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FUTURE PRIMARY SCHOOL TEACHERS' ART AND PEDAGOGICAL TRAINING MODERNIZATION

The paper aims to determine the perspective directions of modernization of future primary school teachers' art and pedagogical training. It has been found that the future elementary school teachers' art and pedagogical competence is rather immature. The art and pedagogical training has the following disadvantages: instability of interest in art and pedagogical activities, limited erudition in art and methods of teaching it. Many students do not have the ability for creative self-realization, as well as the desire for self-development. Finding out the shortcomings has made it possible to determine the directions of modernization of the art and pedagogical training. The following directions of modernization of the art and pedagogical training of future primary school teachers have been distinguished: expansion and intensification of practical bases of training; implementation of personality development guidelines for training; taking into account modern tendencies in the development of art and pedagogy; ensuring integrity of materials of profession-related disciplines and methods of teaching arts subjects with the introduction of variational approaches to learning.

Keywords: *art and pedagogical training, directions of modernization, future primary school teacher, integration, humanization, competence.*

Introduction

The fundamental changes in the training of future primary school teachers are due to the nature of the development of the modern society, which directly concerns the increase of the role of humanistic priorities in the social sphere; actualization of culture-making factors of personality formation; increasing the role of art in the formation of students' self-awareness from the very beginning of schooling; the need to counteract spreading low-quality samples of mass culture through aesthetic development of junior school students [3, p. 27]. The search for optimal ways of professional formation of future primary school teachers takes place in the context of modern educational paradigms (cultural, value, competent, personally oriented, etc.), new concepts.

Among ten competences of the New Ukrainian School in the context of our study the following requirements for the general cultural literacy of students are of particular importance: the ability to understand works of art, to form their artistic tastes, express themselves with ideas, experience and feelings with the help of art [4], which focuses on searching for such variants of the training of future teachers, which would contribute not only to their social adaptation in accordance with the require-

ments of time, but also to the formation of the ability to seek and acquire new knowledge and skills.

New ideas of the "Concept of the Development of Primary Education in the Context of the Reform of General Secondary Education" with regard to interdisciplinary integration, in particular, the integration of the "Art" course, require a thorough training, the formation of teacher's ability to integrate the contents of educational subjects, the ability to present the material as a coherent system for the formation of scientific ideas about the environment, ways of its knowledge in children. A comprehensive school teacher must have profound knowledge in artistic and aesthetic disciplines and modern teaching methods aimed at the development of activity, initiative, creativity, independence of students, able to neutralize external anti-artistic influences of the environment and create conditions for their self-realization, continuous self-improvement and self-study. Therefore, the main challenge of contemporary art and pedagogical training of a future teacher is its modernization, the further development of methodological foundations, the creation of a new model of the integral artistic and educational space, the search for innovative technologies for the formation of artistic education of the individual.

In pedagogy and psychology of higher education, various aspects of professional pedagogical training of a future primary school teacher as competent, capable of self-development under the new structure and content of elementary education have been continuously studied.

In the context of our research, the conceptual provisions of the theory and methodology of professional education of a teacher are of special importance (I. Bech [1], S. Goncharenko [2], O. Savchenko [8], L. Khomich [10]).

Investigations by G. Padalka [5], O. Rostovsky [6], O. Shevnyuk [11], and others were the origin of the new stage of scientific research in the field of art and pedagogical education in Ukraine, which contributes to the formation of its methodology as a doctrine of laws, principles, methods of knowledge and transformation of reality by means of art in the educational space.

Issues of art and pedagogical training of students of pedagogical higher educational institutions were considered in the studies of O. Rudnitska [7], O. Khizhna [9], O. Shchelokova [12] et al. O. Hizhna emphasizes that art and pedagogical education is an important mechanism of continuity, the form of preservation and development of the cultural heritage of the nation and all mankind, the factor of vitality of the younger generation, which tomorrow will determine the fate of Ukraine as an important resource of spiritual revival and the strategic direction of state policy [9, p. 126].

Such an interest in the issue of training future teachers in the context of the cultural paradigm indicates the relevance of the topic. However, today there is a lack of research studies dedicated to searching for directions for the modernization of art and pedagogical training of future primary school teachers.

The analysis of Bachelors curricula in the field of “Primary Education” has shown a small number of disciplines of artistic orientation. In addition, the lack of interconnections between subjects in the training system of a future specialist does not implement integrative trends in education and prevents the formation of a holistic view of the socio-cultural meanings of art and pedagogical activity.

The paper **aims to** determine the perspective directions of future primary school teachers art and pedagogical training modernization.

The achievement of the goal set requires solving the following tasks:

- to reveal the essence and content of the concepts “art and pedagogical training”, “future primary school teacher’s art and pedagogical competence”;
- to find out peculiarities of art and pedagogical training of students majoring in Primary Education;
- taking into account the content of art and pedagogical activity, to find out the essence and structure of future primary school teacher’s art and pedagogical competence;
- to determine the state of future primary school teacher’s art and pedagogical competence.

Research Methods

The experiment involved 250 students of the 4th year of study of the Faculty of Primary Education of Chernihiv

National T. G. Shevchenko Pedagogical University and the Faculty of Pedagogy and Psychology of National Dragomanov Pedagogical University.

In order to assess the real state of future primary school teachers’ art and pedagogical competence the following methods were used: questioning; methods of self-observation and self-diagnosis; interviewing; tasks of methodological and creative nature; generalization of test materials; expert evaluation. This made it possible to analyze and fix the components of the students’ professional activities in accordance with the component structure developed by us.

The statistical analysis of the results was performed using Microsoft Excel. Statistical processing included the use of variational statistical indicators.

Research Results and their Discussion

Modern professional activity of a primary school teacher is based on his/her training as a highly professional specialist who is familiar with the modern world requirements for the educational process, being trained for the organization of the educational process, capable of carrying out cultural activities, through which the revival and creation of high intellectual, spiritual potential of the nation is recreated [8; 13]. An indispensable tool for the cultural work of a primary school teacher is various types of art, the creative potential of which leads to the modernization of content, the search for new forms of art and pedagogical training, in the process of which mastering the knowledge of the theoretical and practical bases of the age patterns of artistic development of junior pupils, historical and theoretical knowledge in the field of art and creative and performing skills is taking place.

Art and pedagogical training is considered as a holistic, time-wise, regulated in institutions of higher education objective process of forming competences, personal qualities, artistic and creative potential of students, having its purpose, patterns, relevant structural and functional construction, which is concentrated around integrative types of art and pedagogical activity, as a result of which the main components of competence are formed.

This process involves:

- actualization of the motivational-and-need attitude of a future primary school teacher to art and pedagogical activity as a component of future professional self-realization;
- his/her focus on cognitive-evaluative activity in the process of theoretical-methodological and methodical training;
- development of creative thinking, general culture, the ability for creative self-expression in practical art and pedagogical activities;
- formation of the ability to establish artistic and creative contact with students, to capture works of art, make a creative atmosphere of communication with art; development of emotional stability, skills of emotional and volitional self-regulation;

- development of professional reflection, subjectivity, as the properties that contribute to self-realization in art and pedagogical activities.

The content of art and pedagogical training of a future primary school teacher, which is revealed in accordance with certain directions, is related to the achievement of the goal of making art an asset of every student through the provision of spiritual guidance, the involvement of children in artistic and creative activity, the development of artistic abilities, the enrichment of artistic knowledge and general cultural erudition. The result of this training is future teacher’s art and pedagogical competence maturity.

Future primary school teachers’ art and pedagogical competence is defined as the integral unity of personal and professional (artistic and pedagogical) qualities, which is the completed result of professional training and assumes the formation of the desire and ability for qualified implementation of the educational potential of art in the formation of the personality of junior schoolchildren.

Considering the content of art and pedagogical activity of a future primary school teacher, we define the following structural components of this competence: motivation and need, cognitive-evaluative, creative-activating, communicative-expressive and corrective-reflexive one (Fig. 1).

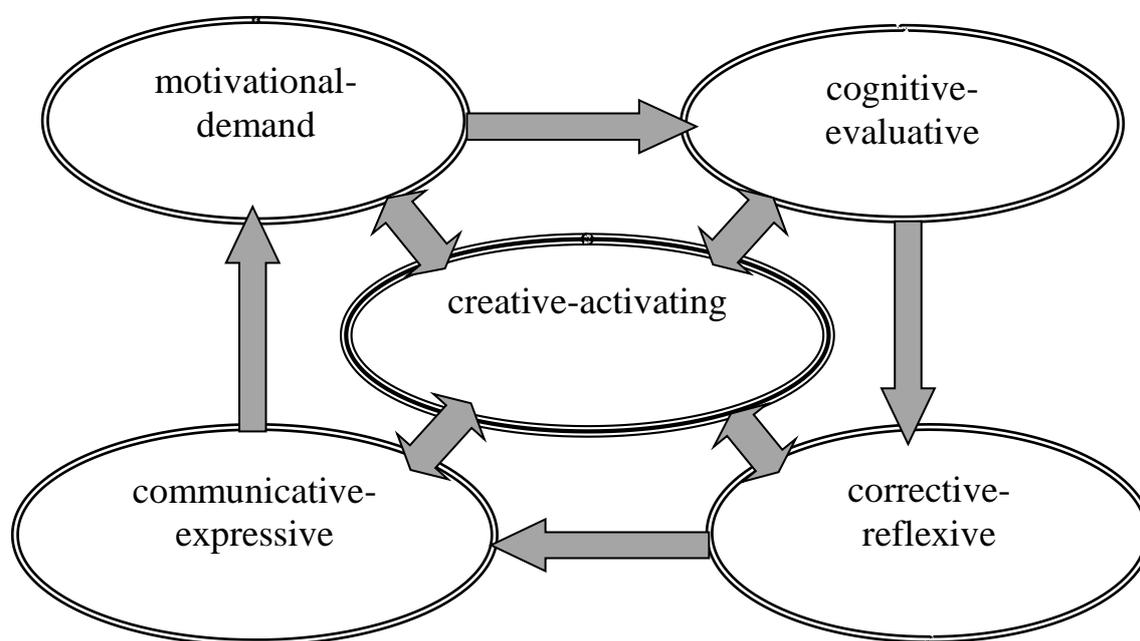


Fig. 1. Components of the Structure of a Future Primary School Teacher’s Art and pedagogical Competence

The analysis of the conducted research on the content of the distinguished components revealed a number of their characteristic features, as demonstrated in the respondents’ responses.

Using the rating priority for the formation of the distinguished components according to the number of positive evaluations of the mastery of the components (each positive score - 1 point), the distribution of the components is presented in Table 1.

Table 1.

Indicators of the Priority Components of Future Primary School Teachers’ Competence

№	Components	Total score
1.	communicative-expressive	102
2.	motivation and need	68
3.	corrective-reflexive	36
4.	cognitive-evaluative	28
5.	creative-activating	16

Such a distribution of the components can be explained as follows: the communicative-expressive component is formed as a result of the direct interaction of the

educational process subjects not only in view of the need to communicate with the means of art, but also induced by all forms of teaching at a pedagogical university, so

this component is always in the spot of attention. In addition, it gets improved in the interpersonal communication of students, teachers with children and parents. With regard to the motivation and need component, in the content of all disciplines of the curriculum, the motivation of students for education of children is of great importance.

In our opinion, the corrective-reflexive component is significant as well because reflection and self-reflection began to be actively used in the content of the disciplines of the psychological-pedagogical cycle in modern pedagogical theory, namely in the process of communicative activity (cross-surveillance, self-evaluation, work in pairs while performing psycho-pedagogical tasks).

The consideration of the cognitive-evaluative and creatively-activating components (28 and 16 points re-

spectively) is important since they are professionally oriented in art and pedagogical activity and require special vigilance in the process of their formation and independent practical application (in pedagogical practice, creative pedagogical activity of a primary school teacher after graduation from a university). The revealed lag in the formation of these components determined the direction of our further experimental work.

In order to assess qualitative and quantitative results, criteria and their indicators have been developed, which formed the estimated base of the study, on the basis of which the level of future teachers' art and pedagogical competence was determined. Generalized indicators are given in Table 2.

Table 2.

The Levels of 4th-Year Students Art and pedagogical Competence

Level of maturity	high	sufficient	average	low
Number of students	3.88%	35.95%	40.81%	19.36%

The results of the study allowed to identify the existing artistic awareness of students, their desire to know more, ability to reproduce musical and artistic images in their activities.

It is worth noting that when filling in the questionnaires, the respondents were aware that they must know and be able to do much more than their students. This enables the graduates to understand the need to obtain profound knowledge and practical competencies for performing art and pedagogical activities, organizing artistic and creative activities.

The research has revealed a low level of the maturity of the cognitive-evaluative component, which shows the existence of a conscious need of students for the implementation of its content in practical work. Instead, the need to enrich the artistic thesaurus, the awareness of the need to apply artistic knowledge and skills in practice remain more desirable than real. Almost half of the graduates (45%) noted the lack of sufficient ability to understand the musical and artistic and educational phenomena, to integrate knowledge about different types of art, psychological and pedagogical disciplines and various methods of teaching elementary school subjects, which negatively affects the formation of the necessary artistic-creative skills.

Analyzing the maturity of the creative-activating component, we can state that only 26.13% of the 4th year students can demonstrate individual musical and artistic skills in practice. 55.07% of the graduates would like to have music and artistic competences, to use the artistic and educational potential properly. It can be stated that there were no students with the high level of the creative-activating component. It means that there is a problem of insufficient level of maturity of future primary school teachers' relevant competencies and the need for modernization of the content of art and pedagogical training. Thus, the study conducted makes it possible to determine

the level of students' art and pedagogical competence and consider the modernization aspects of updating the art and pedagogical training of students.

The renewal of the art and pedagogical training of future primary school teachers at higher pedagogical educational establishments provides the organization of a pedagogical process on the basis of the introduction of the ideas of democratization, humanization, integration, globalization, ideas of system-activity, synergetic, acmeological, culturological approaches ensuring the formation of integral knowledge and free development of a personality.

Humanization is considered by us as a leading direction of pedagogical thinking, which changes the view on the nature and essence of the educational process, in which students and teachers appear as subjects of the development of their own creative individualities. An important task of art and pedagogical training, subject to the humanization of education, is the development of a personality through self-education, self-development, creativity, which is successfully implemented during the acquisition of artistic educational information not in the form ready for memorization, but in the context of modeling relevant knowledge, their study, design and construction in the form of obtaining knowledge from many sources, integrated courses.

Humanization preconditions the use of the subject-personality approach in the model of communication; revival of orientation towards student's individuality; the denial of the creation of the same developing environment for everyone.

Integration forms the wholeness of the artistic and educational environment and the conceptual component of constructing the content of the development of future teachers' teaching art and pedagogical skills. The ideas of integration contribute to the structuring of the content of educational disciplines from a standpoint of common

systems – culture, science; ensure the integrity of education.

Integration as a tendency to a holistic view of the surrounding world, as a logical result of a high level of implementation of interdisciplinary connections in education, is called the fundamentalization of education. Academician S. Honcharenko emphasizes: “Education becomes fundamental if it is focused on the identification of the in-depth essential foundations and connections between various processes of the surrounding world. Fundamental knowledge of them is contained in general natural sciences, technical disciplines and humanities, which in general reflect the logic and structure of the corresponding sciences from the standpoint of the present” [2, p. 181]. Fundamentalization of the development of future primary school teachers’ art and pedagogical competence is understood as teaching basic principles of the specialty, which determines the long-term knowledge system, the possibility of its continuous improvement, and most importantly – teaching the formation of methodology of the creative application of a number of competences for the independent solution of various professional tasks to a future specialist.

Taking into account the above mentioned, we consider the following directions of modernization of the art and pedagogical training of future primary school teachers to be perspective:

- expansion and intensification of practical bases of training;
- implementation of personality development guidelines for training;
- taking into account modern tendencies in the development of art and pedagogy;
- ensuring integrity of materials of profession-related disciplines and methods of teaching arts subjects with the introduction of variational approaches to learning.

Let us consider them in details.

The direction of expansion and intensification of practical bases of training in the field of artistic education is aimed at forming clear guidelines for students about future professional activities, in particular, artistic and pedagogical; active promotion of self-realization in the system of practical art and pedagogical actions and achievement of efficiency of the processes of professional self-affirmation. Practically oriented training provides the connection of the educational art and pedagogical training of students with the real needs of future activities, its enrichment with knowledge and practical skills of artistic education.

The next direction concerns the introduction of personality development guidelines for training, the reorientation of the educational process on the transfer of educational information as the main goal of the development of the personality of a future specialist, which provides actualization of personality development opportunities of educational disciplines, in particular, artistic and methodological training, directing it to the development of art and pedagogical thinking, formation of art and pedagogical

skills, development of individual style of professional activity of future teachers. The activation of future teachers’ clear ideas (firstly, about the functions of teaching art at elementary school (the image of artistic education), and secondly, about their own role (self-image) in the system of artistic education children) is of special importance in this process.

The direction of taking into account current tendencies in the development of art and pedagogy as one of the major trends in the modernization of the content of students training, firstly, means making adjustments to the art and pedagogical training of future teachers, and secondly, the assimilation of modern methods and techniques of teaching art at primary school.

The updating of the students’ educational repertoire is conditioned by modern trends in the development of art, in particular the significant spreading of popular artistic genres among children and young people. Classical art, remaining the basis for teaching children, cannot fully satisfy the artistic preferences of students. The future teacher should be able to orient pupils in a wide variety of artistic products available in the modern society, contributing to the development of criteria for an adequate assessment of the artistic perfection of artistic works by junior pupils. Accordingly, in the process of art and pedagogical training, students must master value orientations not only in the field of classical heritage of art, but also to be acquainted with the peculiarities of the development of its popular genres among youth.

With this in mind, innovations in the methodological provision of students training should apply not only to traditional approaches to artistic education of junior school pupils, but also, to the accentuated study of innovative pedagogical ideas, the development of the practice of their implementation in modern processes of teaching art at elementary school.

We share the opinion of O. Rudnitska that the study of art (especially with the purpose of deepening the professional training of specialists) requires the use of a set of related philosophical, aesthetic, cultural, pedagogical and other humanitarian knowledge necessary for the formation of complex professional representations about the functioning of art in a common culture of the society [7, p. 120]. Therefore, the integration of materials of profession-related disciplines and methods of teaching arts subjects with the introduction of variational approaches to training in the process of the development of future primary school teachers’ art and pedagogical skills will ensure the creation of an artistic and development environment for the creative development of junior pupils.

To ensure the integrity of profession-related disciplines and methods of teaching arts subjects, we consider it necessary to review and improve curricula programs in order to find integration links, to develop and introduce integrated courses into the curriculum of training future primary school teachers, which will contribute to the further development of the artistic training of future specialists, in particular “Methods of Integrated Teaching of

Subjects at Elementary School”, “Musical Instrument”, “Vocals”, “Drawing and Painting”, “History of Arts”, “Direction and Production of Musical and Educational Events”, as well as the introduction of individual modules in the curriculum of training future elementary school teachers for integration with artistic knowledge. This will provide teachers not only with professional knowledge and skills, but also art and pedagogical education, which will increase the competitiveness of specialists in the social sphere.

Interdisciplinary integration within the framework of art and pedagogical training can provide the integrity of the content of education. The principle of integrity determines the need for a system-integrative approach, which justifies the development of the content of art and pedagogical training, forming the integrity of the artistic and educational environment with the help of internal subject, interdisciplinary, intra-cycle and inter-cycle links.

In the interdisciplinary interaction in the content of future primary school teachers’ art and pedagogical training, it is necessary to ensure the functioning of various processes, for example, the integrity of the materials of profession-related disciplines and methods of teaching arts subjects with the introduction of variational approaches to learning, to fill the training with creative elements; to supplement the content of the methodology of teaching art disciplines with modern ideas, giving preference to the practical means of their mastering, based on national traditions; to deepen the content of psychological and pedagogical disciplines and methods of teaching art disciplines by disclosing the subject-personal meaning of training future primary school teachers.

Conclusion

Modernization of the art and pedagogical training of future primary school teachers is due to the peculiarities of the development of the modern society, the requirements of educational paradigms, progressive ideas of modern concepts.

The carried out review of scientific and methodological literature has shown that despite the significant achievements, the issue of art and pedagogical training of primary school teachers has not been sufficiently considered. Today it is necessary to develop a training strategy that would take into account progressive ideas of educa-

tional development, the needs of the general artistic education of junior pupils under modern conditions, especially the art and pedagogical activity of elementary school teachers.

The structure of future primary school teachers’ art and pedagogical competence combines motivation and need, cognitive-evaluative, creative-activating, communicative-expressive and corrective-reflexive components.

It has been found that the future elementary school teachers’ art and pedagogical competence is rather immature. We believe that the art and pedagogical training has the following disadvantages: instability of interest in art and pedagogical activities, limited erudition in art and methods of teaching it. Many students do not have the ability for creative self-realization, as well as the desire for self-development. Finding out the shortcomings has made it possible to determine the directions of modernization of the art and pedagogical training.

The results of the study determined the need to strengthen the artistic component of the training of students and retraining of primary school teachers by increasing the number of art disciplines in the curriculum, establishing a dynamic balance between classroom and extracurricular cultural, educational and art and pedagogical training of students.

We believe that the implementation of the content of the developed special course “Theoretical and Methodical Principles of Art and pedagogical Training of Future Primary School Teachers” as a means of introducing personally-motivated training guidelines; introduction into the content of programs of pedagogical practices of special tasks on activating the manifestation of student autonomy; orienting students at mastering the educational opportunities of different types of art in the created artistic and educational environment; ensuring the unity of classroom and extracurricular forms in organizing the training of future teachers for art and pedagogical activities are efficient ways of art and pedagogical education modernization.

Modernization of the art and pedagogical training of future teachers should become an integral part of the holistic process of forming the professional qualities of students, the basis of the relevant curricula.

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МОДЕРНІЗАЦІЯ ХУДОЖНЬО-ПЕДАГОГІЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

Мета статті полягає у визначенні перспективних напрямів модернізації художньо-педагогічної підготовки майбутніх учителів початкової школи. У дослідженні було застосовано аналітичні методи: письмові відповіді (анкетування); методи самоспостереження й самодіагностики студентів у художньо-педагогічній діяльності; опитування студентів і викладачів; виконання студентами завдань методично-творчого характеру; узагальнення тестових матеріалів; експертне оцінювання. Здійснений аналіз науково-методичної літератури засвідчив, що попри значні здобутки проблема підготовки вчителів початкової школи до художньо-педагогічної діяльності не знайшла достатнього висвітлення. Наразі постала необхідність у розробці навчальної стратегії, яка б урахувала прогресивні ідеї освітнього розвитку, потреби загальної мистецької освіти молодших школярів у сучасних умовах, особливості художньо-педагогічної діяльності вчителя початкової школи. У статті розкрито сутність й зміст понять «готовність майбутнього вчителя початкової школи до художньо-педагогічної діяльності», «художньо-педагогічна підготовка»; виявлено особливості художньо-педагогічної підготовки студентів спеціальності «Початкова освіта». У процесі дослідження розроблено структуру зазначеної готовності, що поєднує в собі мотиваційно-потребовий, пізнавально-оцінний, творчо-активізаційний, комунікативно-експресивний та коригувально-рефлексивний компоненти, які системно охоплюють наявність художньої й педагогічної ерудиції студентів. У дослідженні взяли участь 250 студентів четвертих курсів. Визначено рівні готовності майбутніх учителів початкової школи до художньо-педагогічної діяльності, показники рейтингового пріоритету компонентів зазначеної готовності. На основі аналізу прогресивних ідей та новітніх концепцій освітнього розвитку, а також результатів проведеного дослідження окреслено напрями модернізації художньо-педагогічної підготовки майбутніх учителів початкової школи, які розглянуто з концептуальних позицій суб'єктно-особистісного підходу, що уможливорює самореалізацію кожного студента з погляду набуття ним особистісного смислу знань, індивідуального творчого художньо-виконавського досвіду.

Ключові слова: художньо-педагогічна підготовка, напрями модернізації, майбутній учитель початкової школи, інтеграція, гуманізація, готовність.

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