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**CURRENT ISSUES OF THE CONTENT ART EDUCATION FULLNESS
IN THE SYSTEM OF A TEACHER-ARTIST TRAINING**

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In this article, the conception of a teacher's role in the preparation of the personnel in the system of modern fine arts education is improved, and the current requirements for the development of education of the teaching staff in the system of fine arts education are investigated. The main directions of work in the pedagogical education that influence the art school development and formation are analyzed.

Key words: main peculiarities of fine arts education; art schools; a teacher's professional activity; teaching improvement; individual creative qualities and skills; competence; creativeness; fine art and arts education.

У статті удосконалено уявлення про діяльність педагога при підготовці мистецьких кадрів у системі новітньої художньої освіти, розглянуто сучасні вимоги до розвитку виховання педагогічних кадрів у системі художньої освіти. Проаналізовано основні напрями роботи в педагогічній освіті, що впливають на розвиток і становлення творчої школи художника. Проблема вдосконалення системи новітньої художньої освіти дійсно важлива, особливо в підготовці педагогів, які будуть здатні розширювати сферу застосування сучасного педагогічного впливу.

Ключові слова: сутнісні особливості художньої освіти; творчі школи; професійна діяльність педагога; удосконалення освітньої

діяльності; індивідуальні творчі риси і здібності; компетентність; креативність; мистецтво і мистецька освіта.

Problem statement. The intensive modernization of nowadays' education in terms of Ukrainian society transformation causes the growth of a role of a specialist that possesses a high level of general and professional competence and pedagogical creativity in art industry. In the context of improvement of fine arts education, the modern educational process defines a row of scientific and practical issues connected with the inner specificity of fine arts and pedagogical activity. The Ukrainian conception of general art education is in most cases focused on academic methods of formation of students' professionalism and artistic and aesthetic taste, whereas time demands primary tasks' solution, according to the formation of the emotional reaction to its challenges. Thus, it leads to the arising of the problem of improvement of fine arts educational system, particularly, the improvement of preparation of pedagogues who are capable of broadening the scopes of modern pedagogical influence.

The problem of the improvement of modern fine arts educational system is really relevant, particularly, in the preparation of teachers who will be capable to expand the scopes of the modern pedagogical impact.

Literary review. The works of I. Muzhikova, O. Kaleniuk, M. Stas, O. Kaidanovskaya, and L. Pokrovschuk are dedicated to the investigation of the problem of professional preparation of the would-be teachers of fine arts, their basic knowledge and skills' formation, and the development of their creative abilities and creative way of thinking. O. Tkachuk and T. Stritievich also address the issue of the formation of the would-be teachers' abilities to develop themselves from the professional standpoint.

The scientific achievements of M. Leshchenko, L. Masol, G. Padalki, O. Rostovsky, O. Rudnitskaya, O. Shcholokova and others are focused on

the studying of the methodology of formation of some components of fine arts teachers' professional competence. S. Konovets, O. Plotnitskaya and others consider competence of a teacher-artist as a necessary condition for the professional fulfillment of professional duties of fine arts teachers.

The analysis of the scientific works of these scholars made it possible to conclude that some experience has been gained in the development of the education of fine arts teachers. However, it also points to the lack of elaboration of fine arts education as well as the lack of focus on the latest pedagogical analyses of nowadays challenges.

The purpose of the article. The aim of this research is to characterize the main peculiarities of the improvement of teachers' preparation in the system of modern fine arts education.

The **methods** of analysis, synthesis, comparison, definition, description, and interpretation were used in the article.

Presentation of the main material. Transformations in Ukrainian society of the second half of the 19th century – beginning of the 20th century contributed to the unprecedented rise in the artistic culture which led to the formation of realism, national ideas, and truth of life as well as caused the emergence of new artistic trends in fine arts. To establish the position of Ukrainian fine arts and make them be recognized in the world's art treasury, the periodization of art history of Ukraine was carried out and the specific features of national style in architecture, painting, graphics, and decorative arts were determined. All this carried not only aesthetic but also ideological meaning, since the notion of "Ukrainian style" was intended to provide some weight in art [1].

In the territory of Ukraine, after the debunking of the art of the "Soviet myth", new artists joined the art schools of the old masters, and artistic creativity began to play a decisive role in the revival and preservation of the national heritage. The opening of new museums, art schools, and studios as well as the

organization of exhibitions and different activities of fine arts communities created a bright potential for the development of art education, supporting the "artistic and technological orientation of educational and creative activities, the result of which is the interest in the study of various types of fine arts, folk traditions, and new directions in art... [2]".

The role of art education cannot be underestimated. After all, art is an important ground, which is also the basis for the development and spiritual enrichment of any person. Art education in modern society should be a component of the aesthetic development of any individual, along with the formation of their creativity and culture of methodological way of thinking and the stimulation of cognitive and creative activities in different types of human life [3, p.103-104].

The basis of the activity of a teaching artist in the context of creation of national art, something which is original and unique, is creativity. The problem of creativity in the paradigm of professional activity of teachers has been attracting attention of different thinkers from ancient times. Aristotle, Plato, Socrates, I. Kant, F. Schelling, A. Schopenhauer, J. Pestalozzi, K. Ushinski and other thinkers paid attention to the essence of creative expression. They attached great importance to the artistic creativity as a means of achieving the highest level of the world's exploration.

It is the artistic creativity that is the professional basis of a teacher of art education. The readiness of a teacher to work in this field is defined as a stable characteristic and a synthesis of their professional and psychological qualities. One of the criteria of a teacher's readiness for professional and pedagogical activity is the motivation and value-based attitude, their creative experience, and acquired knowledge focused on the development of an art school.

In the scientific literature, creative schools are represented as communities of like-minded individuals who have integrated ideas on the art

formation and express it in a specific stylistic or spatial form that corresponds to the existing nationally-, globally-, or locally-defined image. Since the existence of art schools is linked to the temporal development of society, they reach different levels of their development, however, all of them receive their unique experience [4].

The essential components of the development of art education that comprise the activity of an art school are life orientation and individual traits and abilities to create. Every artist tries to be an innovator in their direction. The result of the realization of the essential characteristics of the artist's activity, the level of his competence, the flowering of their traits and abilities to create are expressed not only in their achievements, but also in intra-personal changes that occur in the process of creation of an art product.

Taking this into account, the essence of an art school can be presented as a three-stage structure, the basis of which is reflection, that is, the artist's understanding of their creative intention, creative and transformative activity, and creativity itself – the idea's implementation in the art product.

A high level of creative development is impossible without the realization of such individual traits that belong to creative personalities with a professional image, as:

- 1) curiosity (the desire to experience something new or the intellectual stimulation which gradually becomes a cognitive interest);
- 2) a deeper perception of problems (the ability to wonder and see problems and contradictions when everything seems clear to others);
- 3) supersituational activities (the desire for constant "immersion" in the problem or the ability to act depending on the situation);
- 4) originality of thinking (the ability to generate new ideas and unusual solutions);
- 5) productivity of thinking (the ability to generate a great number of unusual ideas);

- 6) abilities to evaluate (the perception and critical thinking skills);
- 7) diversity of needs and interests (the big variety and the stable awareness of defined interests and needs);
- 8) perfectionism (the desire to do everything as well as possible);
- 9) independence (the independence of judgments and actions, responsibility, and internal confidence in the correctness of your behavior);
- 10) a desire for self-fulfillment (the desire to unlock your inner potential);
- 11) a higher level of emotionality (the ability to intuitively establish cause and effect relationships and feel for someone);
- 12) a creative perception of coincidences (the ability to find profit in unforeseen circumstances) [5].

The creative development of a would-be specialist is formed by a set of such components as their creative potential, creative orientation, and the process of creating something, the formation of which occurs during the implementation of art education. At the same time, the preparation of a teacher-artist should comply with the nature of the fulfillment of their personal competence.

There are the following *main characteristics describing the components of a personality's creative potential*: different levels of content (high, medium, and low), an ability to form a dialogue (a personality's creative potential is a dialogue between the potential and actual that are present both in the very individual and the world, a dialogue between other people, or a dialogue of a person with themselves), social nature, and an ability to form a system. The structure of a personality's creative potential is manifested in a set of indicators that are combined in blocks: the potential itself, i.e. a personality's mental processes, abilities, and motivation for creative activity; knowledge and skills; relationships, ways of activity, and

self-expression resulting from learning, the process of creating something, and in course of socialization. [6, p. 48–50].

The main problem that a teacher faces in the stage of preparation for creative personalities' teaching is the little-studied problem of responding to the education management process and the way they take into consideration the features of the educational process, students' feedback, and the process of teaching correction during the educational process. To successfully respond to changes in the surrounding creative life, the teacher needs to know the psychological particularities of education that is carried out at a collective level or an individual one.

That is why "educational and developmental effect is achieved only when there is a mutual transition of one action into another that meets modern requirements of the personally-oriented approach in pedagogy and individualization of the process of education [7, p. 169]".

One of the ways to improve teaching is to optimally combine different forms of work while interacting with students and deepening the content of individual interaction with them. The effectiveness of a teacher's professional activity can be ensured by understanding the orientation in the creative process and knowing the forms and methods of the art school formation and functioning as well as understanding a personality's individual creative traits and abilities. Here, an important role should be given to the careful preparation for the classes, responsibility, increased attention to the subjects of education and creativity. The professional orientation of a teacher should include risks, new perspectives on pedagogical problems, essential features of the artist's activity in performing pedagogical tasks, and unconventional views on the forms and methods of artists' education.

Different researchers approach the concept of competence from different perspectives. The latter cover the teacher's readiness for activity; a

set of key and basic skills; an ability to act on the basis of own knowledge and experience; a range of issues in which a person is well aware. Competence is not just a sum of knowledge and skills for it can be formed in the process of mastering a particular activity. It also acts as some kind of willingness and motivation to solve problems and fulfill oneself in success [8].

The new stage of the controversial cultural process in Ukraine is raising the demands on society, requiring highly skilled work and high technologies as well as a large number of educated workers who are able to solve current problems. Every society and every national community can prepare such people only through their educational system. Art and art education are one of the most active forces in the cultural processes [9, p. 5].

Obviously, a teacher's creative activity has some degree of risk, however, being responsible for the results of their activities, they will be able to provide a holistic vision of the educational process, develop themselves in various mechanisms of self-regulation, and acquire a higher level of their competence.

The process of creating an artistic image is associated with the creation of your own creative atmosphere in terms of inner content. The ethical balance of the artist plays a significant role in ensuring the maintenance of an artist's stable harmonious state during this period. It's important to overcome personal problems along the way because the inner content of the work's ethical value during its creation remains a special process in the artist's creativity.

The personal ethical norms of the artist have their own complex meaning, which is determined by the creative environment conditions, historical, social influences, rules of morality, the artist's degree of motivation and responsibility, etc. The creativity of a teacher-artist is associated with a double responsibility – both as a teacher and as an artist.

The worldview, which is manifested in a critical way you see yourself and your profession, is connected with overcoming your own conservatism. Ethics of personal issues of a teacher-artist can be considered in the following areas: professional (artistic and pedagogical), personal, social, historical, and moral.

The ethical level of the artist is important at the stage of a creative idea professional realization. Inasmuch as the true image, in whatever form it is presented, is a subjective component of ethics, the artist's duty to society, and to himself/herself. Such parties as the recipient, presentation agents, reviewers, society with its own system of influences, and evaluations enter the process of personal issues only after the abovementioned moments. Creative choice is influenced by personal imagination, social order, the influence of society, and degree of problem elaboration, etc.

The content of education is determined at the spiritual level. The components of culture determine the values and constitute the main semantic core of education. Professional ethics is related to the artistic environment in which the artist is. The professional artist's ethics explains the peculiarity of his/her morality. Consider the requirements for teachers in general and the artistic sphere, modern art education sets the task relating to educating teachers-artists with high moral and ethical levels. Moral standards that meet the ethical requirements of pedagogical activities become a reflection of the teacher's modern level and his/her ethical identifier.

Each historical period of society corresponds to certain ethical views. A socialist realism as a product of its time can be a striking example of historical influence. Social self-determination affects the nature of relations in society, the further development of individual creativity, therefore provides a degree of social activity goals coherence. New sociocultural influences create new behavior patterns. Personal development in the

system of art education should take into account the need to provide education with appropriate ideological methods and means.

It is necessary to define the analytical skill, proficiency to understand the essence of the phenomena, to allocate original associations, and to carry out creative transformations as ethically important features of teacher-artist improvement.

The considered ethically important features of the teacher-artist personal problems are only a part of studying teachers' preparation improvement problems in the system of art education. The topic is due to the necessity for changes in the national art education system in Ukraine, which is under the influence of general integration development, ethnic artistic traditions restoration, and pedagogical research in a historical context.

Modern education is a complex sociocultural phenomenon, part of the culture, culturally appropriate environment, which reflects cultural values in the historical process. Significant events in the history of Ukraine took place in Cherkasy region. The territory is known for Trypillia culture (c. 4000 to 3500 BCE). Cherkasy region lands played an important role in the Kievan Rus' formation (late 9th to the mid – 13th century). Ukrainian Cossacks appeared in Cherkasy region, which was the epicenter of the Ukrainian rebellion under the leadership of Bohdan Khmelnytsky in the middle of the 17th century. Haydamaky movement unfolded in Cherkasy region in the 18th century. Cherkasy region is the birthplace of the outstanding statesman B. Khmelnytsky and the giant of the Ukrainian people spirit T. Shevchenko. A unique historical-artistic heritage appeared in the region, here the significant figures, recognized all over the world as artists-masters, created artistic history.

The history of the fine arts in Cherkasy region development has deep historical roots. The formation of fine arts was influenced by Western and

Eastern schools, well-known Russian and European artists, graphic artists, and sculptors, whose works were stored in the nobility estates in the days of old. Taras Shevchenko wrote his works of art in Cherkasy region, a philosopher Hryhorii Skovoroda taught children to draw in the Kavrai village, artist Mykhailo Nesterov painted landscapes on the estate of Duchess N. Yashvil (Philipson) in the Sunki village of Smila Raion. Many children of landowners became famous artists: Natalia Davydova from the Verbivka village (Kamianka Raion), as well as O. Exter, N. Gudym-Levkovich, O. Bogomazov. The Suprematism genius Kazimir Malevich derives the motives of his work from the Verbivka village (Kamianka Raion).

Well-known folk-art painting classics of the 17 – 19th centuries are Yevhen Pshenychnyk, Makar Mukha, Yaryna and Sofiya Homenyuk, Ivan Padalka, Ivan Izhakevych, and others. Such a number of artists of art could not but leave a noticeable mark for future generations of artists.

The history of the Cossack land influenced the formation of art schools of Cherkasy region and some artistic personalities. Cherkasy region is the spiritual center of Ukraine, where the Great Kobzar Taras Shevchenko was born and raised. The creative potential of this level had a significant impact on the further development of art schools in Cherkasy region. A well-known folk artist Danylo Narbut worked and developed a system of art education based on the achievements of local culture in Cherkasy region (in the 20th century).

The cultural components of art development and historically significant foundations in the process of professional training of students at the departments of art have become important under the present-day conditions. Creative tasks are being solved currently that require the transformation of historical experience into practical activities and meet the requirements of modern art culture [5].

The concept of “culture” is used as a social regulator that reflects the value of art education and is perceived as a source of education content. Pedagogical support of national-value orientation includes the spiritual and cultural orientation of the education content, ethical and semantic content of education and students’ evaluative position creation in relation to national art. The person has to be under the influence of national culture in order to develop the creative potential of a teacher-artist. Therefore, it is important to determine the essential features of the modern art education concerning the teacher-artist’s creative potential formation:

- the presence of a stable base of artistic creativity achievements at the regional level and historically significant foundations of art in the process of students’ professional training at the departments of art as an important component in the formation of artistic creativity;

- the use of culture as the main factor, the source from which education derives its content, which reflects the value products of spiritual and material activities of man, bearer and creator of culture, while education is perceived as a purposeful way to master culture;

- ensuring the national orientation of students, figurative synchronization of the creative activity content with individual aesthetic preferences, spiritual and cultural objectification of students’ evaluative position on national art, professional and semantic awareness of the Ukrainian authors work;

- constant being of the student under the influence of material and spiritual culture, in particular, culture of his/her native land;

- ensuring the development of ethnopedagogical influences on the education system formation in art schools;

- filling the artistic and pedagogical training of future professionals with unique creative experience, compliance with identical folk guidelines for art teaching;

- providing an innovative direction of artistic educational activity, the purposeful transformation of the achievements of local national art into personal creative aesthetic experience of the future specialist;
- scientific ideas using psychology, pedagogy, art history, and cultural studies on the humanization and humanitarianization of art education;
- constant propaganda and the national basis of art education development;
- principles of educational material selection establishing with consideration to the needs of national self-consciousness formation by means of art;
- modernization of the art education content on a national basis and methodical bases determination of studying the heritage and Ukrainian author's modern creativity;
- formation the future teachers' creative thinking in the process of local creative heritage researching;
- development and substantiation of pedagogical tools about the impact on the national evolvement of art schools [4].

It is obvious that Ukrainian ethnopedagogy should become the basis of the national education and upbringing system, as well as the principle for updating pedagogical views in the system of teachers-artists' improving the training.

It can therefore be said that there's an undeniable influence of historical factors on the originality of artistic culture and the authenticity of its content, consequently, there's a great influence on the development of culture generations, folk crafts, and artistic vision of national identity.

Findings and perspectives of further investigations. Based on this work, the essence of the art education lies in the fine art's ability to form a harmonious person and give them a possibility to transform the values of

public experience through the perception of fine art works by individual experience in the process of creating an art product.

Conclusions. To sum up, it is very important for a teacher to be open to a student's creative capabilities' particularities and to clearly imagine the process of their disclosure and how this process can work for the development of a person's competence. The teacher should be ready to see the subjects of education as a holistic system and enable their systemic development.

The essence of the art education appears in fine art's ability to form harmonious person, to give it possibility to transform public experience's values throughout the perception of fine art works to individual experience in art performance. That's why it is very important for teacher to be open for pupil's creative specialties and to imagine clearly the process for disclosure of creative capabilities.

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