

TO THE ISSUE «FINE ART» TEACHERS ARTISTIC PREPARATION FOR ELEMENTARY SCHOOLS

Kadri Yulaevna Uzbekova

Institute of Philology and Intercultural Communication named after L.Tolstoy, Kazan Federal University,
Kazan, Tatarstan, Russia

Lyajsan Habibulha kovna Kadyjrova

Institute of Philology and Intercultural Communication named after L.Tolstoy, Kazan Federal University,
Kazan, Tatarstan, Russia

Nicolai Evgenyevich Petrov

Institute of Philology and Intercultural Communication named after L.Tolstoy, Kazan Federal University,
Kazan, Tatarstan, Russia

ABSTRACT

The students as future primary school teachers need to understand the role they have to play in the field of pupil artistic and aesthetic development. The occupation of a primary school teacher involves the study of different knowledge large volume. Unfortunately, amid the relative prosperity concerning the process of basic cycle subject teaching (mathematics, Russian language, reading), the artistic training of future elementary school teachers is reduced in respect of attention and time. Graphic activity is the essence of the art preparation for an elementary school teacher. It plays an important role in the development of his personality. The basis of the artistic training model for an elementary school teacher is represented by the system approach to modeling. It consists of the methodical system integrity, the interaction of all functional components in an educational system, the choice of their future professional activity as a backbone element, involving the integration of graphic and teaching activity among students. It also includes the determination of forms, means and the methods of student preparation; the technologization of student training system, which determines the content of creative task modular system; the development of criteria for the evaluation of student artistic training. The purpose of the artistic training for future elementary school teachers is the learning of fine art basics and the pedagogical skills that will enable them to teach the subject of "Fine Arts" in an elementary school at the same level as the main items.

Keywords: *elementary school teacher, artistic training, fine art, pedagogical conditions*

1.INTRODUCTION

The update of an educational paradigm involves the training of highly qualified personnel with the moral and aesthetic culture, able to adapt quickly to a changing world. There is the search of pedagogical tools and technologies in modern pedagogy that meet not only the development of a qualified person, but also the development of a student creative personality, his focus on the creative attitude to his future profession [7].

Many scientists, educators and practitioners are concerned with art education issues. The works by A.V. Bakushinsky, I.E. Grabar, I.N. Kramskoy, P.P. Chistyakov paid a particular attention to the artistic training of fine art future teachers. The works written by D.N. Kardovsky, E.S. Kondahchan, A.M. Solovyov, V.A. Favorsky are devoted to the artistic education and the methods of art teaching. New approaches in the field of art education for children were developed by A.A. Melik-Pashayev, B.M.

Nemensky and B.P. Yusov. The works by T.S. Komarova, V.S. Cousin, E.V. Shorohov are devoted to the methodology of fine arts teaching, based on the traditions of academic drawing school. The scientific and methodological support of artistic profile teacher training is revealed in the works written by G.V. Bedy, N.S. Bogolyubov, V.S. Cousin, N.N. Rostovtsev, A.S. Khvorostov, T.Y. Shpikalova and N.M. Sokolnikova [6].

The occupation of a primary school teacher involves the development of a large volume of different knowledge. However, against the background of a relative prosperity with the main cycle objects the artistic preparation receives less attention and time.

The history of artistic and pedagogical education shows that the problem of an artist teacher training is in the dialectical dependence on the characteristics of society development, fine arts, the requirements for secondary school and the drawing as a subject. Two points of view were distinguished clearly in the formulation and the discussion of the issue concerning the nature and the ways of the artistic and pedagogical teacher training performance. Representatives of the first one paid much attention to the artistic training of future teachers (A.V. Bakushinsky, D.N. Kardovsky, V.S. Kuzin), the advocates of the second one underestimated its role (V.I. Beer, V.M. Bekhterev, A. Dauge). However, graphic skills training was considered as the essence of artistic training by both sides.

According to A.V. Bakushinsky, V.S. Cousin an important principle of graphic activity development among students is the development of graphic materials and the means as the organizational origin in artistic activity [1].

The analysis of psychological and educational research of artistic training problem among future elementary school teachers (N.N. Volkov, E.I. Ignatiev, V.I. Kiriyenko, V.S. Kuzin, N.M. Sokolnikova) revealed the main trends. They include the study of individual graphic "tool" abilities associated with the specifics of graphic activity, the graphic activity components; the consideration of the abilities to fine art activity like the qualities defined by personality traits, motivation, value orientations, an aesthetic attitude to the surrounding world; the growing importance of graphic activity as the factor of spiritual culture development, as well as the personal qualities necessary for creativity in art, and in other spheres of activity; the specificity of spiritual culture manifestations in graphic activity on productive, activity, behavioral and personal levels.

2. METHODS

The graphic activity was studied quite differently, but the analysis shows that the study of children graphic activity predominates mainly. The value of the fine arts activity in the artistic training of future elementary school teachers is studied insufficiently.

Graphic activity is the essence of an elementary school teacher artistic preparation, it plays an important role in the development of his personality. The knowledge obtained by students during fine art lessons, become the convictions of future teachers and contribute to their professional development.

Of course, a pedagogical training institution does not set itself the task of artist preparation. The main objective of a future teacher artistic training is the learning of fine arts and pedagogical skills basics. At the same time it is important to develop a future teacher personality, his ability and willingness to self-pedagogical growth. Students have to understand from the beginning the the role they have to play in the field of artistic and aesthetic development of younger pupils [5].

Organizing the learning process, a teacher directs students on teaching activities, giving the opportunity to use the gained knowledge actively during the teaching practice. The subject of "Fine Arts with the

methods of teaching" is of great importance in the training of primary school teachers. It allows to give the basics of fine arts for future teachers and should prepare them for the teaching of "Fine Arts" subject in an elementary school.

The art training for the students of pedagogical institutions should occur in close unity with the development of professional knowledge. The training of a primary school teacher, combining pedagogical training with knowledge of graphic literacy knowledge is one of the conditions for the successful development of his professional skills.

A systematic approach to the artistic training of a future primary school teacher for the teaching of "Fine Arts" subject demanded the development and experimental testing of its model from us. First of all this model will allow to represent the educational process as a system objectively, to justify and disclose its internal structure; secondly, the development of the model makes it possible to consolidate the information in a single document necessary for the art education of a primary school teacher, and thus systematize it, to identify the missing educational material; Thirdly, the model is needed as the information base for an integrated development of work programs.

During the creation of an artistic training model for future elementary school teachers we relied on V.F. Palamarchuk's ideas [3].

The implementation of student artistic training content was divided into several periods.

Information-developing period is characterized by the accumulation of knowledge in respect of fine arts during the process of student artistic training. It lasts 1 semester.

The graphic-developing period is aimed at the learning of graphic and compositional art basics with teaching methods. It lasts 2-3 semesters. At this stage students are encouraged to learn a modular system of creative tasks aimed at the development of practical skills in the field of graphic activity.

Professionally-oriented period, which covers the 3-rd semester completes the artistic training of students and includes the study of teaching methods in elementary school.

The basis of artistic training model for a future elementary school teacher is made by the system approach to modeling. It consists of a holistic methodical system, the interaction of all functional components in the educational system, the choice of future professional activity as a backbone element, involving the integration of student graphic and teaching activity. It includes the definition of student preparation forms, tools and methods; the technologization of student training system, which determines the content of creative task modular system; the development of criteria for the evaluation of student artistic training.

The integration of teaching and fine arts activity in the artistic training of students, in which their professional orientation, motivation, the unity of training and education, the continuity and the implementation of integrated relationships between objects can be traced is considered as the first pedagogical condition of artistic training for future elementary school teachers. The logic of educational and graphic activity integration provides the inclusion of methodological approaches to its implementation. The basis of this logic is the focus on a personal-oriented result of integrative processes [4].

The making of a student oriented character to the interaction between a teacher and students at all stages of graphic activity training represents the second pedagogical condition of artistic training for students. The concept of "person-oriented interaction" is associated with the pedagogical activity, which is focused on the creation of conditions for maximum realization of the personal potential among students. The

communication with students is the most fruitful one if it is implemented on the principle of "equal", that promotes the disclosing of creative and individual characteristics of students in graphic activity.

For the effective management of artistic training for future primary school teachers, the education of a respectful attitude for graphic activity a teacher has to carry out an individual approach for students, to study their psychological characteristics, visual and artistic abilities and to develop the learning process on the basis of this knowledge.

One of the important aspects of cooperation with students is the striving to inspire creative courage in them - the confidence in plan implementation success. At the same time we followed the procedure of success case creation developed by A.S. Belkin. The feeling of success comes from a student, if he manages to overcome his fear, failure, misunderstanding and timidity. This, in its turn, develops the desire to consolidate the success [2]. In our case this is the interest increase, the increase of activity for fine arts studies. The conscious purposeful activity, makes an impact on its productivity being the driving force of learning. Therefore, activity can be regarded legitimately as the means of learning objective achievement.

The art training of future primary school teachers takes place in line with a person oriented approach to the educational process. An indispensable condition for the effectiveness of work in this trend is the organization of the dialogue, personal and meaningful communication between a teacher and a student, their creative collaboration, which helps to maximize the potentials of all interaction participants. In our study they established the interrelation of this pedagogical condition implementation with the creation of a positive emotional coloration concerning the student learning process in respect of graphic activity, as well as the provision of artistic and creative choice freedom in the course of assignment implementation.

The third pedagogical condition for the artistic training of future elementary school teachers is the implementation of creative task modular system aimed at the development of practical skills through the use of an accumulated experience for graphic activity. The main methodological principle on which a modular system of creative tasks was built is the modular principle, providing a full development of a person according to different training modules. The modules were drawn up on the basis of the program concerning the subject "Fine Arts with the methods of teaching" within the profession "The teaching in elementary classes" and they are fully linked with the main subjects of the course.

The specifics of the proposed system implementation for creative tasks requires a teacher's position from a student with detailed reflection of teaching experience, i.e., a student looks for the ways to provide the studied module content for students.

3. RESULTS

The experimental work for the verification of put forward pedagogical condition efficiency for the artistic training of future elementary school teachers was carried out during the training of the graphic activity in the ascertaining and the developing part of the experiment.

The pedagogical conditions of artistic training for future teachers to the teaching of "Fine Art" subject in a primary school were tested in the educational process of secondary vocational education faculty at Tatar State Humanitarian University (now Kazan Federal University). As the part of the experiment performance, we analyzed the work results in 2 groups of students: the experimental group (EG), which had 30 people, and the control group (CG), consisting of 32 members. All students participating in the experiment had a basic general education. None of them graduated from an art school. Thus, the groups had about the same level of ability.

The level of student artistic training was assessed on the basis of criterion system: 1) the knowledge of art history theory, 2) the possession of practical skills, and 3) the perception of works of art. These criteria were selected and disclosed by the method of expert estimates. The used system of criteria according to which the number of students from the control and the experimental groups was estimated reached a low, medium and high levels and became the same for all stages of the experimental work.

During the ascertaining experiment and the comparison of CG and EG the statistically significant differences between them were not identified. In this part of the experiment they determined the issues most relevant for the artistic training of future elementary school teachers. It was revealed that on the background of a relatively prosperous proficiency in theoretical knowledge within the field of fine arts, "the failed part" of artistic training of students is their lack of graphic activity practical skills.

During the forming experiment EG implemented the pedagogical conditions presented in this paper; The training was performed traditionally in CG.

The following indicators of practical skills development and graphic activity skills were used: 1) the ability to apply a hatch; 2) the development of eye estimation; 3) the sense of subject proportionality; 4) the ability to picture space; 5) The ability to select a color. The students were evaluated by each indicator (according to 10-point system, proven in the Academy of Arts named after I.E. Repin) a set of numeric values was received. Their use made it possible to determine the level of practical skill development in EG at the beginning and at the end of the developing experiment.

The final measurement of artistic training level for EG and CG students showed that the level of artistic training increased significantly according to all three criteria. For 81% of students EG was characterized by the transition to a higher level of artistic training according to all criteria. In CG this figure was significantly lower (33%); at that the lowest figure was given by the criterion characterizing the mastery of practical skills and abilities. EG students EG in comparison with CG students have high and medium levels of artistic training according to all three criteria. Against the background of the safe mastery of theoretical knowledge in the field of fine arts the level of formation of practical skills development increased significantly among EG students.

4. CONCLUSIONS

The results of the experimental work suggest the raise of developed practical skills and, as the consequence, the increase of artistic training level among future elementary school teachers in the course of their training for Fine Arts subject teaching.

During the mathematical processing of the study results the algorithm was used for the determination of coincidence reliability and the differences for the experimental data measured within an ordinal scale and proposed by D.A. Novikov. The calculation process showed that the initial states of the experimental and the control group are the same, and the final ones differ. From this we can conclude that the effectiveness of the artistic training for future elementary school teachers with a probability of 0.95 is conditioned by the complex of pedagogical conditions and modular task system applied in EG.

5. SUMMARY

The performed study suggests the possibility of artistic training level increase among the future teachers of elementary school in the course of graphic activity training. The art training reaches the values which allow to teach the subject "Fine Arts" at an elementary school with the same professionalism as core subjects.

6. ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

1. *A.V. Bakushinsky. Artistic creation and education: Research experience using the material of the spatial arts. - Moscow, 1925. - 228 p. - p. 14*
2. *Belkin A.S. The situation of success. The ways of its creation. - M.: Education, 1991*
3. *Bespal'ko V.P., Tatur Y.G. Systemic and methodological support of the educational process for expert preparation. M.: High School, 1989 - 144 p .*
4. *Volovich L.A., Mukhametzyanova G.V., Tikhonov L.P. Integration of humanitarian and professional training in a secondary vocational school: theoretical and methodological approaches. Kazan, 1997 -104 p .*
5. *Gorbunova G.A. The principles of creative potential education for a future teacher of fine arts in a pedagogical university: Coll. of scientific papers. - Samara-Togliatti, 2000 - pp. 6-11 .*
6. *V.F. Palamarchuk. The modeling in pedagogical research. / Proceedings of the All-Union theoretical conference. / Ed. by S.Ya. Batysheva. - M. 1975. - pp. 290-295 .*
7. *Skatkin M.N. The improvement of learning process. -M: Pedagogy, 1971 - 208 p .*