

FOSTERING ARTISTIC AND AESTHETIC COMPETENCE OF A FUTURE TEACHER THROUGH TEACHING INTERNSHIP

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Abstract: This paper describes the experience of using the selection of practice-oriented tasks aimed to foster the artistic and aesthetic competence of a future teacher through teaching internship. The research relied on theoretical methods (analysis and synthesis, generalization and systematization) and empirical methods (M. Simkin's tests "Masterpiece or Parody?", "Artist or Monkey?", "Famous or Unknown Artist?"). The main outcome is the data which prove effectiveness of the selection of practice-oriented tasks intended to foster the artistic and aesthetic competence of a future teacher through teaching internship which were offered to the participants of the pedagogical experiment, who were students of the Mordovian Stated Pedagogical University named after M. E. Evseev.

Keywords: selection of tasks, practice-oriented tasks, future teacher, teaching internship, artistic and aesthetic competence.

1 Introduction

In the present stage of societal development, the Russian system of education faces the challenge of raising highly qualified teachers capable to understand art, the beauty of this world, with a good aesthetical taste, strong artistic and aesthetic skills, having the ability to work proactively and productively for the public good. The global competitiveness of the Russian education and the Russian Federation ranking among the top 10 countries in terms of the general education quality are the goals of the National Project Education. At the same time, the developed artistic and aesthetic competence of a future teacher is one of the indicators of their competitiveness and mobility in today's world (Moroz, 2018).

According to the professional standard "Teacher" (pedagogical activity in the field of pre-school, primary general, basic general, secondary general education) (Educator, Teacher)" (approved by the Order of the Ministry of Labour and Social Protection of the Russian Federation dd October 18, 2013 N 544n) (as amended by the Order of the Ministry of Labour dd August, 05, 2016 N 422n), the major educating efforts of a teacher should be focused on utilizing the educating potential of various activities undertaken by a child, and in particular, the artistic and aesthetic activity, while the essential skills of a teacher include finding the value aspect in the knowledge and information transmitted during the lesson, ensuring that students understand and pass it through themselves, organizing various extracurricular activities: artistic-productive and cultural-leisure, which is impossible without a developed artistic and aesthetic competence. In such circumstances, training at university takes on special meaning as concerns fostering of the artistic and aesthetic competence of a future teacher (Aryabkina, 2015).

2 Literature Review

Following B. A. Almukhambetov, Z. O. Nebessayeva, A. S. Smanova et al. (2016), E. Yu. Volchegorskaya, M. Zh. Ordasheva (2019), L. A. Klykova (Klykova et al., 2018), L. M. Masol (2018), J. A. Stewart (2015), S. A. Chershysheva (2015) we define the artistic and aesthetic competence of a future teacher as a set of personal qualities, including artistic and aesthetic knowledge, abilities, skills, attitudes, capability to use appropriate means, adequate perception of artistic and aesthetic situations, as well as readiness to carry out artistic and aesthetic activities with students (Ryzhov, 2018).

The existing programs of teacher training based on the Federal State Standard of Higher Education in the field of training 44.03.05 Pedagogical Education (with two specialties) (Order

No. 125 dated February 22, 2018), as well as teaching practices, do not fully ensure the development of the aforementioned competence in future teachers. A selection of practice-oriented tasks with artistic and aesthetic focus for future teachers during their teaching internship may be useful in addressing this objective (Shukshina & Movsesyan, 2018; Shukshina et al., 2018).

The teaching internship is of paramount importance for the professional becoming of a future teacher, because it is during the internship that theory gets integrated with practice. It is through the teaching internship that future teachers become ready to carry out professional activity and fulfill their creative potential. The works of such educators as O. A. Abdullina (1990), E. P. Belozertsev (2000), L. V. Vedernikova (Vedernikova et al., 2019), V. K. Rozov (Rozov et al., 1981), T. G. Cheshuina (2006), R. R. Shakhmarova (2003), M. V. Shustova (Shustova et al., 2019), and others, are devoted to the problem of formation of personality of future teachers, improvement of their professional-methodological proficiency, intensification of practice-oriented process of delving into the chosen profession.

Traditionally, teaching internship at school serves as kind of a bonding thread connecting theoretical knowledge obtained by a future teacher with practice. Preparing students for professional activity as teachers, equipping them with necessary professional skills and abilities, and teaching them how to creatively comprehend the key types of teacher's educational efforts - all these are the basic aspects which the teaching internship is intended to cover.

In the system of future teachers' training, teaching internship is one of the major forms of teacher's professional becoming, which allows synthesizing theoretical knowledge and practical experience (Aryabkina et al., 2019; Gadzaova, 2015). It becomes possible to master the art of teaching and develop readiness for pedagogical activity only through interpenetration and intertwining of theoretical and practical training of a future teacher: none professional skill or ability may be developed only in the classroom (Bermus, 2019; Mamontova et al., 2016; Shukshina et al., 2018; Vardanyan et al., 2018). The use of a selection of artistic and aesthetic tasks during teaching internships at school will help to solidify the readiness of future teachers to implement artistic and aesthetic activities with their students (Kuyumcu, 2013; Shukshina et al., 2020).

3 Research Methodological Framework

Typologically, this study can be described as quantitative, as in essence it is the collection and analysis of primary information from accurate, statistically verified numerical data array. The collected data are statistical in nature, and the results are presented in the form of a table.

The purpose of this paper is to describe the experience of using the selection of practice-oriented tasks aimed to foster the artistic and aesthetic competence of a future teacher through teaching internship.

Objectives: to carry out experimental work on fostering artistic and aesthetic competence based on the selection of practice-oriented tasks during teaching internship; to measure the level of artistic and aesthetic competence of future teachers before and after completion of the mentioned selection of tasks, and to conduct a comparative analysis of the obtained data.

The research used theoretical methods, of which the most important were analysis and synthesis, generalization and systematization (Kraevsky, 2010), empirical methods (M. Simkin's tests "Masterpiece or Parody?", "Artist or Monkey?", "Famous or Unknown Artist?" (M. Simkin, 2021).

The participants of the described pedagogical experiment were students of Mordovian State Pedagogical University named after M. E. Evseev pursuing studies in the field of training 44.03.05 Pedagogical Education (with two specialties), selection of specialties: Russian language. Literature; Russian language. History; Russian language. Native language and literature; Preschool education. Primary education; Foreign language (English, German) (159 persons). Students from six academic groups took part in our experimental research, 78 of which were included in the experimental group (EG) and 81 in the control group (CG).

The experiment consisted of three stages: ascertaining, formative and control stages. The first ascertaining stage of the experiment (2018) was intended to find out the initial level of artistic and aesthetic competence of future teachers using the selected diagnostic tools. The second formative stage of experiment (2016-2018) consisted in testing the selection of practice-oriented tasks aimed to foster the artistic and aesthetic competence of a future teacher through teaching internship. The third control stage of experiment (2020) involved processing, consolidation and analysis of data which were obtained during the research, formulation of conclusions and documentation of the research results. Also, at this stage of experiment the final level of artistic and aesthetic competence of future teachers was analyzed.

4 Results and Discussion

For fostering the artistic and aesthetic competence of future teachers during the teaching internship we created the selection of practice-oriented tasks. The practice-oriented tasks mean the tasks which primary purpose is to strengthen the skills and abilities of students in practical work, and to bring about understanding about when, how and why such abilities should be used in practice. The practice-oriented tasks facilitate integration of knowledge, urge students to read supplementary literature which boosts the interest to studying in general, and have a positive effect on the solidity of knowledge and its quality.

The created selection of practice-oriented tasks with artistic and aesthetic focus includes the assessment by future teachers of aesthetic intelligence of students; checking the school curriculum and study books for ethical aspects of teaching the subject; attending lessons on the subject of the future teacher's specialty and reviewing the elements and means of ethical education and upbringing used at the lessons; planning and conducting a lesson with the use of the means of aesthetic education; organizing a homeroom hour on the artistic and aesthetic topics; organizing excursions of students to local art monuments, parks or botanical gardens, museums, exhibitions of fine arts or native arts and crafts; planning and holding the "Festival of Good Taste"; organizing a homeroom hour on the artistic and aesthetic topic; making a report on the results of teaching internship within the frames of the final conference.

The final conference held at the end of teaching internship is a traditional event for summing up its results. At the final conference, future teachers make a report on the performed work, and the specialists representing school and university provide their comments and recommendations.

Based on the above, the future teachers studying at MSPU named after M. E. Evseev after getting to schools of their internship and being assigned to certain classes, completed a number of practice-oriented tasks of artistic and aesthetic focus.

During teaching internship, the future teachers assessed the level of aesthetic intelligence of students in their classes. The program for assessing the aesthetic intelligence of schoolchildren was developed, which included: assessment of the aesthetic worldview, including theoretical knowledge about the beauty of the world and works of art; emotional responsiveness to the aesthetic manifestations; aesthetic hobbies, tastes, and aspirations; artistic and creative abilities; manifestation of aesthetics in educational and creative activities, manner of behaviour, sports and social activity, visiting theatres, museums,

involvement in the work of art schools, studios, hobby clubs, etc. For that, future teachers used such methods as pedagogical observation and interviews with students, parents and teachers; questionnaire surveys; examination of creative works of students; immersion of students in certain circumstances, etc.

Future teachers examined school curricula and study books on the disciplines of their specialty and analyzed how well they reflect aesthetic aspects in teaching such disciplines. They attended lessons on the subject of their specialty. The teaching interns received a task to analyze the artistic and aesthetic components of the teaching and educational process and to identify the means to which the teacher resorts for that purpose.

Further, the teaching interns planned and conducted lessons on the subjects of their specialty with the use of the means of aesthetic education. The prior consultations with methodologists were held, and the best pedagogical practices and special literature were explored. The plan was developed to introduce students to the aesthetic culture during non-school hours. Based on the level of aesthetic development and interests of students, the resources at disposal of the school of internship, the vectors and tasks of future work were identified, the events were planned which were supposed to shape the worldview, tastes, aspirations and artistic and aesthetic proactiveness of students.

The homeroom hours on the artistic and aesthetic topics became the first in a succession of such events; they were planned and conducted with involvement of the class activists who were provided the necessary assistance. The topics of homeroom hours were as follows: "The true beauty of man - what is it?", "Who is he - a hero of our times?" (based on literary works and modern cinematography), "About outer and inner beauty", "About kind and noble feelings" (Love and friendship in adolescence), "Aesthetics of behavior", "What is aesthetic culture", "Let's have a dispute about... tastes", "People in the world of things", "Fashion in the 21st Century", "True and false values", "Aesthetics of leisure time", "Art and man", "Let us talk about music", "Is classics still relevant?" and "How to become an aesthetically intelligent person?" The homeroom hours were organized in such a manner as to ensure that the presentation of material enabled ongoing interaction between students and teacher.

The interns appointed a group of students responsible for organizing the homeroom hour, who performed certain functions (preparing questions for discussion, selecting literature, music, videos on the chosen topic, searching for interesting personas to attend the event, appointing a host for the homeroom hour, creating an event poster, decorating the class, etc.). In several days before the homeroom hour, a questionnaire survey was held, the questionnaire included interesting questions related to the topic of the event. The answers of students helped to expose and compare the differing opinions on the discussed problems. In discussions with students about controversial aesthetic issues, the tact was shown and no pressure was put on them. Future teachers took position of a senior mentor showing respect to the views of students and having the ability to adequately express own opinion.

Another event conducted by future teachers was "The Evening of Good Taste". The event program featured the modern fashion show for young people, demonstration of trendy hairstyles and interior designs and contests: "Who can dress tastefully?", "The best hairstyle", "What do gifts say about us?", "What makes a home comfortable?", "Table manners", "Beauty in dance".

Also, excursions were organized for students to local museums of architecture, to the exhibition hall of the museum named after S. D. Erzya and the Mordovian Republic United Museum of Local History named after I. D. Voronin in Saransk to the exhibition of native crafts, after which students were asked to describe their impressions in short essays and reviews.

The final stage of pedagogical practice was the presentation of the future teachers at a key conference on pedagogical practice at school and at their faculty in university. They presented reports

on various topics, such as "Art and Artistic Education in the Classroom", "Art as a Learning and Educational Tool", "Artistic and Aesthetic Development of Students through Extracurricular Activity", "Organization of Extracurricular Activities of Artistic and Aesthetic Orientation for Schoolchildren", "Technology for Organizing a Homeroom Hour on Artistic and Aesthetic Topic", "Technology for Organizing Creativity Contests", "Means of Instilling Ethical and Aesthetic Behavior in Students", "Activation of Children's Artistic and Aesthetic Potential Beyond the Classroom" and others.

During performance by future teachers of practice-oriented tasks within their teaching internship, students also actively participated in preparation and organization of certain events, which aroused great interest on their part. This helped to engage students and future teachers passing their internship in active practical work. In the course of internship, future teachers turned to various possible forms of extracurricular activities, involving students of their classes in various activities: a homeroom hour on the topic "On our aesthetic Culture", "Let's argue about tastes", "People and things", "Leisure time culture", "What we look for in art", etc., the event "The Evening of Good Taste" was organized.

Completion by future teachers of the selected practice-oriented tasks of artistic and aesthetic focus during their teaching internship at school helped to strengthen their readiness for artistic and aesthetic activities with students.

Before implementing the practice-oriented tasks of artistic and aesthetic focus the assessment was made of the initial level of artistic and aesthetic competence of future teachers participating in our experiment, who were divided into the experimental group (EG) with 78 persons and control group (CG) with 81 persons, with the help of M. Simkin's tests "Masterpiece or Parody?", "Artist or Monkey?", "Famous or Unknown Artist?" (M. Simkin, 2021). These tests are intended to determine the level of responsiveness and ability to perceive and interpret the pieces of art, individual aesthetic tastes of respondents, their ability to decipher and understand the language of art and the artistic images. According to the test results, the average score was 57.28 out of 100 maximum, which indicates the insufficient level of the competence under research.

The survey aimed to measure the initial level of the artistic and aesthetic competence of future teachers with the help of M. Simkin's tests "Masterpiece or Parody?", "Artist or Monkey?", "Famous or Unknown Artist?" (M. Simkin, 2021) revealed that 57.7% of respondents from the EG and 51.1% of respondents from the CG have the low level of this competence, 28.1% EG and 33.1% CG have medium level and 14.2% EG and 15.8% CG demonstrated high level. The obtained results illustrated that the level of artistic and aesthetic competence among future teachers is insufficient, and targeted work is required to develop this competence during the teaching internship.

The students of experimental group were offered to implement the selection of practice-oriented tasks during teaching internship.

After future teachers completed the teaching internship and as part of it performed the practice-oriented tasks of artistic and aesthetic focus, the repeated diagnostics of the examined competence was held, and then, the initial and final levels were compared. It should be highlighted that the data were analyzed for both groups, experimental and control, but no work was performed in the control group for developing artistic and aesthetic competence of future teachers during their teaching internship. The repeated diagnostics in the EG and the CG had the following results: the low level of artistic and aesthetic competence was demonstrated by 15.9% of respondents in the EG and 46.5% of respondents in the CG, the medium level - by 35.2% in EG and 32.5% in CG, the high level - by 48.9% in the EG and 21.0% in the CG.

Dynamics in the level of artistic and aesthetic competence of future teachers in experimental and control groups is presented in Table 1.

Table 1 Indicators of the Level of Artistic and Aesthetic Competence of Future Teachers in Control and Experimental Groups, %

Level	Average value CG CG		Average value EG EG	
	Before experiment	After experiment	Before experiment	After experiment
Low	51,1	46,5	57,7	15,9
Medium	33,1	32,5	28,1	35,2
High	15,8	21,0	14,2	48,9

Source: compiled by the authors

The results presented in the table show that after the control stage of the experiment no significant changes were found in the CG in the competence levels of students, as compared to the EG, where significant qualitative changes in the distribution of students by level occurred: in the experimental group the number of students with high artistic and aesthetic competence increased by 34.7%, the number of students with the medium level increased by 7.1%, the number of students with the low level decreased by 41.8%; whereas, the control group showed a 5.2% increase in the number of students with the high level, a 0.6% decrease in the number of students with the medium level and a 4.6% decrease in the number of students with the low level.

Understanding of the practice-oriented educational task not only as a means of familiarizing with the educational content, but also as a way of comprehending the value of acquired knowledge, anticipating its use in educational, scientific, professional pedagogical activity, developing the ability to take responsibility, solve problems independently, find constructive solutions is reflected in the works of O. A. Abdullina (1990), T. V. Tatyana (2014), T. G. Chesuina (2006) and others.

The development of artistic and aesthetic competence, as well as in general the solidification of motivation, interest in educational activities becomes more effectively if practice-oriented tasks are performed by students on the basis of schools and educational institutions, where the problem under study is successfully addressed (Baiborodova, 2015).

The most important means is the teaching internship of students, which purpose is to consolidate and deepen theoretical training of students, to form and develop their professional competencies, to strengthen practical skills of organizing educational activities of children as well as experience of independent professional activity (Mamontova et al., 2016).

5 Conclusion

The conducted experiment helped to reveal that the implementation of a selection of practice-oriented tasks of artistic and aesthetic focus by future teachers during their teaching internship, contributed to changes characterizing the increase in the level of artistic and aesthetic competence of future teachers. This has been supported by the consolidated results of the study conducted at Mordovian State Pedagogical University named after M. E. Evseev which included six academic groups of students pursuing studies the field of training 44.03.05 Pedagogical Education (with two specialties). The obtained data indicated that before the experiment, 51.1% of future teachers in the control group and 57.7% in the experimental group had a low level of artistic and aesthetic competence, and after performing the tasks their number changed to 46.5% in the control group and 15.9% in the experimental group. At the same time 15.8% of respondents in the control group and 14.2% in the experimental group demonstrated the high level. After the students of the experimental group had completed selected practice-oriented tasks, this changed to 21% in the control group and 48.9% in the experimental group.

Therefore, the results obtained at the ascertaining and control stages show that the future teachers from the experimental group achieved more significant results as compared to the control group.

Completion of these tasks brought to future teachers understanding of the high importance of strong 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 knowledge on basic means of artistic and aesthetic education, and reinforced their readiness to develop artistic and aesthetic taste in future students.

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