



## TECHNOLOGIES FOR THE ORGANIZATION OF THEORETICAL AND PRACTICAL TRAINING IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF FINE ARTS IN HIGHER PEDAGOGICAL EDUCATION

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**Annotation :** The article is devoted to the analysis of the process of formation of professional skills of future specialists in fine arts as a psychological and pedagogical problem. The author comes to the conclusion that the process of forming the professional skills of future specialists in the fine arts in the context of higher art and pedagogical education is aimed at the cognitive, value, communicative and competence-based development of the individual, is based on methodological approaches and a set of general and particular didactic principles.

**Key words :** fine arts specialist, formation of professional skills, conceptual foundations, didactic principles.

**Аннотация:** Статья посвящена анализу процесса формирования профессиональных умений будущих специалистов изобразительного искусства как психолого-педагогической проблемы. Автор приходит к выводу о том, что процесс формирования профессиональных умений будущих специалистов изобразительного искусства в условиях высшего художественно-педагогического образования нацелен на познавательное, ценностное, коммуникативное и компетентностное развитие личности, опирается на методологические подходы и комплекс общих и частных дидактических принципов.

**Ключевые слова:** специалист изобразительного искусства, формирование профессиональных умений, концептуальные основы, дидактические принципы.

The end of the 20th century and the beginning of the 21st century are characterized by changes in all spheres of society. The changes affected not only the economy, but also education, the main goal of which is to train competent and qualified workers who are able to work effectively in their specialty at the level of world standards and navigate in related areas of activity, ready to grow professionally, competitive in the labor market. The above also applies to the training of teachers, who should not only have a sufficient supply of professional

knowledge and skills, but also be ready and capable of innovative activities and pedagogical creativity. This fully applies to the training of teachers of fine arts, called upon to carry out the aesthetic education of the younger generation, to preserve and develop the national culture. Fulfillment of the assigned mission requires the ability of the fine arts teacher to effectively and creatively carry out the aesthetic education of schoolchildren, that is, professional and pedagogical competence. The program of training future teachers of fine arts assumes



that students during their studies at the university get acquainted with the basics of such types of arts as fine arts, architecture, sculpture and decorative and applied arts, which is directly related to their specialization and artistic training. However, we believe that this is not enough to prepare students for the implementation of art education for schoolchildren, which is increasingly seen as poly-art. Therefore, we assumed that the inclusion of other types of art (music, theater, cinema, etc.) in the educational process, the creation of a poly-artistic educational environment of the faculty will contribute to the improvement of the process of forming professional and pedagogical competence among future art teachers.

Potential polyart approach for the formation of professional and pedagogical competence of the future teachers of fine arts is as follows:

- USAGE in the educational process of the synthesis of various art forms contribute to the formation of an emotionally-valuable relation to the phenomena of reality, and works of art;

- the formation of a holistic professional and pedagogical worldview based on the unity of artistic, scientific and philosophical knowledge of the world;

- the formation of the experience of artistic mastering of reality, which is necessary for a future teacher of art to form a similar experience in his pupils, the development of a sense of harmony and the creative development of the personality of the future teacher.

The study of scientific literature and the pedagogical experience of teacher training in institutions of higher professional and pedagogical education showed us that one of the main reasons for the low level of

professional and pedagogical readiness of students - future teachers of fine arts, in the opinion of many scientists and teachers, is the prevalence of the practice of traditional classical education ... The content of the educational process a significant place is given to the theoretical knowledge and less time -p Addressing practical problems, where students can use the acquired knowledge. This leads to the fact that the expert, "good" or "excellent" who studied at the university, is experiencing difficulties in the application of theoretical knowledge in their professional activities. In Xia this situation is the need to find more effective methods and technologies of formation of professional readiness of students in the course of their training at the university. To solve this problem, it is necessary to strengthen the practical training of future teachers of fine arts, in this case, in the field of special disciplines. The program of training future teachers of fine arts assumes that students during their studies at the university get acquainted with the basics of such types of arts as fine arts, architecture, sculpture and arts and crafts, which is directly related to their specialization and artistic training. However, we believe that this is not enough to prepare students for the implementation of art education for schoolchildren, which is increasingly seen as poly-art.

Therefore, we hypothesized that the inclusion in the educational process of other types of art (music, theater, cinema, etc.), Creation polyart educational faculty environment will contribute to the improvement of the process of formation at the future teachers of fine arts professional-pedagogical competence it dry otentsial polyart approach for the formation of professional and the pedagogical



competence of future art teachers is as follows:

–Application in the educational process of the synthesis of various types of art contributes to the formation of an emotional-value attitude to the phenomena of the surrounding reality and works of art;

- the formation of a holistic professional and pedagogical worldview based on the unity of artistic, scientific and philosophical knowledge of the world ;

- the formation of the experience of artistic mastering of reality, which is necessary for a future teacher of art to form a similar experience in his pupils, the development of a sense of harmony and the creative development of the personality of the future teacher.

It should be noted that a fairly high level of mastery of theoretical and practical knowledge in special disciplines by future teachers of fine arts may indicate that they have formed at a high level professional and pedagogical competence, which is necessary for their future professional activities. The analysis showed that the work on the formation of professional and pedagogical competence with students is carried out in an insufficient and incomplete volume. This problem can be solved if a special course “Professional and pedagogical competence of a teacher of fine arts” is developed and then introduced into the educational process.

The processes of modernization of education have led to a change in the requirements for university graduates, for their professional training, the result of which should be the formed competence in the field of professional activity. With regard to the training of future teachers of the visual arts, this result is professional and pedagogical competence. The professional and pedagogical competence of a teacher of

fine arts is his ability and readiness for the effective implementation of art education and aesthetic education of the younger generation, ensured by his value attitude to the teaching profession, psychological, pedagogical and special knowledge, professional and pedagogical skills, experience of artistic mastering of reality ...

In the content of professional and pedagogical competence, we single out the value-motivational, cognitive and activity components that are closely related to each other, changes in the level of development of one of them inevitably entail changes in other components and competence in general. The allocation of the listed components allows us to take as basic the corresponding value-motivational, cognitive and activity criteria necessary for diagnosing the level of formation of the professional and pedagogical competence of a future art teacher. The analysis of the essence of competence and the performed diagnostics made it possible to single out the advanced, sufficient and low levels of the formation of the professional and pedagogical competence of future teachers.

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