various workshops, exhibitions, and seminars to gain insights into natural practices in art education settings, with specific attention to educators' pedagogical approaches and teacher-student interactions. Secondary data usage provided a broader perspective on art education and the impacts of reforms by leveraging previously conducted studies and publicly available resources.

The collected data were analyzed using qualitative content analysis. Initially, the data were coded thematically, and themes were developed around pedagogical experience, social interaction, and technical application based on these codes. The impacts of educational reforms on art education practices were evaluated comparatively by identifying similarities and differences across documents and observations.



To enhance the reliability of methods that do not require ethical approval, a strategy of data source triangulation was applied, combining document analysis, observation, and secondary data usage to compare different sources. Furthermore, the coding and analysis process was reviewed by an academic expert in the field of art education to ensure contextual relevance. This methodological approach provided a comprehensive analysis of art educators' pedagogical practices shaped by reforms. Conducting the study with methods that do not involve ethical sensitivities allowed to obtain reliable findings without the need for individual data collection.

## **Findings and discussion**

### ***Continuous development of art educators***

The professional development of art educators not only enhances their individual success but also strengthens their integration into the international art world and provides a learning environment that supports students' creative potential. Art plays a universal role in fostering aesthetic awareness, preserving cultural heritage, and encouraging innovative thinking. In this context, the success of art education is directly related to art educators' ability to adapt to the contemporary art world and respond to global developments.

Art education is closely tied to international art events and contemporary art movements. Events such as biennials, art fairs, exhibitions, and cultural festivals provide opportunities for art educators to enhance their professional knowledge and skills. These events offer valuable opportunities to understand diverse cultural approaches, develop innovative ideas, and apply international art movements in a local context. By participating in international events, art educators can comprehend the global dynamics of art and incorporate this knowledge into their teaching processes, fostering a universal art consciousness among students. These events enable educators to grasp the current state of global art and provide their students with a broader perspective on the art world.

Contemporary art has become one of the most essential components of art education. Moving beyond traditional notions of art, contemporary art embraces interdisciplinary approaches, offering art educators opportunities to integrate innovative and critical thinking methods into teaching processes. Contemporary approaches such as digital art, installation art, performance art, and video art enrich the diversity of art education and broaden students' artistic expressions. Therefore, it is crucial for art educators to understand the dynamics of contemporary art and integrate this understanding into their lessons to enhance students' creative thinking abilities (Kırıçoğlu, 2005).

Art education should be considered not only in individual or national contexts but also from a universal perspective. Art education models applied in different regions provide inspiring methods and approaches for educators, allowing for a diversification of pedagogical practices. These approaches not only support the professional development of art educators but also create significant opportunities for contributing to the global art network. A universal understanding of art education encourages learning from different cultural contexts, enabling a broader consideration of art's multifaceted nature (Bamford, 2006).

Uzbekistan, with its rich history and cultural heritage, holds significant potential for art education. The cultural and artistic influence of the Silk Road provides a strong foundation for Uzbekistan's art education. Historic monuments, architectural works, and traditional crafts in cities such as Samarkand, Bukhara, and Tashkent offer unique learning and inspiration sources for art education. By integrating this cultural heritage into their lesson content, art educators can enhance students' connection to local values and reinterpret these values through a universal understanding of art.

The international dimension plays a crucial role in the professional development of art educators. An art educator should not only understand their own cultural and artistic heritage but also be aware of global art movements and cultural diversity. In this regard, it is important for art educators to develop international collaborations, learn about digital art, sustainable art, and socially engaged art practices, and integrate these skills into their teaching processes (Berikbaev, 2023a). Additionally, art educators should teach their students about the art understandings of different cultures and the impact of these understandings on universal art.

Art education is evolving in parallel with social, economic, and technological changes worldwide. The integration of technologies such as artificial intelligence, digital art, and virtual reality into the art world is reshaping the future of art education (Bayode, 2023). In this context, art educators should use technological tools to provide a more interactive and innovative education, convey the potential of art to drive social change and raise social awareness, and emphasize that art education is a field capable of addressing global issues such as sustainability and environmental awareness (Berikbaev, 2023b). Developing individual creativity, enhancing pedagogical competencies, and adopting a global perspective are indispensable for the future of art education.

Countries like Uzbekistan, rich in historical and cultural heritage, can contribute to the global transformation of art education by preserving their local values while adopting a universal understanding of art. The success of art education depends not only on understanding the past and present but also on developing innovative policies and practices that will shape the future.

When nurturing future art professionals, attention should be paid to educational competencies and the following aspects:

- Developing cognitive preferences and guiding future educators (creating expectations regarding challenges and successes in creativity);
- Expanding knowledge;
- Enhancing adaptability;
- Improving qualifications;
- Increasing experiential learning.

### ***Key competencies required for future art teachers***

Art teachers must possess various competencies to develop students' creative potential and introduce them to the aesthetic and cultural values of art (Berikbaev, 2021). The key competencies expected from future art teachers include:

- **Visualization and imagination skills:** Effectively using imagination to support students' creative thinking processes and guide them in artistic projects.
- **Interest-focused teaching approach:** Making learning processes more meaningful by considering students' individual interests and needs.
- **Guidance instead of punishment:** Providing motivational and developmental guidance with a positive discipline approach.
- **Public speaking and interpretation skills:** Effectively conveying the meaning and importance of art to raise awareness and inspire students.
- **Analytical thinking skills:** Analyzing artistic processes and problems to develop creative and solution-oriented approaches.

These competencies are essential for adapting art education to the modern requirements of education. Future art teachers should embrace creative methods to make meaningful contributions to both academic and cultural fields. By effectively utilizing the transformative power of art, they should inspire students and foster a deeper understanding of its significance (Abdullayeva et al., 2022).

### **Results and recommendations**

The primary objective of this research is to examine the pedagogical competencies, teaching techniques, and social interactions of art educators in the context of educational reforms and to evaluate the impact of these processes on art education. The findings reveal that art educators require multifaceted skills such as creative thinking, critical analysis, and cultural sensitivity, beyond merely transmitting knowledge. Educational reforms have enriched teaching processes by encouraging art educators to use modern technologies and innovative pedagogical approaches. However, challenges such as inadequate utilization of technological tools and resistance to change have been observed, negatively affecting educators' professional development.

The role of art education in developing individuals' aesthetic, creative, and critical thinking skills is evident. Art educators have been shown to create more effective learning environments by adapting curricula to meet students' needs. These findings are largely consistent with existing literature. Tomashevskiy et al. (2022) highlights that innovative pedagogical approaches and reforms positively impact educators' job satisfaction and students' success levels. Furthermore, this study emphasizes the critical importance of individual creativity and social interactions in art education processes.

Based on the research findings, the following recommendations are proposed:

1. Regular professional development programs should be organized for art educators, and the adoption of innovative methods should be encouraged within these programs.
2. Diversification of educational materials and technological tools should be promoted to enrich teaching processes and support students' creative potential.
3. Collaboration and experience sharing among art educators should be increased, and practices such as interdisciplinary projects and exhibitions should be supported.
4. Greater emphasis should be placed on cultural events and awareness projects to enhance the societal impact of art education.

In conclusion, the future success of art education will depend on art educators developing creative, innovative, and flexible approaches. Global trends such as digital art, artificial intelligence, and sustainability are transforming art education and require educators to adapt swiftly to these changes. Moreover, embracing art education as a universal value and fostering international collaborations will strengthen its global impact.

Uzbekistan, with its culturally rich history, has the potential to integrate local values with universal approaches in art education. The cultural and artistic wealth inherited from the Silk Road stands out as a significant resource for art education in Uzbekistan. Such cultural heritages, supported by contemporary pedagogical methods, can enhance the strength of art education both locally and globally. Policies and practices that ensure the continuous professional development of art educators must be developed. Educational reforms should not only improve educators' pedagogical skills but also position art as an effective tool for social change and awareness. The vision for the future of art education lies in unlocking the creative potential of art educators, fostering a profound love and understanding of art among students, and positioning art as a transformative force in society.

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**Ethical approval**

This study does not require ethics committee approval as it does not involve the collection of personal data, direct interaction with individuals, or analysis of sensitive information, relying solely on anonymous, general data and publicly available sources.

**Contribution rate of researchers**

The authors contributed equally to the study.

**Conflict of interest**

There is no potential conflict of interest in this study.