

MODEL FOR DEVELOPING ARTISTIC AND AESTHETIC COMPETENCE OF A FUTURE TEACHER

^aDMITRY V. RYZHOV

*Mordovian State Pedagogical Institute named after
M. E. Evseviev, Studencheskaya str., 11 A, Saransk, Russia,
430007
email: ^admitriyryzhov@bk.ru*

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Abstract: Due to the social demand from the public and the state for future teachers with a high level of artistic and aesthetic competence, the purpose of this paper is to create a model for developing this competence. The research objectives were accomplished with the help of such methods as analysis, synthesis, generalization and modeling. The key result is the created model for developing artistic and aesthetic competence of a future teacher, consisting of concept and goal, content and process and evaluation and result structural blocks. As a result, a conclusion was made that the model presented in this paper can be implemented in certain pedagogical conditions.

Keywords: future teacher, model, educational process, pedagogical conditions, artistic and aesthetic competence, concept and goal block, content and process block, evaluation and result block.

1 Introduction

At the current stage of its development, the society needs teachers with a high aesthetic taste, an ability to perceive various artistic and aesthetic phenomena, the beauty in arts and the surrounding world, developed artistic and aesthetic skills, strong motivation to create the beauty, and readiness for creative activities (Kadakin et al., 2017; Vardanyan et al., 2018).

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 (Arslan, 2014; Kenny et al., 2015; Bereczki & Kárpáti, 2018). In the modern educational paradigm, the requirements applied to a modern specialist undergo changes, which in turn requires a review of the design, content, forms and methods of professional training of a future teacher in the educational process of a university for developing their artistic and aesthetic competence (Kuyumcu, 2012; Orkibi, 2012; Mullet et al., 2016). The existing programs of teacher training based on the Federal State Standard of Higher Education – Bachelor's Degree in the field of training 44.03.01 Pedagogical Education (Order No. 121 dated February 22, 2018), as well as teaching practices, do not fully ensure the development of the aforementioned competence in future teachers (Shukshina et al., 2018). Implementation of an effective and logically structured process intended to develop the artistic and aesthetic competence of students at pedagogical university brings to light the issues related to the creation of a model for developing this competence.

2 Literature Review

The phenomenon of artistic and aesthetic competence is the target of research by Almukhambetov, B., Tanirbergenov, M., Nebessayeva, Z. (2015), L. R. Ishmakova (2016), L. A. Klykova (2009), L. M. Massol (2006), Y. A. Stewart (2012), S. A. Chernysheva (2014), N. V. Chechukova (2015), T. L. Chumakhidze (2016) and others. The proceedings of the above named researchers led us to understanding of 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).

A model for developing the artistic and aesthetic competence of a future teacher was created based on the model creation guidelines laid down by M. Vartofsky (1988) – covering only those qualities of the prototype, which are included in the scope

of research, the initial foundations and sequence of steps to create a model (Shukshina et al., 2018), and by A. Ya. Saveliev (Saveliev et al., 2005) - definition of goals and specific tasks of modeling, reliability and completeness of input data, identification of key conditions that have the biggest impact on the trends and patterns of study targeting certain object or phenomenon.

We consider the model for developing artistic and aesthetic competence of a future teacher in the educational process at university as a kind of equivalent of the activity of a trainer and future teachers meant to address common problems associated with the development of artistic and aesthetic competence of a future teacher in the educational process at university (Shukshina et al., 2018). The model defines the logic in shaping the artistic and aesthetic competence of a future teacher in the educational process at university, reflects the main properties of the components, interrelations between them that are inherent in this process and essential to achieve the goal. The model combines the goals, content and expected result of the efforts to develop artistic and aesthetic competence of a future teacher through the educational process at university (Aryabkina, 2015).

3 Research Methodological Framework

The purpose of this paper is to create and describe the model for developing artistic and aesthetic competence of a future teacher in the educational process at university.

The main objectives of this research consist in creation of the model for developing artistic and aesthetic competence of a future teacher based on the modern approaches, such as: interdisciplinary, participatory, polyartistic, activity-competence, axiological; identification and description of the structural blocks that constitute the created model, i.e. the concept and goal, the content and process and the evaluation and result blocks. A special objective of the study is to reveal pedagogical conditions conducive to the efficient functioning of the model for developing artistic and aesthetic competence of a future teacher.

In order to accomplish the research objectives, we have used such methods as analysis, synthesis, generalization and modeling.

4 Results and Discussion

The analysis of scientific literature, as well as our own research experience allowed us to distinguish in the model for developing the artistic and aesthetic competence of a future teacher in the educational process at university such structural blocks as the concept and goal, the content and process and the evaluation and result blocks. Let's consider these blocks in more details in a context of our research.

According to the professional standard of a teacher, 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 *concept-target block* reflects the social demand from the state and the public for development of artistic and aesthetic competence of a future teacher. This block represents a substantial core of the model, is determined by the pursued goal and has a meaning resonating with all other blocks. In the course of the research it is important to achieve the pursued goal and the predicted result expressed in the desired level of artistic and aesthetic competence of a future teacher developed through the educational process at university. In order to accomplish this goal, the following tasks need to be solved:

- Contribute to the development in the pedagogical university students of aesthetic attitude to the world, dedication for aesthetic transformation of the surrounding space;

- Develop an aesthetic orientation based on knowledge and sensual experience; readiness for artistic and creative endeavors; readiness for aesthetic evaluation of the works of art; motivation for creative artistic and aesthetic activities and creative growth of pedagogical university students;
- Shape artistic and aesthetic knowledge, skills and experience, artistic and aesthetic taste, an ability and willingness to develop the artistic and aesthetic taste of future students; a general ability to perceive, understand and interpret the works of art, to understand the language of art;
- Develop the readiness to perform artistic and aesthetic activities in certain professional (problem-based) situations.

Based on the findings of researchers, in order to achieve the goal, the most productive approaches seem to be *interdisciplinary* - in the context of this research it is expressed in the processes and procedures of schematization of a study target in different thematic projections; *participatory* - it is focused on interaction between the teacher and students to develop and implement a joint solution to any problem associated with the development of artistic and aesthetic competence, which is of the subject-to-subject type; *polyartistic* - promotes the detection of internal kinship between different types of art, the discovery of figurative links between word, sound, color, movement, intonation, rhythm, gesture, space, form; *activity-competence* - focuses on the result of education, which is understood as the student's ability to understand, formulate and solve artistic and aesthetic tasks arising in the process of learning; *axiological* - allows to prove that the artistic and aesthetic competence of a future teacher is determined by the value content of individual consciousness, is characterized by its specific focus on the development of value orientations of a future teacher, determines the content of artistic and aesthetic education of students.

The aforesaid methodological approaches constitute the foundation for research of a problem of developing the artistic and aesthetic competence of a future teacher in the educational process at university as they solve tasks of the theoretical-methodological, profile-oriented and practice-oriented nature (Najn, 1995).

Under the principle we understand a guideline, a basic rule, predisposition for any activity. We believe that when developing the artistic and aesthetic competence of a future teacher in the educational process at university, it is important to take into account general (*integrity, scientificity, continuity, cultural expediency*) and specific (*multiculturalism, subjectivity, empathy, communicative partnership and cooperation in the study group*) principles.

Concept and goal block predetermines creation of a *content and process block* for developing the artistic and aesthetic competence of a future teacher in the educational process at university. This block is systemically important in the model under consideration as through its involvement, the process and result of the process directed at the development of artistic and aesthetic competence of a future teacher in the educational process at university become clearer defined. This block reflects the *theoretical and practical* training of students, and includes the following components of artistic and aesthetic competence of a future teacher: *value-based, motivational, cognitive, activity-related* (Ryzhov, 2018).

This block of the model is also dealing with justification of the stages of development of the artistic and aesthetic competence of a future teacher, with definition and use of appropriate forms and methods of training in their dialectical unity, as well as with the identification of pedagogical conditions conducive to the development of the artistic and aesthetic competence of a future teacher.

Consistency and step-by-step approach in the organization and implementation of the educational process at university ensures the effective development of the artistic and aesthetic competence of a future teacher. Based on the study of this problem we have identified the following stages necessary for

organizing the process of development of the artistic and aesthetic competence of a future teacher in the educational process at university: *motivational and value-based, informational-cognitive, activity-practical, final-corrective*.

The most important component of the examined block of this model are the pedagogical conditions that act as a necessary component of the process directed at the development of the artistic and aesthetic competence of a future teacher in the educational process at university, and need to be considered when designing an educational process at pedagogical university.

For effective development of the artistic and aesthetic competence of a future teacher, it is necessary to identify and create certain pedagogical conditions. In this research, the pedagogical conditions for the development of artistic and aesthetic competence of a future teacher in the educational process at university is understood as a combination of interrelated circumstances of educational relationships, which allow to effectively develop the artistic and aesthetic competence of a future teacher (Zvereva, 1987; Kupriyanov & Dynina, 2001; Shukshina et al., 2018).

On the basis of the above position we have identified the following pedagogical conditions conducive to the development of artistic and aesthetic competence of a future teacher in the educational process at university:

- Unleashing the artistic and aesthetic potential of a number of 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 a supplementary general educational program "Artistic and Aesthetic Competence of a Future Teacher";
- Use of a set of practice-oriented assignments of artistic and aesthetic nature for future teachers during their pedagogical internship.

The evaluation and result block is highly important for the model for developing artistic and aesthetic competence of a future teacher in the educational process at university.

When elaborating this block, the criteria and diagnostic materials needed to monitor the development dynamics of the artistic and aesthetic competence of a future teacher in the educational process at university have been selected. In order to accomplish the defined tasks, based on the identified components of training, the main criteria (value- and substance-based,gnoseological, operational and activity-based, reflexive and evaluative) and development indicators of the artistic and aesthetic competence of a future teacher in the educational process at university have been distinguished, which serve as representation of the features peculiar to the components of the artistic and aesthetic competence of a future teacher, as well as levels (high, medium, low) of the artistic and aesthetic competence of the future teacher.

The created model is characterized by openness, flexibility and practice orientation. The openness is expressed in the model availability in terms of its contents and organization of the process directed at the development of artistic and aesthetic competence of a future teacher in the educational process at the university and at the same time ease in use, perception and assimilation. The flexibility lies in a possibility to reconstruct the process of developing the artistic and aesthetic competence of a future teacher in accordance with the changed circumstances of the process, but at the same time it is possible to control the effectiveness and achieved level of the competence at each stage of activity of a teacher and students at pedagogical university. Practice orientation of the model means its practical purpose and orientation towards its application for the developing the artistic and aesthetic competence of a future teacher.

The presented model for developing the artistic and aesthetic competence of a future teacher in the educational process at university illustrates that preparation for the educational and training activity is a complex multistage structure, functioning in accordance with the goals, principles, approaches.

One noteworthy outcome of this activity is the achievement of the highest possible level of artistic and aesthetic competence of a future teacher in the educational process at university.

Thus, development of artistic and aesthetic competence of a future teacher in the educational process at university is considered as a process directed at creating in the educational activity of the pedagogical conditions conducive to the development of artistic and aesthetic competence of a future teacher, which is dynamic and includes motivational and value, informational and cognitive, activity-practical, final and corrective stages, united by the goal of achievement by students of the highest possible level of artistic and aesthetic competence.

5 Conclusion

Thus, developed on the basis of modern approaches, including interdisciplinary, participatory, polyartistic, activity-competence, axiological approach, the model for developing artistic and aesthetic competence of a future teacher in the educational process at university contains a totality of the concept and goal, the content and process and the evaluation and result blocks and their components, namely: purpose, principles, content, forms, methods of its development. This model is open, flexible and practice-oriented, and its functioning is based on the general (science, integrity, continuity, cultural expediency) and specific (multiculturalism, subjectivity, empathy, communicative partnership and cooperation in the study group) principles. For effective functioning of the model for developing artistic and aesthetic competence of a future teacher in the educational process at university the following pedagogical conditions should be created: unleashing the artistic and aesthetic potential of a number of socio-humanitarian disciplines included in the basic part of the curriculum; development and incorporation into the educational process of the supplementary general educational program Artistic and Aesthetic Competence of a Future Teacher; development and use of a set of artistic and aesthetic assignments for students doing pedagogical internship at school.

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