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THE PECULIARITIES OF THE IMPROVEMENT OF THE TEACHERS' PREPARATION IN THE SYSTEM OF MODERN FINE ARTS EDUCATION AS A BASIS FOR THE ART SCHOOL FORMATION**ОСОБЛИВОСТІ ВДОСКОНАЛЕННЯ ПІДГОТОВКИ ПЕДАГОГІВ У СИСТЕМІ НОВІТНЬОЇ ХУДОЖНЬОЇ ОСВІТИ ЯК ПІДРУНТЯ ФОРМАЛІЗАЦІЇ ТВОРЧОЇ ШКОЛИ ХУДОЖНИКА****Fedorenko S.O. / Федоренко С.О.,**

ORCID: 0000-0002-6922-872X

postgraduate of Primary Education Department /

аспірантка кафедри початкової освіти,

The Bohdan Khmelnytsky National University of Cherkasy,

Cherkasy, O. Dashkevych Street, 24, 18000

Черкаський національний університет імені Богдана Хмельницького

Черкаси, вул. О. Дашкевича, 24, 18000

Summary. This article improves the idea of the teacher's activity in the context of the preparation of the fine arts personnel in the system of modern art education and investigates the modern requirements for the development of education of pedagogical personnel in the system of art education. The work also analyzes the main directions of the pedagogical education that influence the development and formation of the art schools.

Key words. Main peculiarities of fine arts education; art schools; a teacher's professional activity; teaching improvement; individual creative qualities and skills; competence; creativeness; fine art and arts education.

Introduction.

The problem of the improvement of the modern fine arts education system is currently very important, particularly in terms of the preparation of teachers who will be capable of expanding the scope of the modern pedagogical impact.

Results and Discussion.

The transformations in the Ukrainian society in the second half of the XIX – the beginning of the XX centuries contributed to the unprecedented rise of the art culture which led to the formation of fine arts based on realism, nationality, truth of life, and the emergence of new artistic trends. For the establishment of the Ukrainian fine arts and the recognition of its significance in the world art treasury, the periodization of the history of the Ukrainian arts was carried out and specific features of the national style in architecture, painting, graphics, and decorative arts were identified. This carried not only aesthetic but also ideological meaning, since the concept of the "Ukrainian style" was to ensure the durability in art [1].

In Ukraine, after destroying of the "Soviet myth" art, new masters are joining the art schools of old masters, and artistic creativity starts to play a primary role in the revival and preservation of the national heritage. The establishment of new museums, art schools and studios, exhibitions, and creative communities' operation create a bright potential for the development of art education, supporting "...the artistic and technological orientation of educational and creative activities, which results in boosting the interest in studying various arts, folk traditions, and new directions in art... [2]".



The role of art education is hard to underestimate. At the end of the day, art is an important ground that is the basis for the development and the spiritual enrichment of any individual. Art education in modern conditions should be a component of the aesthetic development of a personality, together with the formation of creativity and the culture of methodological thinking and the stimulation of cognitive and creative activities in various types of human life [3, p. 103-104].

The basis of the activity of a teacher-artist in terms of creating national art as well as something original and unique is creativity. The problem of creativity in the paradigm of professional activity of a teacher has attracted the attention of thinkers since ancient times. Aristotle, Plato, Socrates, I. Kant, F. Schelling, A. Schopenhauer, J. Pestalozzi, K. Ushynskiy and other thinkers drew attention to the essence of creative self-expression. They attached great importance to artistic creativity as a means of achieving the highest degree of knowledge of the world.

It is the artistic creativity that is the professional basis of a teacher of art education. The readiness of a teacher to work in this field is defined as their stable characteristic and a synthesis of their professional and psychological qualities. One of the criteria of a teacher's readiness to carry out professional and pedagogical activities is the presence of a motivation-value attitude, their experience of creating art, and the acquired knowledge needed for the development of the artist's creative school.

In the scientific literature, "art schools" are presented as communities of like-minded people who have unifying ideas about the formalization of art and express them in a specific stylistic or spatial form that corresponds to the existing national, global, or local established image. Because the existence of art schools is associated with the temporal development of society, they reach different levels of development, still gaining their unique experience [4].

The essential components of the development of art education, which are organically intertwined with the activities of the art school, are life orientation, competence and individual creative qualities and skills. Every artist tries to be an innovator in their direction. The result of the realization of the essential characteristics of the artist's activity, the level of their competence, the flourishing of individual creative qualities and skills are expressed not only in the artist's achievements, but also in their intrapersonal changes during the creation of an artistic product.

Taking all this into account, the essence of the art school can be represented as a three-stage structure, the basis of which is reflection, i.e., the artist's understanding of the actual creative idea, creative and transformative activities, creativity itself, and the implementation of the creative idea in the art product.

The high level of the creative development is impossible without the realization of such individual qualities that characterize creative individuals with an established professional image, as:

- curiosity (thirst for novelty and intellectual stimulation, which gradually grows into cognitive interests);
- a developed problems' perception (the ability to wonder and see problems and contradictions when others find everything clear and understandable);
- supra-situational activity (the desire for constant "immersion" into the



- problem and the ability to act situationally);
- creative thinking (ability to generate new ideas and non-traditional solutions);
 - productivity of thinking (ability to generate a significant number of unusual ideas);
 - assessment abilities (perception skills and critical thinking);
 - versatility of needs and interests (diversity and stable awareness of certain interests and needs);
 - perfectionism (the desire to do everything at the highest level);
 - independence (the independence of judgments and actions, responsibility, and inner confidence in the correctness of one's behavior);
 - desire for self-realization (the desire to reveal one's inner potential);
 - increased emotionality (the ability to intuitively establish causal relationships and empathize);
 - creative perception of coincidences (the ability to find profit in unforeseen circumstances) [5].

The creative development of the future specialist is a set of creative potential, creative orientation, and creative activity, the formation of which occurs during the implementation of the process of art education. At the same time, the preparation of the teacher-artist has to coincide with their personal competence.

There are the following main characteristics of the components of the creative potential of the individual: the ability to possess multilevel content (of high, medium, low levels), the ability to create a dialogue (a person's creative potential is a dialogue between the potential and the relevant features of this individual and the world itself, a dialogue between the individual and other people, and a dialogue between the individual and their inner world), the ability to bring a social value, and the ability to form a system. The structure of a person's creative potential is manifested in a set of indicators that are combined into blocks: the actual potential, i.e., the individual mental processes and abilities and their motivation for creative activity; knowledge, skills, and abilities; relationships and ways of self-expression obtained as a result of education and creative activity as well as in the process of socialization [6, p. 48–50].

The main problem a teacher faces at the stage of their preparation for teaching a creative personality is the little-studied problem of responding to the actual process of learning management, ensuring the characteristics of the educational process itself, feedback, and correction during the educational process. To successfully respond to the changes in the creative life, a teacher needs to possess knowledge of the psychological characteristics of education conducted at a collective level or an individual one.

That is why "the educational and development effect is achieved only when there is a mutual transition from one action to another, which meets the modern requirements of a person-centered approach in pedagogy and the individualization of the process of education [7, p. 169]".

One of the ways to improve educational activities is the optimal combination of different forms of work during live communication with students and the deepening of the content of individual work with them. The effectiveness of teacher's



professional activities can be ensured by the understanding of the direction of creativity, knowledge of forms and methods of building an art school, and individual creative traits and skills. A significant role should be given to a teacher's careful preparation for classes, their responsibility, increased attention to the subjects of education. The professional orientation of a teacher should take into account the risks, new views on pedagogical problems, essential features of the artist's activities during the pedagogical tasks, and non-traditional views on the forms and methods of education of artists.

Researchers approach competence from different standpoints that cover: a teacher's readiness to act; a set of important basic skills; an ability to act on the basis of one's knowledge and experience; a range of issues in which a teacher is well aware. At the end of the day, competence is not just a sum of knowledge, skills, and abilities, as it can be formed in the process of mastering a particular type of activity, acting as one's readiness and motivation to solve problems and be implemented in the process of success achieving [8].

The new stage of the contradictory cultural process in Ukraine places higher demands on society, requiring highly skilled labor and science-intensive technologies, as well as a big number of educated workers who are able to solve pressing problems. Every society and national community can train such people only through its education system. Art and art education is one of the most active forces in the cultural processes [9, p. 5].

No doubts, the creative activity of a teacher has a certain degree of risk, however, being responsible for the results of their activities, the teacher will be able to provide a holistic vision of the educational process, develop in various mechanisms of self-regulation, and acquire a higher level of their competence.

Conclusion.

The essence of the art education is revealed in the fine art's ability to form a harmonious person, give them a possibility to transform public values throughout the perception of the fine art products to individual experience in art performance. Thus, it is very important for a teacher to be open for students' creative particularities and to clearly understand the process of the creative capabilities' implementation.

The main peculiarities of the fine arts education improvement, that are organically woven into the art school, comprise life orientation, competence, individual creative features, and capabilities. Every artist tries to be an innovator in their own direction. The result of the realization of the essential characteristics of the artist's activity, their competence, and the heyday of individual creative features and abilities are expressed in the artist's achievements and intrapersonal changes within the art product's creation.

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Academic adviser: Doctor of Pedagogics, Professor Shpak V.P.

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