

**PROFESSIONAL COMPETENCE STRUCTURE OF FUTURE TEACHERS OF THE  
FIGURE AND SET OF ACTIONS AIMED AT THEIR DEVELOPMENT**

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**Annotation:** Correct choice of educational methods and techniques in the formation of professional skills of future teachers of drawing and important aspects in this regard, creation of a model for the process of formation of professional skills of future teachers of drawing in higher education institutions. Educational institutions and pedagogical skills are represented by a set of factors that serve to shape.

**Keywords:** Skill, methodology, physiological, psychological, technical, professional, model, analog, professional, component, person.

In the formation of professional skills of future drawing teachers, it is important to choose the right educational methods, to master the methodology carefully in the organization of training sessions, especially practical sessions. When choosing educational methods in the teaching of drawing, attention was paid to the following: general goals of education; specific aspects and characteristics of a separate academic subject; the purpose of teaching the academic subject, the tasks and the content of the educational material intended for each individual lesson; the amount of time allocated for studying the educational material; level of training, psychological and physiological indicators of students; provision of educational, technical and equipment (educational equipment, instructional weapons, technical, computer and other material means) of the teaching process; level of professional training and personal qualities of the pedagogue.

Creation of a model of the process of formation of professional skills of future drawing teachers at the Higher Education Institution was one of the scientific-pedagogical tasks solved during the research period. "In the logic and methodology of science, a model is an analogue (sign system, structure, drawing) of the original copy of a certain natural or social phenomenon, a product of human culture, a conceptual-theoretical formation, etc., i.e. a model. Expanding and preserving knowledge (information) about this analog original serves to design, modify or control the original.

One of the more important aspects of the formation of professional skills is taking into account the structure of professional opportunities of the pedagogue. I.P., who researched the aspects of the professional activity of the pedagogue in acquiring pedagogical skills. Podlasy developed the "Professional Possibilities Structure of a Pedagogue" that sheds light on the spiritual and moral image of a teacher-educator and reflected in it the factors that serve to form pedagogical skills.

The analysis of scientific and pedagogical literature allows to determine the following composition of the professional competence of the future drawing teacher:

- motivational-value component (personal qualities that determine the place and direction of a person as an object of activity);
- cognitive component (availability of theoretical knowledge that ensures conscious activity);
- practical-activity component (knowledge and skills mastered by a person, tested in practice are considered the most effective);
- reflexive-evaluation component (independence, activity, creativity, creativity and self-evaluation of a person in the implementation of professional graphic work).

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The professional competence of future teachers encompasses a comprehensive framework that integrates knowledge, skills, attitudes, and values required to effectively perform teaching duties. Developing these competencies involves a systematic approach that aligns theoretical knowledge with practical application, ensuring that future educators are well-prepared for the complexities of the teaching profession. The structure of professional competence for future teachers integrates subject knowledge, pedagogical expertise, communication skills, and ethical values. A systematic and reflective approach to their development, combining theoretical foundations with practical experience, is essential. By engaging in targeted actions such as mentorship, experiential learning, and ongoing professional development, future teachers can build the competencies necessary for effective and impactful teaching.

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