

PEDAGOGICAL CONDITIONS CONDUCIVE TO THE DEVELOPMENT OF ARTISTIC AND AESTHETIC COMPETENCE OF FUTURE TEACHERS IN THE UNIVERSITY EDUCATIONAL PROCESS

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Abstract: The purpose of this paper is to provide a theoretical substantiation of the pedagogical conditions necessary for efficient development of artistic and aesthetic competence of future teachers in the educational process at university. In order to achieve the research objectives, the authors used such theoretical methods of research as analysis, synthesis, comparison, systematization of materials on the research problem, forecasting, designing. The key result of the conducted research is identification and substantiation of pedagogical conditions conducive to the development of artistic and aesthetic competence of a future teacher in the educational process at university.

Keywords: future teacher, supplementary general education program, research objectives, educational process, pedagogical conditions, practice-oriented assignments, socio-humanitarian disciplines, artistic and aesthetic competence.

1 Introduction

Presently, there exists a social order from the public and the state for future teachers with a high sensitivity to art, understanding of beauty in the art and the surrounding world, developed aesthetic taste, high artistic and aesthetic skills and an aspiration to create the beauty, involvement in creative activity (Almukhambetov et al., 2015; Arslan 2014; Bereczki & Kárpáti, 2018; Mullet et al., 2016). The global competitiveness of the Russian education, the Russian Federation ranking among the top 10 countries in terms of the general education quality is the goal of the National Project Education. In turn, the developed artistic and aesthetic competence of a future teacher is one of the indicators of their preparedness, competitiveness and mobility in today's world. In the modern educational paradigm, the requirements applied to a modern specialist undergo changes, which require an immediate review of the design, content, forms and methods of professional training of a future teacher in the educational process at a university for developing their artistic and aesthetic competence (Vardanyan et al., 2018; Kenny et al., 2015).

The existing programs of teacher training based on the Federal State Standard of Higher Education in the field of training 44.03.01 Pedagogical Education (Bachelor's Degree) do not fully ensure the development of the necessary competences in future teachers (Shukshina et al., 2018).

In addition, as evidenced by the results of the preliminary study at Mordovian State Pedagogical Institute named after M.E. Evseviev on the initial level of artistic and aesthetic competence of future teachers, about 80% of students do not have the sufficient level of this competence, which is the factor having a negative impact on the image of a highly qualified specialist and will lead to his/her reduced effectiveness in profession (Shukshina et al., 2018). In connection therewith, in the pedagogical science a need arises to find the tools and methods for the pedagogical university students to gain necessary professional competences, including the artistic and aesthetic competence.

2 Literature Review

The analysis of scientific literature (Ishmakova, 2016; Klykova, 2009; Massol, 2006; Stewart, 2012; Chernysheva, 2014; Chechukova, 2015; Chumakhidze, 2016; Aryabkina, 2015; et al.) helped us to arrive at the following definition of a phenomenon under study: the artistic and aesthetic competence of a future teacher as a combination of personality traits essential for the success of artistic and aesthetic activities, including

artistic and aesthetic knowledge, skills, attitudes, artistic and aesthetic orientation and motivation, masterful use of artistic and aesthetic means, adequate perception of artistic and aesthetic situations, readiness for the artistic and aesthetic activities (Ryzhov, 2018). The process directed at development of the artistic and aesthetic competence of future teachers in the educational process at university will be efficient in certain pedagogical conditions (Pozdeeva & Obskov, 2015; Valeeva & Karimova, 2014). Having analyzed the content of the term "pedagogical conditions", in our study we understand the pedagogical conditions as a combination of interrelated circumstances of the educational process aimed at achieving the necessary level of artistic and aesthetic competence in future teachers (Najn, 1995; Kupriyanov & Dynina, 2001).

3 Research Methodological Framework

The purpose of the paper is to identify and provide a theoretical substantiation of the pedagogical conditions necessary for efficient development of artistic and aesthetic competence of future teachers in the educational process at university. In order to achieve this purpose, the following objectives have been defined: first, the analysis of scientific literature, pedagogical experience and regulatory documents governing the educational process at university (Federal State Standard of Higher Education – Bachelor's Degree in the field of training 44.03.01 Pedagogical Education (Order N 121 dd February 22, 2018), Professional Standard of a Teacher); second, the identification and description of basic pedagogical conditions conducive to the development of artistic and aesthetic competence of a future teacher in the educational process at university; third, the creation of research assignments aimed at the development of artistic and aesthetic competence of a future teacher in the educational process at university; fourth, the development of a supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher"; fifth, the development of a set of practice-oriented assignment of artistic and aesthetic nature for future teachers during their pedagogical internship.

In order to achieve the research objectives, we used such theoretical methods of research as analysis, synthesis, comparison, systematization of materials on the research problem, forecasting, designing.

4 Results and Discussion

Based on the theoretical analysis and pedagogical experience, we have identified the following pedagogical conditions conducive to the development of artistic and aesthetic competences of a future teacher in the educational process at university: unleashing the artistic and aesthetic potential of certain socio-humanitarian disciplines included in the basic part of the curriculum (Pedagogics, Philosophy, History, Russian Language and Speech Culture, Foreign Language (English), Physical Culture and Sport, Life Safety); incorporation into the educational process of the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher"; development and use of a set of assignments of artistic and aesthetic nature for future students during their pedagogical internship.

The first condition is geared to unleash the artistic and aesthetic potential of certain socio-humanitarian disciplines included in the basic part of the curriculum (Pedagogics, Philosophy, History, Russian Language and Speech Culture, Foreign Language (English), Physical Culture and Sport, Life Safety). The inherent artistic and aesthetic potential of socio-humanitarian disciplines may be identified and the content of education may be supplemented in order to foster the artistic and aesthetic competence of future teachers with account of the

above requirements using the block-modular structure set out in the Federal State Standard of Higher Education - Bachelor's Degree in the field of training 44.03.01 Pedagogical Education (Order N 121 dd February 22, 2018). The content of certain disciplines may be expanded to include the research assignments directed at the development of artistic and aesthetic competence of a future teacher, supplementing the educational program and sparking the aesthetic attitude towards the world, motivation to engage in creative artistic and aesthetic activities, for creative growth, etc.

The analysis of educational programs revealed that certain socio-humanitarian disciplines in the field of training 44.03.01 – Pedagogical Education, such as: Pedagogics, Philosophy, History, Russian Language and Speech Culture, Foreign Language (English), Physical Culture and Sport, Life Safety contain a powerful potential for the development of artistic and aesthetic competence of a future teacher that is not fully used, but may be used by their inclusion in the research tasks directed at the development of this competence.

Below we will provide some examples of the research tasks within the disciplines Pedagogics, Philosophy, History, Russian Language and Speech Culture, Foreign Language (English), Physical Culture and Sport, Life Safety.

Thus, the research assignments within the Pedagogics discipline may cover the following:

- Analyze content of a school curriculum (of own choice) in terms of presence of aesthetic education assignments;
- Analyze the artwork (a movie, a theater play, a concert, etc.) in terms of its possible aesthetic pedagogical impact.

Performance of such research assignments will contribute to the awareness of future teachers of the importance of developed artistic and aesthetic competence for self-fulfillment in pedagogical activity, appreciation of the value of artistic and aesthetic knowledge for solving the applied tasks in pedagogical activity, acquisition of the knowledge on basic means of artistic and aesthetic education, building the readiness to develop artistic and aesthetic taste in future students.

Below we provide some examples of the research assignments within the Philosophy discipline:

- Aesthetics concepts by Plato, Aristotle;
- The antique ideal of human beauty (Middle Ages, Renaissance, Enlightenment, etc.).

The proposed research assignments within the Philosophy discipline will contribute to a better understanding of aesthetic values, their importance in creativity and everyday life, the ability to navigate among them, the understanding and ability to explain the phenomenon of culture.

Within the History discipline, the following research assignments may be offered:

- Examine the reproduction of the painting by Ilya Repin “Zaporozhian Cossacks Write a Letter to the Turkish Sultan”, and try to “read” it, offer the text of the letter, which could have been written by Cossacks to the sultan;
- Write an essay about one of the family relics in your house, what family fables, legends, stories do you know?

Performance of such research assignments will contribute to acquisition of knowledge on the forms and types of cultures, the basic cultural-historical centers and regions of the world, regularities of their functioning and development; knowledge of history, culture of Russia, its place in the system of global culture and civilization.

Within the Russian Language and Speech Culture discipline, the following assignments were created:

- Make a methodical conclusion on the efficiency of use of a painting for developing creative speech skills;
- Explain why work with a painting boosts the creative activity of students and promotes the development of their mental abilities and logical thinking.

Performance of such research assignments will contribute to the development of the future teachers' need to improve own speech, gain artistic and aesthetic knowledge, skills to take part in a discussion by picking the language means appropriate to the artistic and aesthetic situation, an ability to correct inadequate speech behavior (own or of a partner) by artistic and aesthetic means.

The research assignments within the Foreign Language (English) include:

- Work with songs in English;
- Assignments for work with the literature pieces.

Performance of such research assignments will contribute to the development of dialogical and monological speech with application of the most common and lexicogrammatical means in various artistic and aesthetic situations.

Within the Physical Culture and Sport discipline, the following research assignments are offered:

- Means of artistic and aesthetic education in the physical activity;
- Sports in the antique artworks.

Performance of such research assignments will boost the motivation of future teachers for creative artistic and aesthetic activity and creative growth, ability to perceive, understand and interpret the artworks, to understand the language of art; to develop the artistic and aesthetic taste.

Within the Life Safety discipline, the following research assignments are offered:

- The role of paintings, music, literature and art in shaping perceptions of health and healthy lifestyles;
- Technical aesthetics and life safety.

Performance of research assignments within the Life Safety discipline will develop a future teacher's ability to pick the needed means for solving certain artistic and aesthetic problems, to find the artistic and aesthetic meaning and purpose of different situations in professional life.

The content of the offered research assignments is related to the studied lecture materials, which should be discussed and checked during practical classes. Results of the completed research assignments may be presented in different ways: a report with a presentation, an illustrated presentation; a poster presentation; an educational film; an article; a photo album; a report; a project of social value; a verbal journal; a thematic tour, etc.

The second pedagogical condition is to incorporate into the educational process a supplementary general education program “Artistic and Aesthetic Competence of a Future Teacher”. The supplementary general education programs represent a system of knowledge, skills and abilities essential for the holistic development and education of an individual so that he/she could lead a full life in the modern society. Such programs help to develop the multifaceted personal qualities, instill the universal human values in students and identify and satisfy to the fullest extent their need in cognition and creativity, help them to achieve self-fulfillment and personal self-determination, and prepare them for an independent professional life (Kuyumcu, 2012).

Based on the above, we have developed a supplementary general education program “Artistic and Aesthetic Competence of a Future Teacher”. This program is designed to prepare the Bachelors in the field of training “Pedagogical Education”. The

total duration of the program is 24 hours and includes theoretical (4 hours of lectures) and practical (8 hours of practical classes) parts, and 12 hours of unsupervised work.

The structure and content of the developed assignments within the supplementary general education program comply with the requirements of the Federal State Standard of Higher Education in the field of training 44.03.01 Pedagogical Education (Bachelor's Degree) and the Professional Standard of a Teacher. This program was discussed at a meeting of the Department of Pedagogy, and was implemented at Mordovian State Pedagogical Institute named after M. E. Evseeviev, with some assignments (in particular, those included in the second module) used at general education institutions, where the major departments of the Institute are represented, and students, the teachers to become, do their internships (Kadakin et al., 2017).

A distinctive feature of the developed program is a practice-oriented approach to the process of future teacher preparation in the context of axiological and competence-based paradigms of education (Shukshina et al., 2016).

The program is focused on the development of artistic and aesthetic competence of a future teacher, and implies achievement of the following objectives:

- Students learning theoretical fundamentals of the artistic and aesthetic competence;
- Obtaining the knowledge of methods, forms and technologies for developing the artistic and aesthetic competence;
- Developing the skills for completing the artistic and aesthetic assignments of creative and research nature, modelling the artistic and aesthetic situations from the real professional life and working with the project tasks of artistic and aesthetic orientation;
- Cultivating a keen interest in developing the artistic and aesthetic competence of a future teacher.

The content of the supplementary general education program is built to a modular design, and includes two major modules: a theoretical module is focused on the study of theoretical materials, and a practical module is involved with the development of certain skills and abilities during practical classes. Each module also includes homework assignments.

The first module "Theoretical Fundamentals of the Artistic and Aesthetic Competence" includes the lectures which are meant to create a theoretical understanding of the artistic and aesthetic competence of a future teacher as a pedagogical phenomenon, in particular, the progression of views on the problem of artistic and aesthetic competence of a future teacher over time, as well as a structure and content of this competence.

During the first module, it is proposed to use various forms of in-process assessment: individual interviews, review of notes, express testing with mutual checking. The final summing assessment of the module "Theoretical Fundamentals of the Artistic and Aesthetic Competence" is carried out in the form of a problem-specific discussion.

The second module "Technology for Developing the Artistic and Aesthetic Competence of a Future Teacher" is designed to develop the artistic and aesthetic skills, to transfer to students the technologies for developing the artistic and aesthetic competence (creative teamwork technology, web-quest, technology for organizing and conducting guided tours, technology for organizing the festive and other events of artistic and aesthetic orientation). The assessment for the second module is carried out by checking the completed assignments.

Completion of the supplementary general education program is marked with the final defense of a methodological training manual for the pedagogical internship at school.

The program has been complemented with the following educational assignments to be performed by students at home:

compile a dictionary of basic concepts and terms: competence, aesthetics, artistic and aesthetic competence, artistic and aesthetic education, etc.; make a chart reflecting the structure and content of the artistic and aesthetic competence of a future teacher; name the main time periods associated with progression of the views on the problem of artistic and aesthetic competence of a future teacher; conduct self-diagnosis to find our your level of artistic and aesthetic competence, etc.

After completion of the program, a reflexive analysis should be performed followed by assessment of the level of developed competence.

Thus, a specially developed course in the form of the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher", and its implementation, will help students to acquire a system of theoretical knowledge, practical skills and abilities related to the development of artistic and aesthetic competence.

The third pedagogical condition consists in the use of a set of practice-oriented assignments of artistic and aesthetic type for future teachers during their pedagogical internship. In the system of future teachers' training, pedagogical practice is one of the major forms of teacher's professional involvement, which allows synthesizing theoretical knowledge and practical experience (Orkibi, 2012). It is possible to master the art of teaching and develop readiness for pedagogical activity only through interpenetration and intersectionality of theoretical and practical training of a future teacher: neither of professional skills and abilities may be developed only in the classroom (Mamontova et al., 2016; Shukshina et al., 2018). Introduction of a set of artistic and aesthetic tasks for students doing their pedagogical internship at school will help to develop the readiness of future teachers to perform artistic and aesthetic activities with students, corresponding to the activity component of the artistic and aesthetic competence of a future teacher.

Below we provide the examples of tasks for interns who independently work on the development of their artistic and aesthetic competence during pedagogical internship at school.

1. Identify the level of aesthetic educatedness of students in your class.
2. Prepare and conduct a lesson on your specialty subject using the means of aesthetic education.
3. Jointly with a class supervising teacher, create a plan for raising the aesthetic culture of students outside the classroom hours.
4. Render assistance to the class activists with regard to preparation and conduction of an extra-curricular hour on artistic and aesthetic topic.
5. Jointly with a class supervising teacher, organize a nature trip, a tour to the local architectural monuments, a visit to an exhibition hall, to the museum of folk crafts. Ask students to describe their emotions in mini narratives and to provide feedback.

5 Conclusion

Thus, the identified and substantiated pedagogical conditions conducive to the development of artistic and aesthetic competences of a future teacher, in particular, unleashing the artistic and aesthetic potential of a number of socio-humanitarian disciplines included in the basic part of the curriculum (Pedagogy, Philosophy, History, Russian Language and Speech Culture, Foreign Language (English), Physical Culture and Sport, Life Safety); incorporation into the educational process of the supplementary general education program "Artistic and Aesthetic Competence of a Future Teacher"; development and use of a set of assignments of artistic and aesthetic nature for future students during their pedagogical internship, are necessary to ensure the effectiveness of a process directed at the development of the artistic and aesthetic competence of a future teacher in the educational process at university.

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