

INNOVATIVE TECHNOLOGIES IN THE EDUCATION OF FUTURE ART TEACHERS

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In the conditions of Ukraine's integration into the world educational space and constant improvement of the national system of higher education, considerable attention of scientists and teachers-practitioners is paid to the problem of formation of professional competence of the future teacher. Qualitative provision of the educational needs of the individual, the realization of his intellectual and cultural potential of the young generation is possible only in the presence of a new generation of teachers. Modern social conditions require the teacher to form a wide range of professional competencies, among which the understanding of the context of «innovation» of pedagogical technologies is important.

Innovation covers all aspects of reforming processes aimed at creating conditions for the formation and development of a holistic, creative personality, capable of successful socialization and self-realization in society. Well-known domestic and foreign scientists V. Bondar, L. Burkova, A. Verbytsky, S. Vitvytska, O. Dubasenyuk, L. Koval, L. Lukyanova, O. Pekhota, S. Skvortsova and others devoted their works to the outlined issues.

The term «innovation» has a multidimensional meaning, as it consists of two forms: an innovative idea and process, methodology, technology of its practical implementation and the result, which leads to qualitative changes in education. Innovations in education – is a purposeful pedagogical process of development, implementation and dissemination in educational practice of new ideas, tools, technologies, the implementation of which leads to qualitative changes in the structural components of education, modification of purpose, content, methods, forms of teaching and education, adaptation conditions. Pedagogical innovation is considered as a special form of pedagogical activity and thinking, which are aimed at organizing innovations in the educational space, or as a process of creating, implementing and disseminating new things in education.

Theoretical substantiation of professional training of future teachers can be a structural and functional model of the process of forming basic ideas of worldview, methodological and value nature, which are the basis for reforming higher pedagogical education. This model is a system of

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interconnected blocks, in which an important place is the definition and understanding of all components. At the initial stage of formulation, it is possible to outline motivational, theoretical-methodological, organizational-methodical and diagnostic-effective components.

Under the innovative development of art education of future teachers, we understand a set of created and implemented organizational and content innovations, the development of a number of factors and conditions necessary to increase the innovative potential of professional pedagogical training of students of pedagogical faculties for artistic and aesthetic education of junior students. Under the innovations of art education, we see a novelty that effectively changes the results of professional training of future high school teachers in the field of artistic and aesthetic education of students, creating improved new educational, didactic, educational systems; educational pedagogical technologies; methods, forms, means of personal development, organization of education and upbringing in a higher education institution.

Innovation is focused on dynamic changes in the artistic and pedagogical activities of teachers, based on the development of various forms of thinking, artistic and creative abilities, willingness to constructive action in updated situations, reflects the result of creative search for original, non-standard solutions to various artistic and pedagogical problems. Innovation is not only the end product of the application of novelty in educational and managerial processes for the purpose of qualitative improvement, but also the procedure of their constant updating. The principle of innovative preparation of teachers to provide the basics of art education reflects openness to the future, the ability to renew, anticipation based on constant reassessment of values, intensive modernization in accordance with the socio-cultural challenges of today.

The effectiveness of the process of professional training of future teachers in the field of art education by means of innovative technologies largely depends on the methods of teaching art and pedagogical disciplines. Innovative technologies in the educational process solve important goals and objectives: creating in students a holistic view of professional competencies, their dynamics and place in real life; acquisition of social experience, skills of interpersonal interaction for cooperation in the field of pedagogical activity; development of professional, analytical, practical thinking; formation of the creative personality of the future teacher.

Priority should be given to dialogic, diagnostic, intensive and interactive, information-communicative, project, individual-oriented learning technologies in forms, methods and technologies; implementation of modular rating, distance learning. Active classroom lectures should predominate among the classroom forms; seminars, practical and laboratory classes in the

form of discussions, debates, group work, game design, educational pedagogical games, master classes and creative workshops, scientific and methodical conferences, festivals of artistic and pedagogical skills.

A comparative analysis of different classifications of educational technologies allowed us to conclude that the types of innovations are most often classified according to the following characteristics: scope (content of education, methods, technologies, forms, methods, tools, education management, etc.); innovation potential (modification; combinatorial; radical); scale of transformation (local; modular; system).

In the practice of teachers of higher educational institutions, and therefore in the training of specialists in various fields, modification innovations related to improvement, rationalization, modernization of forms of education (updating curricula and disciplines, specialized courses; modification of textbooks and manuals; introduction of credit-module training; application of information and communication technologies, etc.).

Effective professional and pedagogical training in an innovative artistic and educational environment includes appropriate material and technical base, which involves the use of modern information and communication technologies: audiovisual media, servers for storing audiovisual material, electronic media for transmission and distribution of multimedia material among teachers and students. archive to store available materials on electronic media, access to the global Internet.

An important aspect of the organizational and activity stage is the formation of technological competence of the teacher, which aims to acquaint teachers with the scientific basis of innovative technologies, development of special practical skills and abilities to use these technologies, the formation of certain psychological and moral qualities necessary for future primary school teachers field of art education. Innovative technologies in the educational process solve important goals and objectives: creating in students a holistic view of professional competencies, their dynamics and place in real life; acquisition of social experience, skills of interpersonal interaction for cooperation in the field of pedagogical activity; development of professional, analytical, practical thinking; formation of the creative personality of the future teacher.