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# **INNOVATIONS OF MODERN SCIENCE AND EDUCATION**

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## THEORETICAL PRINCIPLES, CONTENT AND STRUCTURE OF THE TEACHER'S ARTISTIC COMPETENCE

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The article summarizes the theoretical achievements of scientists, specialists, and methodologists on the problem of professional development of artistic competence of teachers of secondary education institutions that implement the State Standard of Basic Secondary Education; examines the experience of teachers of the Sumy region in organizing the educational process of students in the conditions of modernization of education; outlines the ways and possibilities of applying formative assessment as a factor in increasing the artistic competence of teachers in the field of art education.

**Key words:** professional development, advanced training, artistic competence, artistic educational field.

Today, education is experiencing a complex of rather complex and important problems caused by the dynamics of scientific and technological progress, socio-economic transformations, and socio-cultural changes. Civilizational goods determine the level of material existence, they are characterized by market and consumer values. Culture is also not limited to visiting museums, theaters, exhibitions, participation in flash mobs, quests, quizzes, and discussion panels. Culture is directed towards the inner world of man. Modern civilized society cannot be imagined without creative individuals with a humanistic-oriented mindset, because the goal of the art education sector is “the holistic development of a successful

student's personality in the process of mastering the artistic achievements of humanity; awareness of one's own national identity in intercultural communication; formation of competencies necessary for artistic and creative self-expression; disclosure of creative potential, involvement in cultural processes in Ukraine" [2, p. 12].

Therefore, consideration of the problem of professional development of artistic competence of teachers of secondary education institutions is timely and relevant.

The problem of professional development of artistic competence of teachers of secondary education institutions, first of all, "should be oriented towards methodological principles and specific scientific forms of their manifestation", believes S. Goncharenko [1, p. 84].

Professional self-development of future teachers, according to acmeological positions (O. Dubasenyuk, S. Kuzikova, N. Kuzmina, A. Markova, L. Masol, L. Mitina, A. Rean, L. Rybalko, L. Sierykh, etc.), is a process of forming a personality focused on the highest professional achievements and professional self-improvement of the individual.

The methodological approach, according to L. Masol, is a strategy based on the basic principles of the relevant theory and determines the directions of search for methods, forms, and ways of pedagogical activity, which allow developing the cultural and artistic competence of the teacher [5].

The purpose of the article is to reveal the generalized theoretical achievements of scientists, specialists and practical achievements regarding the problem of professional development of artistic competence of teachers.

One of the most important problems at the present stage of development of society is the integration of educational social influences of the environment. Integrative processes in art are objectively formed by the socio-historical development of artistic culture, and are expressed in the interpenetration of elements of different aesthetic systems.

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Integrative processes in art are objectively formed by the socio-historical development of artistic culture, and are expressed in the interpenetration of elements of different aesthetic systems. For many years, there was a result paradigm in education which included a hierarchy of knowledge, skills and abilities, methods of their formation, control and assessment. At the present stage, the transformation of the content of education is primarily determined by a fundamentally different approach to its selection and structuring, which should depend on the final result of the educational space: students' acquisition of competencies that were defined by the State Standard [2] and the concept of the “New Ukrainian School” [4].

The competency-based approach in education is being developed by V. Baydenko, V. Bolotov, P. Borisov, B. Elkonin, I. Zimnya, T. Ivanova, V. Laptev, O. Lebedev, L. Lutsenko, N. Seleznyova, Yu. Tatur, I. Frumin, L. Sierykh, S. Shyshov and others, who mostly understand this concept as the orientation of the educational process towards the formation and development of key (basic, main) and subject competencies, which is associated with the transition of the world community to an information society, the globalization of all spheres of its life.

In these conditions, the priority in education becomes the formation of a personality capable of living in a multicultural world, influencing socio-cultural processes, being successful, and endowed with competencies.

Students of the art education branch (MIO) learn about various types of art, interpret artistic images, gain experience of emotional experiences, develop a value attitude towards art; form artistic-figurative, associative thinking during creative activity; get to know themselves through interaction with various art objects, develop emotional intelligence; use the information environment in their own creativity and artistic communication.

According to the definition of experts from the European Union countries, the concept of “competence” should be considered as the ability to effectively and creatively apply knowledge and skills in interpersonal relationships – situations that involve interaction with other people.

Following the views of leading scientists (L. Alekseeva, I. Zimnya,

N. Kuzmina, A. Markova, L. Sierykh, etc.), we believe that competencies are some internal, potential, hidden psychological neoplasms: knowledge, ideas, algorithms of human actions, values, and relationships, which are subsequently manifested in the competencies of the individual – his actions, deeds, and communication.

Thus, competence characterizes the degree of inclusion of an individual in active activity, the ability to effectively resolve a specific situation, while mobilizing knowledge, skills, experience, behavioral attitudes and values. The category of “ability to act” comes to the fore as the ability to use knowledge in practical activities.

In the field of art education, the central core is art – it is the aesthetic activity of man, the process of creating aesthetic values, which is an organic part of society, therefore it is logical that it has the most characteristic socio-cultural and ethno-national features of society, reflects the era.

As a component of culture, art is a specific form of cognition and reflection of reality in individual, unique artistic images that express certain thoughts, feelings, and social ideas.

The State Standard of Basic Secondary Education defines artistic and cultural competence as “presupposing a sustained interest in mastering the cultural and artistic achievements of Ukraine and the world, a respectful attitude towards the cultural traditions of Ukrainians, representatives of indigenous peoples and national minorities, other states and peoples; the ability to understand and appreciate creative ways of expressing and transmitting ideas in different cultures through various types of art and other cultural forms; the desire to develop and express one’s own ideas and feelings through the means of culture and art” [2, p. 4].

As for the concept of learning outcomes, its definition is generally recognized and enshrined in regulatory documents on education [10]. In particular, in the Law of Ukraine “On Education” learning outcomes are defined as “knowledge, skills, abilities, ways of thinking, views, values, other personal qualities acquired in the process of learning, upbringing and development, which can be identified, planned, assessed and measured and which a person is able to demonstrate after completing an

educational program or individual educational components” [3].

When forming artistic competence, teachers of the MIE should take as a basis the result of a certain educational period, since it is the State Standard that determines the requirements for the mandatory learning outcomes of students at the level of basic secondary education [2]. Therefore, assessment should be oriented towards the key competencies and cross-cutting skills defined by the State Standard and the expected learning outcomes provided by the curriculum.

Advanced training of teachers of the art education branch (MIO) of general secondary education institutions in Sumy region in the Central Educational Service of the State

- joint participation in conducting scientific research, experimental studies (under the leadership of the head of the Department of Theory and Methods of Educational Content L. Sierykh, an experimental study “Theory and Methods of Interaction of General Secondary and Extracurricular Education Institutions in the Aesthetic Education of Children and Students”) is being carried out), generalization and presentation in scientific publications of the results of joint research and experimental activities (participation of teachers in the activities of health-saving and STEM, media education laboratories);

- increasing the professional level of teaching staff (specialized, elective courses, internships, supervision);

- conducting joint scientific, scientific-practical, scientific-methodical, educational events for teachers and students (conferences, seminars, webinars, methodological advisors, colloquiums, consultation points, hubs, round tables, facilitated discussions, interviews, press releases, press conferences, etc.);

- work of creative groups to update the content of preschool, general secondary, vocational (vocational and technical) education, professional pre-higher education, and extracurricular education;

- development of curricula, educational and methodological literature;

- joint scientific and publishing activities (under the leadership of the head of the Department of Theory and Methodology of Educational Content L. Sierykh, the

publication of the department's journal TMZO “Scientific and Methodological Space” is carried out, in which teachers highlight their own practical cases);

– exchange of publications from scientific, scientific and methodological events, etc.

The educational program in accordance with the Professional Standard “Teacher of a General Secondary Education Institution” [7] provides for the formation and development of general competencies:

C.01. Civic

C.02. Social

C.03. Cultural

C.04. Leadership

C.05. Entrepreneur [6; 7].

Formation and development of professional competencies of a teacher to perform labor functions:

A1. Language and communicative

A2. Subject-methodical

A3. Informational and digital

B.1. Psychological

B.2. Emotional and ethical

B.3. Competence of pedagogical partnership

B.1. Inclusive

B.2. Health-preserving

V.1. Design

G.1. Prognostic

G.2. Organizational

G.3. Evaluative and analytical

D.1. Innovative

D.2. Lifelong learning competence

D.3. Reflective [6; 7].

Among the competencies specified in the Professional Standard “Teacher of a

General Secondary Education Institution”, the core ones, in our opinion, are general cultural and subject-methodical competencies, which also include artistic competence. The most important of all competencies is informational and digital, in which, through the ability to navigate in the information space, search and critically evaluate information, and operate with it in professional activities; effectively use existing and create (if necessary) new electronic (digital) educational resources; use digital technologies in the educational process (in accordance with the level of education provided) a teacher acquires, in our opinion, the result of any pedagogical growth, which characterizes the degree of inclusion of an individual in active activity, the ability to effectively resolve a specific situation, while mobilizing knowledge, skills, experience, behavioral attitudes and values.

The basis of the effectiveness of the educational process of MIE in accordance with the concept of the “New Ukrainian Scale” [4] is a correct, criterion-based assessment of the learning outcomes of education seekers. The objectivity of the learning outcomes of education seekers is helped by formative assessment (FA) [9; 10], which is mostly based on information technologies. Let us give examples of tools, methods, exercises using information technologies that allow for the implementation of FA, work equally well with students of different age categories and enable the professional development of the MIE teacher:

*musical greeting on a shared PADLET board* (allows interaction with participants in the educational process to create communities for sharing experience in using digital technologies) [10, p. 141];

*exercise FA “Sorting concepts”* (allows development of functional literacy in the use of digital devices, basic software, online services) [10, p. 239];

*reflection “Reflective target”* (we apply the rules of critical evaluation of information and criteria of media literacy, digital financial literacy) [10, p. 136];

*reflection* (by choosing an architectural structure that matches your mood or by performing the exercise “Mood Meadow”) (we use digital tools to ensure emotional intelligence, emotional saturation of the lesson) [10, p. 232];

*the FA tool “Establish correspondence”* (allows you to teach to observe

academic integrity when creating and using electronic (digital) educational resources; to distinguish temples of different religions by architectural features and external decoration) [10, p. 255];

*digital application LearningApps* “Types of decorative and applied arts”, “Find a pair” (develops the ability to select electronic (digital) educational resources, evaluate their effectiveness for achieving educational goals) [10, p. 224];

*tools of the FA* “Self-assessment card” or “Formula “3-2-1” (allows you to conduct surveys, self-assessment, form and develop the ability to analyze the acquired knowledge) [10, p. 265];

*FA tool* “Color Code” (allows you to use a secure electronic (digital) educational environment to organize group interaction, feedback, and possibly co-creation of electronic (digital) educational resources) [10, p.224];

*FA tool* “Word Cloud” (allows you to use a secure electronic (digital) educational environment to organize feedback) [10, p. 172];

*work in pairs* – “Parachutists” (provides an opportunity to implement ideas independently or in a group, in particular taking into account national traditions, modern trends, and to use knowledge and skills from other educational fields) [9, p. 53];

*quiz* “Cultural Architecture” (Fig. 1) at the link: <https://surl.li/owfzvf> (helps to communicate with participants in the educational process using various electronic (digital) tools and services) [10, p. 165];



**Fig. 1. Application of the quiz “Cultural Architecture”**

*generalizing reflection “VAK”* (provides the opportunity to use various sensory channels, one's feelings, sense organs for reflection) [10, p. 151];

*master classes or algorithms for performing practical work* are a significant criterion of the artistic competence of teachers, which allows demonstrating the correctness and consistency of the work performed [10, p. 187];

*“Statue” assessment scale* (enables analysis and interpretation in an electronic (digital) environment of information about the activity and effectiveness of educational activities of education seekers) [9, p.87].

*Therefore*, the subject-methodological competence of a teacher of the art education sector in the context of the use of information technologies is a formed marker of developed abilities, awareness, attitudes, and skills to organize pedagogical activity on a competency-based basis (forecasting, designing, evaluating, etc.); to design and implement modern training programs for secondary education students using various methods, forms, and technologies; to diagnose the educational process and create individual educational routes for the development of the student as a student, individual, citizen, patriot, and innovator.

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