

TRAINING OF FUTURE TEACHERS IN INNOVATIVE TEACHING METHODS IN THE PROCESS OF TEACHING ARTS AND CRAFTS

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INTRODUCTION

Spiritual revival, observed now in the world, significantly activates society to solve the problem of educating the young generation with the best examples of world classical and folk art, thus organizing a harmonious, holistic, creative, aesthetically developed personality. Decorative and applied art, preserves the historical and spiritual and cultural memory of the people, is a manifestation of their actions and feelings. It is that powerful root of human growth and improvement, nourishes the past generations with the life-giving force. Contemplation and perfect mastery of decorative art motivates students to perceive any scientific, artistic information through the prism of Ukrainian studies, transform it in themselves and turn it into the property of the national spirit, culture, defend their ideals, views and beliefs (VERAKSA, KOMAROVA, VASYLIEVA, 2014).

It is traditions, customs and rituals that unite the past and future of the people, the older and younger generations, integrate the ethnic community of people into a highly developed modern nation. After all, tradition is "a network (system) of connections between the present and the past. The introduction of Ukrainian arts and crafts is understood by us as one of the important ways of attracting young people to

the heritage of folk pedagogy, as a regenerating means of shaping the national consciousness of future teachers of fine arts. as a means of education. Through the system of traditions, each nation reproduces itself, its spiritual culture, its character in its descendants. Traditions, customs, rituals of the people, educational systems, arts and crafts, works of writers, oral folk art - fairy tales, songs, legends, myths, proverbs, legends reflect the spiritual ideal of the people, which has been going on for centuries and passes from older generations to younger generations. Folk traditions form and consolidate students' thoughts, feelings, moods, behavior mentally inherent in previous generations. They contribute to the formation of beliefs in students that shape their ways of living in accordance with the requirements of society (LINDY RYAN, 2016).

Student youth is the most energetic, dynamic part of the population, which must realize the objective significance of nationally patriotic education to ensure active participation in the social and cultural life of the state. It is at the student age that one of the leading internal processes is the determination of a place in life, awareness of social status.

METHODOLOGY

To conduct a socio-pedagogical study of educational transformations during the period of crisis changes, the main approach to solving the problem was used, which involves the use of logical methods, namely deductive inferences, inferences by analogy, made it possible to generalize the accumulated experience.

RESULTS AND DISCUSSIONS

The feeling of belonging to the life of one's people is the basis for the formation of patriotic feelings, the development of national consciousness, acquires special significance at the student age. Indeed, during their studies at a higher educational institution, students develop a national and civic position, mobility, competence, high spiritual, moral, labor, and aesthetic traits. To develop these qualities, students must be brought as close as possible to the art of their native land, its traditions, folklore, customs and rituals, and especially to folk arts and crafts. Works of decorative and applied art, uniting the past and future of the people, reflect the entire cultural and historical path (ÜNAL, 2017).

Decorative and applied art stimulates the thinking of students, develops the emotional and sensory sphere of the personality, forms its creative potential. Decorative and applied arts helps students to highlight the features of the originality of Ukrainians, passing on traditions, experience and understanding of the symbolism of ornaments on dishes, towels, clothes, paintings, in construction to new generations. Decorative and applied art is a form of understanding the world, in which the structure of human life is reflected in artistic images. The functions of arts and crafts are ways of realizing its cultural potential, assumes the ability of a work of art to influence the realities of human existence.

Aesthetics, among the most significant, single out such functions as emotional, moral, educational, cognitive, axiological, and the like. Due to the multifunctionality of its types and genres, art has the ability to "reproduce life in its entirety in order to continue, expand, deepen the real life experience of a social person, supplement it with the experience of artistic reflection of reality, which, without replacing the scientific and practical, is not inferior to the latter in the depth of penetration in the essence of phenomena "The involvement of a young person in arts and crafts is the emotional foundation of the feeling of patriotism. Works of decorative and applied art are both historical monuments and an accumulator of information on the ethnic development of culture. The assimilation of their artistic and creative experience permeates the mind of each student, is deposited and stratified in his memory, becoming his own achievement, a guide to actions, actions and behavior of the individual. Decorative and applied art, preserves the historical and spiritual and cultural memory of the Ukrainian people, is a manifestation of their actions and feelings. It is that powerful root of human growth and improvement, nourishes the next generation with the life-giving force of the past. Contemplation and perfect mastery of arts and crafts motivates students to perceive any scientific, artistic information through the prism of Ukrainian studies, transform it in themselves and turn it into the property of the national spirit, culture, defend their ideals, views and beliefs (SITHOLE, KIBIRIGE, MUPINGA, CHIYAKA, 2016).

A thorough study of history, trends in the development of decorative arts, mastering the techniques of creating art products contributes to the process of transferring students' knowledge into their beliefs, influences the actions and deeds of future teachers. Thanks to the study of arts and crafts, the process of forming the general cultural competence of an individual is motivated, deep needs are formed, incentives to constantly engage in creativity. Decorative and applied art is a source of energy, initiative, deep spiritual searches, and the development of creative abilities. Under the influence of arts and crafts, the young generation also develops the ability to comprehend the history, culture, traditions, moral values of their people and give them a correct objective assessment. This primarily affects the formation of the cognitive component of the artistic and pedagogical competence of a teacher of fine arts.

Concentrating in itself an inexhaustible supply of knowledge, a system of national and world experience, arts and crafts expands the student's individual experience, including the personality in the knowledge of the peculiar world of artistic images. Decorative and applied art forms the awareness of each student of himself as a part of his people, influences the formation of a personal vision of the world, his own point of view and beliefs, subordinating them to the needs of his nation. The realization of the semantic essence in objective facts occurs, first of all, in the process of creating products of decorative and applied art. The student's practical activity reflects the desire to be included in the active forms of the visual arts, in the process of which their creative abilities are realized. The

practical component of the artistic and pedagogical competence of a teacher of fine arts depends on the degree of development of the motivational and cognitive components, as well as their relationship and interaction. Practically joining the traditions, customs, and rituals reflected in arts and crafts, the future teacher of fine arts absorbs their philosophical, moral, psychological and aesthetic meaning, gradually expanding and strengthening ties with his native people. Decorative and applied art has a pedagogical potential for the formation of a high culture of creative work of students, the core of which is artistic abilities that are realized in artistic activity and ensure its success and extraordinary involvement of students in the preparation and conduct of national holidays, the use of works of decorative and applied art in everyday life contributes to fostering in students respect for the customs, traditions and rituals of their ancestors (JAYALAXMI, 2016).

Students learn to perceive those sensations, moods, experiences and ideas that the master was imbued with when creating art products. A variety of works, topics, plots, contributes to the successful mastering by students of the aesthetic experience of the Ukrainian people, as well as a creative understanding of folk arts and crafts. Using the knowledge gained in practical classes, students consolidate the information received about arts and crafts, acquire the skills and abilities to make art products using various techniques and technologies: processing wood, stone, leather, wool, making products from clay, vine, straw, embroidery, weaving, Easter eggs painting, beading, glass painting. Conducting practical classes helps students develop the ability to independently create artistic compositions, decode the symbolism of the ornament, composition and color of this product, make their own works so that the products decorated with a certain technique have the corresponding signs of a work of decorative and applied art, and are not an ordinary decoration of monotonous household items (Abdallah, 2008).

At the present stage of development of society, transformations are taking place in the economic and social spheres of activity, requiring significant changes in the field of culture and education. In the forefront of education is not just teaching the student subject knowledge, skills, and skills, but the formation of the student's personality as a future active figure in society. In this regard, there is a need to educate a creative active personality capable of independently and flexibly solving problems in non-standard conditions by transforming the surrounding reality. The development of the creative potential of the individual acquires special significance during the period of socialization and professional formation of the future teacher.

The formation of moral and ethical qualities is facilitated by the attraction of students to folk art culture through their inclusion in active creative activity. Art is a specific branch of human activity and a form of social consciousness. At the same time it is a unique way of influencing the formation of personality, including the personality of a specialist in the artistic direction. Art technology is a new promising direction in modern education. They are based on this or that kind of art. The use of art technologies in the educational process of a pedagogical university will allow: (ABASS, 2011).

- 1) to reveal the creativity and personal potential of future teachers;
- 2) develop the reflexive abilities of students;
- 3) to form artistic and pedagogical competencies necessary for further professional and pedagogical activities. Therefore, the use of art technologies, in particular in the process of studying folk arts and crafts, creates conditions for the creative orientation of the educational activities of students, is an effective means of forming the artistic abilities and creativity of the future teacher, ensures the harmonious development of their cognitive activities, attracts them to cultural traditions of their people

The professional training of the future teacher of fine arts requires the introduction of new technologies for the formation of their professional competence, which depend on the methods of skill, the free use of the means of expressive language of the fine arts, the level of proficiency in the technical techniques of the image, the process and laws of folk art (KIRWAN, 2016).

Art technology is teaching intellectual activity by means of artistic creativity. the use of art technologies is a powerful incentive in teaching and upbringing. the use of art technologies makes it possible to expand and deepen the level of cognitive activity, awaken the student's desire for in-depth study of educational material, develop creative abilities, and improve the quality of the educational and educational process. Today it is important to understand the patterns of development of folk art, cultural experience and achievements of the people.

Therefore, an important place in the system of means for the formation of students' creative abilities is occupied by folk decorative applied art, uniquely integrating everyday, artistic and pedagogical traditions. folk art is unique in solving problems of both artistic and personal creative development, social and spiritual formation of a future teacher. the artistic level, the figurative beginning of works of decorative and applied art, due to the development of civilization and the level of culture of a particular people, is its national and ethnic heritage. their aesthetic value depends on the capabilities of the material, structural and plastic types, technological secrets, and the peculiarities of processing techniques. Since ancient times, people have surrounded themselves with woodwork, ceramics, ornamented household items, so folk arts and crafts is the oldest branch of artistic activity aimed at the aesthetic development of the material world, finishing the sphere of human life. folk arts and crafts becomes the figurative basis of life, actively influences human emotions, thoughts and feelings, forms the aesthetic views of a person, forms and reveals a creative personality (RUNCO, JAEGER, 2012).

The pedagogical value of knowledge of folk arts and crafts allows you to reveal and form a creative personality on the basis of various types of works of art, and also allows you to educate a future teacher of fine arts a certain culture of perception of the material world, help to better understand the means of other types of visual expressiveness, contribute to the formation of an aesthetic attitude to reality. folk decorative art has its own specifics. his works reflect reality through a "specific" image, far from the maximum-specific characteristics and individualized object, gives an image in very general forms. the emotional perception of works of folk applied art is based on color properties, plastic and textured forms. the basic principle of folk decorative art can be formulated as follows: the construction of things in accordance with the properties and capabilities of the material; connection of an art form with technological methods of its processing; the unity of the artistic form and the practical purpose of the products. in folk art, the basic principle is the unity of the utilitarian and the aesthetic. there are often cases when a thing, which at one time had a certain practical purpose, later gradually became a work of art.

Folk arts and crafts is a symbol of human affairs, aspirations, feelings, intentions. we have always been attracted and are attracted by the beauty and expediency of works of folk art. in the works of artists, we observe the laconic language of art combined with the natural world. these features formed in people a high, optimistic attitude to life, patriotic feelings, and manifested traits of a national character. developing within the framework of its types and genres, folk art has never been separated from the general artistic process of the day and, for all the slowness and gradual development, remained relevant, democratic, in tune with its progressive ideas (DAVIS, AREND, 2013).

This, in our opinion, contributes to the formation of a conscious attitude towards their profession in future teachers, forms their aesthetic culture and creative personality. one of the primary tasks of the professional training of future teachers of fine arts is to awaken the need for creativity and develop the very ability to create. this can only be under circumstances that provide for the possibility of free initiative, independence, truly creative activity aimed at creating a new and original as opposed to repetition, copying. the need for such creativity arises only when love for folk art, its roots, and its history becomes the value basis for students (ADEYANJU, 2003).

A specific pedagogical feature of arts and crafts is that the student is faced with the need to show individual creativity. this type of activity has high educational capabilities, allowing to accumulate positive experience of aesthetic attitude to reality. a value attitude is formed among students due to individual creative tasks that require a search for their own, unusual, non-standard, innovative point of view of each student on a common task, topic

(choice of material, execution technique, ways of implementing the idea). individuality of style, "own handwriting" and originality are encouraged and approved, discussed collectively. teaching students folk decorative arts, we reveal the practical experience of generations, their understanding of the main laws and fundamental values of life. in their combination, these features form an optimistic attitude to life, make it possible to show the traits of a national character in their own works (DIXON, SENIOR, 2009).

It should be noted that decorative and applied art, like no other type of creative work, allows, simultaneously with the disclosure of the enormous spiritual value of the products of folk craftsmen, the formation of aesthetic taste, to equip future specialists with technical knowledge, develop labor skills and abilities in them, conduct psychological and practical training for labor, to the choice of a profession, by including them in the fascinating process of creating their own works. making products by students in practical classes allows them to naturally and thoroughly educate them in a sense of self-awareness in harmony with the consciousness of their involvement in the creation of world culture. folk art has become a common national property, its significance goes far beyond the scope of art criticism competencies and assessments. it is inseparable from the formation of a new personality, the tasks of building a new democratic society (HANNAN, SILVER, 2000).

Today, the entire relevance of folk art grows on new principles of historical development, provides a full-fledged artistic and at the same time intensive disclosure of the possibilities hidden in its essence. arts and crafts classes, which are the basis of traditional craftsmanship, cause productive fantasy to act, imagination without which there is no human emotional culture, form valuable character traits: the ability to cognize the phenomena of life in all their complexity and contradictions, self-esteem. after all, it is the lessons of arts and crafts that create favorable conditions for self-expression of the student's personality in various activities, their full-fledged moral, mental, physical development, provide an opportunity to realize individual creative needs. in addition, thanks to such an occupation, folk traditions are being restored, which are invaluable labor experience of the people (BELIAS DIMITRIOS, 2013).

Practical lessons help to increase students' interpretation of life phenomena, deepen the logic of the artistic-figurative picture of the world, artistic reflection of reality. after all, it is in the work experience, which is expressed through arts and crafts, that grounded and practically proven principles and methods of influence of the older generation on the younger. in the process of studying arts and crafts, students not only study and consolidate the already acquired knowledge and skills of the centuries-old heritage of our people, but also learn to independently create jewelry, decorate household items, decorate the interior of the premises, contribute to their not only aesthetic, but also comprehensive development (HILL, 1998).

Thus, the active assimilation of the heritage of folk art as a kind of form of labor and creative activity is of great importance in the upbringing of the creative personality of the future teacher. and it is the teacher who is entrusted with the task of teaching the student to reveal the versatility of the inner content of a work of folk art. work on art products in decorative arts classes and optional classes allows students to develop the ability for spatial-compositional activity and artistic-figurative thinking, that is, in this way the teacher forms and reveals the creative potential of the future teacher and the individual as a wholeecology.

CONCLUSIONS

Realization of the pedagogical potential of arts and crafts creates favorable conditions for self-expression of the student's personality in various activities, makes it possible to realize individual creative needs. Thanks to such activities, the restoration and preservation of folk traditions is taking place. Taking into account the methods and principles in the process of ethnocultural direction of teaching arts and crafts will ensure the process of regeneration of national consciousness among future teachers of fine arts and their aesthetic attitude to the works of decorative and applied art based on understanding its symbolic language and experience in the practical creation of art products. The conducted historiographic and

psychological-pedagogical analysis of this study does not exhaust all the theoretical and practical aspects of improving the system of ethnocultural direction of teaching decorative arts, forms the national consciousness of future teachers of fine arts. C The task of modern higher education is to restore the powerful potential of national spiritual wealth, formed and polished over many millennia, to more widely attract the younger generation to it, so that it feels the powerful cultural and historical foundation on which all the achievements of our society are based. The modern art world very soon changes and transforms under the influence of advanced ideas of scientific and technological progress. the speech of visual creativity expands the boundaries of visibility and attracts new art technologies, does not fit into the traditional framework of classical art. the use of art technologies makes it possible to expand and deepen the level of cognitive activity. future teachers should enthusiastically use the spiritual and moral achievements of their people, thereby affirming the independence, strength and well-being of their state. knowledge about folk arts and crafts, understanding the language of various types of folk art, its role in human life and history forms a creative personality.

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Training of future teachers in innovative teaching methods in the process of teaching arts and crafts

Formação de futuros professores em métodos de ensino inovadores no processo de ensino de artes e ofícios

Formación de futuros profesores en métodos de enseñanza innovadores en el proceso de enseñanza de artes y oficios

Resumo

O artesanato, preserva a memória histórica e espiritual e cultural do povo, é uma manifestação de suas ações e sentimentos. É essa poderosa raiz de crescimento e aperfeiçoamento humano que nutre a próxima geração com a força vivificadora do passado. A contemplação e o domínio perfeito do artesanato motiva o aluno a perceber qualquer informação científica e artística pelo prisma dos estudos, transformá-la em si mesmo e torná-la propriedade do espírito, da cultura nacional, defender seus ideais, opiniões e crenças. O objeto deste artigo é uma análise retrospectiva da experiência histórica a respeito das possibilidades do artesanato na formação da competência artística e pedagógica dos futuros professores de artes plásticas. Um estudo aprofundado da história, tendências no desenvolvimento de artes e ofícios, dominando as técnicas de criação de produtos de arte contribui para o processo de transferência do conhecimento dos alunos para suas crenças, influencia as ações e ações dos futuros professores.

Palavras-chave: Pedagogia. Artes e ofícios. Métodos de ensino inovadores. Professores. Formação profissional.

Abstract

Arts and crafts, preserves the historical and spiritual and cultural memory of the people, is a manifestation of their actions and feelings. It is that powerful root of human growth and improvement, nourishes the next generation with the life-giving force of the past. Contemplation and perfect mastery of arts and crafts motivates students to perceive any scientific, artistic information through the prism of studies, transform it in oneself and turn it into the property of the national spirit, culture, defend their ideals, views and beliefs. The subject of this article is a retrospective analysis of historical experience regarding the possibilities of arts and crafts in the formation of artistic and pedagogical competence of future teachers of fine arts. A thorough study of history, trends in the development of arts and crafts, mastering the techniques of creating art products contributes to the process of transferring students' knowledge into their beliefs, influences the actions and deeds of future teachers.

Keywords: Pedagogy. Arts and crafts. Innovative teaching methods. Teachers. Professional training.

Resumen

Artes y oficios, conserva la memoria histórica y espiritual y cultural de las personas, es una manifestación de sus acciones y sentimientos. Es esa poderosa raíz del crecimiento y la mejora humana que nutre a la próxima generación con la fuerza vivificante del pasado. La contemplación y el perfecto dominio de las artes y oficios motiva a los estudiantes a percibir cualquier información científica, artística a través del prisma de los estudios, transformarla en uno mismo y convertirla en propiedad del espíritu, la cultura nacional, defender sus ideales, visiones y creencias. El tema de este artículo es un análisis retrospectivo de la experiencia histórica sobre las posibilidades de las artes y oficios en la formación de la competencia artística y pedagógica de los futuros profesores de bellas artes. Un estudio exhaustivo de la historia, las tendencias en el desarrollo de las artes y la artesanía, el dominio de las técnicas de creación de productos artísticos contribuye al proceso de transferir el conocimiento de los estudiantes a sus creencias, influye en las acciones y los hechos de los futuros maestros.

Palabras-clave: Pedagogía. Artes y oficios. Métodos de enseñanza innovadores. Docentes. Formación profesional.