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**PEDAGOGICAL CONDITIONS OF TEACHERS' TRAINING TO
FORMATION OF CHILDREN'S AESTHETIC EXPERIENCE**

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**ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ ПЕДАГОГІВ ДО ФОРМУВАННЯ
ЕСТЕТИЧНОГО ДОСВІДУ ДІТЕЙ**

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Abstract. *In the article the problem of prospective primary school teachers' training to formation of junior schoolchildren's aesthetic experience is considered as a complicated and multiaspect process. In author's opinion, the effective solution of the particular problem and the quality of obtained results are dependent on development of certain pedagogical conditions in the study (ensuring of interaction between scientific and artistic approaches to teachers' professionally oriented training; mastering algorithms of aesthetic upbringing activities with junior schoolchildren by prospective primary school teachers; activation of artistic thinking of prospective specialists with the aim of enriching their own aesthetic experience;*

attracting students to formation of aesthetic experience of the child in the process of passing different types of teaching practice). In the article the examples of author's methods and algorithms of work with students are presented. The variants of aesthetically directed tasks for teacher's training practice are described. The paper studies teaching objectives and features of the special seminar "The Ways of Formation of Aesthetic Experience of Junior Schoolchildren" and the stages of the seminar's procedure. The criteria and levels (formal, partly-productive, creative) of readiness of teachers to formation of aesthetic experience of schoolchildren are defined.

Key words: *aesthetic experience, preparation of prospective primary school teachers, pedagogical conditions, teacher's training practice.*

Аннотация. *В статье определены педагогические условия подготовки будущих учителей начальных классов к формированию эстетического опыта детей. В работе описаны примеры реализации представленных условий в высшем учебном заведении, алгоритмы проведения уроков любования красотой труда, задания на педагогическую практику студентов, примеры приемов работы с будущими специалистами. В статье представлены авторские определения понятий "художественное мышление", "эстетический опыт младших школьников".*

Ключевые слова: *эстетический опыт, подготовка учителей начальных классов, педагогические условия, педагогическая практика*

Introduction. The leading role in personality's formation belongs to the teacher, and first of all, – to the teacher of primary school, who provides the fundamentals of spirituality, education, culture and life experience of the child. In terms of modernization of the national system of education there is a necessity to reinterpret the experience of teachers' training. The modern primary school is characterized by system changes in structure and content of the educational process that predetermines the need of training a new generation teacher as a professional and cultured personality, who is able to form, expand and enrich the child's experience. Nowadays

active searching of optimal ways for improvement of structure and content of primary education is carried out. There is a shift from the cognitive approach in organization of the educational process, which is characterized by learning a certain system of knowledge, abilities and skills to the open structures of the child's aesthetic experience, where intellectual, valued and activities components are interacted.

Literature review. The importance of aesthetic and pedagogical training of prospective primary school teachers is emphasized repeatedly by scientists. In the context of our research, the most significant issues are philosophical and methodological fundamentals of teacher's training to educational and upbringing activities, the main psychological principles of features of the teacher work, the features of the professional teachers' training in higher educational institutions, theoretical and methodological bases of teachers' training of the 1st degree school, the formation of students' readiness to aesthetic activities, international experience of aesthetic teachers' training is analyzed [1, 2, 3, 4, 5, 6, 7, etc.].

Thus, T. Kryvosheya examines the issue of correlation of intellectual and aesthetic activities that is practically realized through the integration of artistic and scientific approaches to the development of mathematical concepts and formation of mathematical concepts, learning the abstract mathematical information through the images, the introduction of special games and tasks that require switching from one kind of thinking to another with the purpose of strengthening integration between hemispheres of a head [8]. O. Hroshovenko reveals the problem of integrated and humanistic approach in ecologically natural and aesthetic preparation of teachers [9].

The relevance and appropriateness of the choice of theme is identified by the necessity to improve the professional training of prospective primary school teachers in accordance with the requirements of the society to the professionalism of the teachers in the field of aesthetic education; the need to preserving the spiritual value of the content of the educational process in times of rapid social change; contradictions between psychological and physiological features of primary school age as a sensitive period of formation of the child's aesthetic experience and the

insufficient level of students' training to the certain activities in Ukrainian higher educational institutions.

Aim and research problems.

Aim – to identify pedagogical conditions of teachers' training to formation of pupils' aesthetic experience and presentation of examples of practical implementation of the stated conditions.

Research problems: are to develop and justify the pedagogical conditions of prospective primary school teachers' training to investigating activities and to identify specific features of their realization in education process of higher educational institution.

The main text. Analysis of pedagogical conditions of teachers' training to formation of aesthetic experience of junior schoolchildren. Circumstances that promote the development of creative activities, realization of creative approach to solving problems of aesthetic education of junior schoolchildren, activation of aesthetic potential of personalities of prospective teachers, ensuring the position of active subjects of activities, harmony cognition of reality may be considered as pedagogical conditions of productivity of process of students' training to formation of the child's aesthetic experience. The following conditions are identified:

1. Ensuring of interaction between scientific and artistic approaches to teachers' professionally oriented training. Modern interpretation of innovation processes in the training of prospective specialists in educational institutions directs higher education to combination of different forms of public consciousness in the educational process with students. However, present practice shows that today it is still kept a significant imbalance between scientific and artistic world cognition. Thus, researchers rightly emphasize that “science and art are combined in a high impulse to harmonize the relationship between a human being and nature” [10].

The interaction and mutual enrichment of science and art guarantee diversified development of spirituality of prospective teachers in the process of professional training to formation of the child's aesthetic experience. Interaction between scientific and artistic approaches to mastering educational material creates the real

possibilities of simultaneous inclusion in the educational process of a higher educational establishment of two forms of world cognition – the rational-logical form and the emotional-sensual one. Science recognizes the real object and the art forms the attitude to it. V. Romenets urged not to look for “difference between these kinds of creativity as science does not give us the pleasure of art and art is just intended to give it. Science opens up new opportunities for meaningful artistic pleasure” [11]. The following examples are methods which were used in the educational process in Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynskyi (Ukraine).

The method “*Heard, Seen, Remembered*” is presented by a fairy representation of scientific information (concepts, rules, etc.) with its parallel graphical image on the board. It is given an example of a fairy presentation of pedagogical communication styles of flirting and intimidation prepared by Oksana K.: *“In one the Kingdom a girl Asolka lived. On her birthday her mother presented a magic pot of flowers and said: “If you make friends with them, the flowers will start to talk. You are given five days.” The first day Asolka decided to water the flowers much and took them under the burning sun for the whole day. The girl danced, sang songs, told fairy-tales to them. In the evening the mother said: “you can’t contract a friendship with flowers by flirting.” The next day Asolka thought: “I’ll intimidate naughty flowers!” However, the flowers were silent again.”*

The method “*Artistic Researches*” consisted in identifying the leading themes of creativity of artists on the basis of presented works. Here is an example of the artistic study of Taras Shevchenko’s heritage, by student Natalia S.: themes of Ukrainian history (“*Taras Bulba with his sons*”, “*The death of Bohdan Khmelnytskyi*”, “*Maria*” (based on the poem “*Poltava*” by Oleksandr Pushkin); the Ukrainian architectural and archaeological monuments (“*Pochayiv Lavra from the West*”, “*The Monastery in Poltava*); a peasant destiny (“*Kateryna*”, “*Gipsy woman fortune-teller*”, “*The peasant family*”); the character in the self-portrait (“*Self-portrait*” (1840), “*Self-portrait with a candle*” (1845)).

The method “Art Glasses” was cleared up in scientific and artistic description of the objects of everyday reality. Procedure: “Describe the exhibit” (students describe the subject proposed by teacher); “Language treasure” (students choose comparisons, adjectives to the proposed exhibit); “Put on your glasses” (drawing artistic description). The scientific and enhanced artistic descriptions of the globe by student Tamara S. are presented: “The globe is a reduced model of the Earth. There are islands, lakes and rivers, continents, seas and oceans on it. With its help you can get to any point of the globe, defining the length and width”; “The blue-eyed globe is a reduced model of the planet Earth. It allows sailing down the rough Southern Bug to the dreaming Dnieper, and then close to the Black Sea, while determining the length and width of any point of the journey. Clear lakes and swift rivers, picturesque and mysterious islands, endless continents – all of them can be gathered in your hands.

2. *Mastering algorithms of aesthetic upbringing activities with junior schoolchildren by prospective primary school teachers.* The particular condition is based on P. Halperin’s theory of stage formation of mental actions. In the research, P. Halperin points out approximate functional component that determines the patterns of transition from outside materialized to inside mental actions and is characterized by shape, degree of generalization, level of assimilation and necessary conditions for productive execution of actions, as well as [12]. The researchers state that the approximate basis of actions can be demonstrated to students in different forms: as a sample action, a verbal explanation with simultaneous display of the action, a phased algorithm, etc. [13].

It is important to focus prospective teachers on activity stages (preparatory, primary, final), exemplify the content of each stage and encourage students to create their own algorithms. In this case, the teacher acts as a consultant, who occupies the assistant position, directs the process of information exchange, accompanies the students’ own search of possible solutions, contributes to finding solutions and formulating conclusions, etc. The researchers also stress on expediency of creation of a certain support for the technological solution, a certain algorithm, which sets the

quality of operational choices [14]. The students are exemplified the algorithm of conducting lesson of admiring the beauty of the work:

1. Indirect representation of the profession (a riddle, a poem with missing words, etc.), the introduction to a fairy situation. The task “The Sun Rays”: selection of metaphors, comparisons, positive association of the profession; understanding the aesthetic peculiarity of the profession; exploring the work technology of the provided profession; presenting the history of the profession and interesting information about it.

2. Pieces of arts presentation (poems, tales, riddles, songs, music and fine art works, etc.), where the profession is shown by positive emotions. The process of thinking over the questions of evaluation character. Reflections on the theme: “What would happen if there was no profession...”, Solving pedagogical situations (the teacher offers to solve fabulous and life situations, that associated with the represented profession). Drafting a letter of appreciation (“We are grateful to you for”), a letter of apologies (“Forgive us”), a letter of wishes (“We wish you”). Compiling quatrains (four-line verse) about the profession. The selection of practical tasks of creative nature to reinforce impressions.

It is advisable to involve prospective teachers in game activities and acquaint them with the algorithms of aesthetic games for junior schoolchildren. The role of play in the development of the child’s experience by the cognition of the world is emphasized by a number of researches (D. Elkonin, O. Zaporozhets, O. Leontiev, V. Romenets, etc.), so as in the game process the enrichment and refinement of the existing experience is operated. The special attention should be paid to the algorithms of long-lasting aesthetic games that cover the entire school year and promote a logical relationship, continuity of various forms of educational work in primary school. Thus, constructing the pedagogical process, firstly, it is advisable to familiarize students with algorithms of aesthetic and educational work on the formation of aesthetic experience of junior schoolchildren; secondly, the proposed algorithms shouldn’t limit but create space for pedagogical creativity.

3. *Activation of artistic thinking of prospective specialists with the aim of enriching their own aesthetic experience.* The problem of the development of teacher's thinking is multifaceted and diverse. It is confirmed by the many psychological and pedagogical works (I. Bekh, V. Moliako, L. Nechaieva, V. Shakhov, etc.). The scientists emphasize that due to the perception of art works, all the components of the personality's artistic thinking are developed. The researchers also highlight the significant value of beauty, expressiveness and harmony of nature for the process of revitalization of the artistic thinking of the personality. According to H. Tarasenko's reasonable comment "the artistic creativity, based on the advanced artistic thinking, operates the real images and gives possibility to analyze the most complex and the most delicate facets of reality, the slightest signs of aesthetic in nature, realize them and build own attitude to them, compare them optionally and sensually with own moral and aesthetic ideals" [15].

The structure of the artistic thinking combines an emotional and sensual component and an intellectual and rational component that is why it is important to encourage prospective professionals to a deep analysis of the internal contents of the artistic works, conclusions and logical generalizations. In the context of the particular requirement it is advisable to organize group activities of prospective teachers in order to search the plot of artistic work and its means of expression. It is also worthwhile to practice the work of all student audience on a joint task. In the process of artistic and creative activities and the development of artistic tasks it should be taken into account the specifics of future professional activities of primary school teachers and directly particular structure and functioning of aesthetic experience of junior schoolchildren.

The tasks for enhance students' artistic thinking are exemplified: match the sounds of nature (rain, ocean, nightingale's song, etc.), with the listed corresponding works of art; paint colour palette to a literary work and explain the choice; select art works from the primary school programme which are associated with certain verbal image; create a complete story, a fairy-tale from proposed art works; compare heard, seen and imagined samples (for example, one student describes verbally the picture

of E. Degas “The Dance Lesson”, another student imagines mentally this art work, entitles it and then, looking at the picture, draws conclusions and makes adjustments in description), etc.

In our opinion, the artistic thinking is a synthesized cognitive process where an artistic image is the bases and the result of this process. The artistic image summarizes the reality in associative, metaphorical, emotional and pictorial way. In order to ensure the productive contact of junior schoolchildren with the beauty and originality of the environment, the effective usage of art images, it is advisable in the training process of primary school teachers to promote activation of teachers’ artistic thinking by means of artistic and creative activities. The artistic thinking of the teacher will facilitate expressiveness, creativity, initiative, variability in the selection of methods and forms of educational work with junior schoolchildren.

4. Attracting students to formation of aesthetic experience of the child in the process of passing different types of teaching practice. Teaching practice is an essential part of the educational process of training teachers of primary school to formation of the child’s aesthetic experience that solves tasks of establishing and improving the skills of aesthetic upbringing work with junior schoolchildren. Exploring the issue of organizational and methodical support of teaching practice, its main functions are determined. These, in particular, are updating, expansion, deepening of the knowledge obtained during professional training and its creative application in own teaching activities, formation of various abilities and skills, improvement of the nature of activities, its transition from the reproductive performance of concrete actions to effective creative productivity, development of pedagogical thinking, formation of foundations of professional skill and others.

The researchers emphasize that the teaching practice is not always corresponded to the requirements and not fully performs its functions for solving determined tasks [16, 15]. It is considered that one of the important conditions for improving the effectiveness of teaching practice in the system of training of prospective specialists in formation of aesthetic experience of junior schoolchildren is to enhance its aesthetic orientation. The researchers note that “the teaching practice includes

students in a real pedagogical process, where the aesthetic education is part of this process, updates the system of theoretical knowledge of Aesthetics, Art History, Psychology, Pedagogics and Methods of Aesthetic Education, equips of system special skills” [17]. The variants are given about aesthetic oriented tasks for teaching practice:

1. Make a graphic model of the artistic and aesthetic design of class interior (titles of stands, corners, their content, placement, color solutions) using aesthetic and educational potential of objects and phenomena of the surrounding reality and the integration of the arts. Offer and introduce a certain system of work with schoolchildren using these stands, with the aim of diversifying the aesthetic preferences and tastes of children. Share own arguments on the issue of enrichment of valuable areas of schoolchildren in the process of formation of their aesthetic experience. On the basis of own observations to carry out expert evaluation of the effectiveness of formation of aesthetic experience of junior schoolchildren at lessons of natural and mathematical cycle.

2. Offer possible topics of Labour Affairs with junior schoolchildren and organize one of them. Determine the guidelines for teachers of primary school on improvement of the process of motivation of labour activities of junior schoolchildren from the position of beauty.

3. Participate in the parents’ meeting with the aesthetic and pedagogical speech on the theme: “The Art of Relationships in the Family”, “Aesthetic Activities of the Whole Family”, “Creating a World of Beauty by Own Hands”, etc. Prepare and conduct the aesthetic breaks, predict the further involvement of artistic works in the process of active educational and cognitive activities of schoolchildren with the aim of deepening the aesthetic perception of the surrounding reality and art. Develop a questionnaire (research conversation) and conduct a psychological and pedagogical research to identify the place of the method of creating aesthetic and educational situations in the work of teachers of primary school.

In order to increase the effectiveness of training of prospective primary school teachers to formation of aesthetic experience of junior schoolchildren, the special

seminar “The Ways of Formation of Aesthetic Experience of Junior Schoolchildren” was developed. The main objective of the special seminar is to add, specify, systematize and generalize students’ knowledge, abilities and skills which were learnt in the process of studying of psychological and pedagogical disciplines and methods. The special seminar is carried out by using interactive, problem-search, creative training methods, role-plays, author’s methods of teaching. The peculiarity of the special seminar teaching is that students’ assimilation of a part of the issues for the theoretical discussion is provided in class directly using interactive technologies. Each lesson has approximately 3 stages: *aesthetic preparatory* (express-survey of students with the theoretical material; using tasks that contribute to the aesthetic development of the student); *practical activities* (presentation of algorithms of formation of aesthetic experience of junior schoolchildren; students’ creative group work of developing pedagogical projects using the proposed method); *analytical summarizing* (conclusions, separation of personal and professional achievements, lesson outcomes, evaluation of own activities). According to the content of the special seminar, a notebook of individual training of prospective primary school teacher to formation of aesthetic experience of junior schoolchildren “Journey to the Secrets of Beauty and Creativity” was designed.

Results of the research. On the basis of the determined criteria of readiness of prospective teachers to formation of children’s aesthetic experience (ability to expand aesthetic thesaurus of junior schoolchildren; focusing on correction of value sphere of pupils by aesthetic means; quality of ensure of creative self-realization of the child in aesthetic activities), levels of readiness: formal (low), partly-productive (average), creative (high) are distinguished. Study of real state of prospective primary school teachers’ training to formation of junior schoolchildren’s aesthetic experience in higher educational establishments (Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynskyi, Hlukhiv State Pedagogical University, Vasyl Stefanyk Precarpathian National University, Yuriy Fedkovych Chernivtsi National University) found out the predominance of low level (79.2% of students) of readiness to investigating activities of experiment participants. It is confirmed their unsatisfied

readiness to formation of aesthetic experience of junior schoolchildren. As a result of implementation of methods of prospective primary school teachers' training to formation of junior schoolchildren's which are based on the complex of techniques to formation of aesthetic experience of junior schoolchildren while teaching the disciplines of professionally-oriented training cycle and special seminar "The Ways of Formation of Aesthetic Experience of Junior Schoolchildren", the increasing level of readiness of students of experimental groups to investigating activities (number of students with the high level of readiness has increased on 13.5% and, accordingly, on 28.9% of students with the average level of readiness) is identified.

Conclusions. The modern educator must be able to attract artistic images in educational work with junior schoolchildren; enhance the aesthetic perception of the children of the surrounding reality, in all its diversity; promote the relationship of scientific concepts and aesthetic essence of environment; ensure the accumulation of aesthetic experience of personality and others. In the context of performed study, the aesthetic experience of a junior schoolchild is determined as a generalized component of aesthetic activities that includes the most important spiritual and practical aspects of children's interaction with the outside world and reveals a personal system of attitudes to the world. Further study is required to the question of development of ways using multimedia technologies in training of prospective primary school teacher to explored activities and pedagogical conditions of their implementation in higher educational institutions and the problem of training teachers in terms of the 1st degree school to formation of aesthetic experience of children with special needs as well as.

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