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FORMATION OF AESTHETIC COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING IN THE CONTEXT OF EUROPEAN INTEGRATION

Summary

The article deals with topical issues of organizing the educational process in a modern institution of higher education and professional training of future primary school teachers, the development of their creative thinking and important personal qualities in the process of mastering the issues of forming their aesthetic competence, which is a public demand of modern higher education pedagogy. The scientific-methodical toolkit for the formation of aesthetic competences by means of art education as a component of the educational process, the mastery of which ensures a full-fledged increase in the quality of the general professional training of primary school teachers, has been selected. The ways and means of improving art pedagogy in the context of the formation of aesthetic competences of primary school teachers in the light of the requirements of the New Ukrainian School and the European educational space are substantiated; Pedagogical methods and means of formation of aesthetic competences, the search for "aesthetic grain" in the educational process of primary school are proposed.

Keywords: aesthetic competence, institution of higher education, professional training of primary school teachers, market of educational services in higher education, public demand, creative thinking

Introduction

A defining feature of the modern world is the continuous personal and professional development of the teacher's personality, taking into account all the transformational processes

taking place in it. Under such conditions, the need to strengthen the quality of higher education systems around the world increases. It was in response to public demand and the growing interdependence of the market of educational services in higher education - the need for an integrative transformation of higher education that its internationalization began and continues to develop intensively, which also meets the needs of international economic, social, political and cultural integration, which is growing in the conditions of the globalization of modern knowledge. It is also a response to the challenges of the global problems of today, which can be solved only with the help of joint efforts of the world community on the basis of productive international cooperation, which requires the formation of modern global thinking, global responsibility, the ability and ability to live together, a system of global and intercultural cooperation in the young generation competence in general.

The formation of interdisciplinary aesthetic competence is one of the constituent parts of the block of disciplines of professional training of future primary school teachers in a higher education institution. The acquisition of knowledge, skills and abilities by modern youth, aimed at improving their competence, contributes to intellectual, cultural and aesthetic development. The idea of the formation of aesthetic culture in education and pedagogy is reflected in the orientation towards the development of personal traits of a young person in view of his effective and creative work, the formation of his ability to quickly respond to the demands of the times. In the conditions of modernization of modern Ukrainian education, there is a need to train an active, aesthetically developed personality. According to the new basic law "On Education", the concept of the New Ukrainian School, the introduction of a new content of education, which is based on the formation of competencies necessary for successful self-realization in society, has begun. Therefore, the formation of interdisciplinary aesthetic competence is based on the following main components: art directions, types of art, complex of arts, theatrical art, the significance of art in the dialogue of cultures, language etiquette, nonverbal communication etiquette, forms of behavior in educational and art institutions.

The development of their creative thinking and professional personal qualities, the identification and substantiation of ways and means of improving art pedagogy in the context of the formation of aesthetic competences, the clarification of pedagogical techniques and means in the educational process of art industry in light of the requirements of the New Ukrainian School and the European Educational Space.

Analysis of recent research and publications. The basis of our research search was some ideas on improving the pedagogical education system of such Ukrainian scientists as O. Akimova, I. Bekh, H. Vasyanovych, V. Galuzyak, R. Gurevich, O. Dubaseniuk, O.

Zaporozhets, V. Zinchenko, I. Zyazyun, A. Kolomiets, V. Kremen, L. Lukyanova, N. Lazarenko, S. Maksimenko, O. Molyako, N. Nychkalo, V. Fritsyuk, V. Cherkasov, V. Shakhov. The issues of professional training of teachers for aesthetic education in younger schoolchildren, value orientations, the mutual influence of arts within the framework of the implementation of the theory of developmental education received an author's interpretation in the works of such scientists as B. Andrievskiy, V. Butenko, B. Brilin, L. Koval, V. Kudin, N. Myropolska, O. Rudnytska, L. Khlebnikova, A. Shcherbo. The works of N. Onyschenko, G. Shevchenko, in which the issue of the integration of arts in the aesthetic development of youth, are of relevant interest for our research are considered. A systematic view based on the involvement of art tools regarding the forms and methods of aesthetic education of children is offered in the modern scientific works of T. Doronov; I. Karuk, K. Kolisnyk studied the development of children's self-control in aesthetic and artistic activities; N. Pakhalchuk - game methods of teaching art; T. Grigorenko suggests teaching children artistic activities and forming their aesthetic feelings; H. Grigor'eva, N. Kyrychenko and T. Naumenko use various game methods and techniques, game situations that help to develop cognitive and creative activity of children during the organization of leisure time.

We analyzed and used foreign works on the problem of training teachers for the aesthetic education of children. In particular, among the foreign developments, scientific studies on aesthetics and aesthetic education of junior high school students were analyzed - a number of Polish researchers such as A. Bankowska, M. Miska, E. Lipska, M. Grusiewish, T. Zychowska, M. Przychodzinska. The application of art in the training of elementary school teachers - M. Anderson, G. Chakravorty-Spsvak, A. Gulla, F. Haynes, Th. Jacobsen, A. Jones, S. Skaggs; psychology of creativity and art - R. Arnheim, A. Maslow, J. Masuda, Th. Munro; psychology of aesthetic creativity, emotionality, perception of art M. Devereaux, D. Golemen, T. Lewis, C. Pratt, C. Seashore, R. Zimmerman; art education M. Kwoka, H. Read; globalization of the educational process - N. Aloni. Also scientific works of H. Wing, Standardized - Tests of Musical Intelligence.

Aim, subject and research methods

The purpose of the article is to highlight modern approaches to the professional artistic training of the future primary school teacher in the context of the formation of interdisciplinary aesthetic competences in the conditions of the National Academy of Sciences and the European Educational Space.

The subject of the research is modern approaches to the professional art training of the future primary school teacher.

In accordance with the purpose and subject of the research, the following tasks were set:

- 1) in the process of analyzing and working out scientific-pedagogical and methodical literature, regulatory documents, educational programs, clarify the essence of basic concepts and investigate psychological-pedagogical aspects of the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration;
- 2) to determine criteria, indicators and levels of formation of aesthetic competence of future primary school teachers in the process of professional training;
- 3) substantiate and experimentally verify the effectiveness of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration;
- 4) to develop methodological support for the effective implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and pedagogical organization of creative development by means of art education.

Research methods – theoretical: analysis of pedagogical, psychological and methodical literature on the research problem, classification, systematization of received information, summarization of scientific sources for substantiation of theoretical foundations and educational and methodological system of artistic training of future primary school teachers, pedagogical conditions, methods, methods and methods of increasing the efficiency of the process their professional development in the process of artistic activity;

– empirical: pedagogical observation of the professional development of future teachers, application of methods to identify the level of their creative development; characteristics of the levels of older preschool children, analysis of the results of artistic and creative activity; determination of criteria, indicators and diagnostic levels of creative development of future primary school teachers, methods of activation of artistic and creative development; pedagogical experiment;

- statistical methods of data processing: quantitative and qualitative analysis.

Presenting main material. Our research, which has a pedagogical focus and involves the adoption of appropriate pedagogical decisions, promotes the European dimension of higher education, especially in the areas of professional development, mobility and integrated curricula, training and research, emphasizes the need to master theoretical material with the

acquisition of practical artistic skills by future teachers elementary grades. offering a modern educational service, saturated with knowledge in the form of information technologies, interactive methods and techniques of learning, computer programs that demonstrate the practical use of knowledge.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine) was taken as the experimental base of the study, which works in the features of the educational process of a modern university that functions effectively in society and the economy, based on thorough pedagogical knowledge and scientific research. As part of the Bologna process:

- a system of transparent and comparable evaluations was introduced thanks to the introduction of the diploma supplement;
- adopted education system based on two levels of education;
- the popularized system of credit points (ECTS - European Credit Transfer System), which facilitates the mobility of students, teachers, researchers and administrative staff.

We have proposed the following directions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and pedagogical organization of creative development by means of art education.

- focusing attention on the intangible values of the organization of professional training in the context of European integration and the pedagogical organization of creative development by means of art education, which is aimed at increasing the level of competitiveness in the educational market;
- pedagogical leadership, focused on the creative combination of opportunities, chances and hopes caused by an unpredictable future, with perfect competences in the field of art education;
- training and education by encouraging non-traditional thinking, experiments, cooperation and involvement of different teams;
- the use of modern and traditional artistic concepts, management methods and techniques in the creation of complex knowledge management systems, support and development of opportunities for acquisition, creation, distribution and use of organizational knowledge;
- creation of a multidimensional aesthetic environment, networks of exchange of artistic pedagogical and psychological information and knowledge;
- support of open communication systems that ensure the availability, universality and timeliness of information, thanks to the introduction of electronic IT tools and team forms

of work and cooperation aimed at a gradual departure from functional and hierarchical structuring to process methods of work and achieving results;

- cooperation with high-class specialists outside the university who offer theoretical and practical pedagogical knowledge;
- orientation to the subjectivity of future competent pedagogical workers, which is achieved by creating a high level of general and aesthetic culture, a community of professionals characterized by such features as partnership, trust and responsibility.

The created knowledge of the artistic training of future teachers is presented from the point of view of its usefulness in practical application and is transferred to interested circles of students who could use it.

We tried to highlight the essential links of artistic training of future primary school teachers, readiness for aesthetic education of primary school students through their pedagogical support, ways of stimulating schoolchildren to consistent artistic development, aesthetic enrichment, artistic interpretation and creative artistic activity, formation of aesthetic perception in younger students schoolchildren by means of a complex of arts in educational and extracurricular educational work, acquisition of aesthetic experience, aesthetic tastes of students in the process of studying art by future teachers and related to this mastering of musical and artistic works, which contributes to European cooperation in improving the quality of higher education.

Aesthetics combines four areas: aesthetic ontology, or aesthetics of real existence, objectively valuable aesthetic qualities of things or phenomena of the surrounding world; aesthetic epistemology, or the aesthetics of an ideal being, associated with research on the subjective side of aesthetic integrity; aesthetic sociology and praxiology, which investigates the problems of aesthetic activity and creativity in various fields of human activity and society; philosophy of art. In turn, "upbringing is a purposeful and organized process of forming a child's character, physical, intellectual and volitional qualities. Educational goals correspond to the formation of social and personal qualities, as well as valuable and meaningful attitudes of a person to the surrounding world and to himself" [9, p. 175].

Psychological-pedagogical support for the personal and professional development of future teachers, the development of creative thinking and important personal qualities are pedagogical technologies that contribute to the process of solving issues related to the formation of aesthetic competence in children of primary school age. The formation of the basics of artistic knowledge and practical skills in future primary school teachers regarding the formation of aesthetic competence of primary school students and the mastering of the classification of

integrative artistic and pedagogical technologies aimed at the formation of subject competences of students occupy a significant place in the system of training a future specialist. Modern requirements for the study of artistic disciplines must be taken into account; focus on the main specialty - primary school teacher; connection with modern school programs in artistic disciplines - music and fine arts, the integrated course "Art", the classification of integrative artistic and pedagogical technologies aimed at forming the subject competencies of students in the lessons of the integrated course "Art" in the context of the requirements of the New Ukrainian School; development of creative abilities of acquirers; the direction of their independent professional activity; identification and justification of ways and means of formation of key competences in primary school students in art education classes [5].

The success of implementing new ideas depends on increasing the motivation and pedagogical skills of teachers. The future teacher faces an important task: "to distinguish the motive of the act of beauty, explaining to the child its essence and correctness in various typical life situations, giving him the opportunity for emotional experience along with the practical application of the knowledge gained. The full-fledged practical implementation of the requirements of the New Ukrainian School presupposes "the need to develop in art lessons, along with subject competencies, a whole series of key competencies that go beyond the scope of a separate educational field and require the development of appropriate interdisciplinary methodological principles" [4, p. 46].

An important place in the system of training a future specialist capable of implementing the ideas of artistic and aesthetic education into school practice is occupied by technologies for the formation of aesthetic competence of primary school students. The process of artistic and pedagogical training of future primary school teachers involves the following tasks: to consider the key competencies of primary school students in the light of the requirements of the New Ukrainian School; to find out pedagogical ways and means of forming key competences in elementary school students in art education classes; to form a complex of key aesthetic and artistic competences by acquiring one's own theoretical and practical experience in the process of studying the technologies of forming the artistic competence of primary school students; master the methodical basics of organizing children's artistic activities; to prepare a competent teacher who organizes and carries out aesthetic educational and educational work at a high level, to educate children's musical culture, which awakens their interest in self-realization and aesthetic self-improvement in artistic and creative activities [8].

The large-scale implementation of the integrated course "Art" initiated in Ukraine involves the development of not only programs and textbooks, but also methodological support

[7]. Mastering the technologies of integrated art education by teachers will contribute to the restructuring of their consciousness in the direction of abandoning the one-dimensional, narrowly specialized vision of the role of art in school, from the habit of contrasting types of art instead of finding similar features and properties.

The future teacher should remember that younger schoolchildren have a developed interest in practical activities in the field of fine arts, they also like to play, sing, paint, sculpt, make decorative products, etc. In the process of artistic and creative activity, it is important that students not only technically master the means of creating artistic works, but also learn to rely on their own aesthetic experience and artistic and aesthetic tastes. The method of forming aesthetic perception in younger schoolchildren by means of the complex of arts in extracurricular educational work in the process of creating artistic works involves giving preference to an individual approach to students, as well as determining a prospective program of their creative activity, taking into account the content and nature of aesthetic perception. The main methods are: the game method, the method of staging and theatricalization of musical works, which contribute to the activation of creative abilities and the disclosure of potential opportunities of primary school students.

An important condition for the organization of the formation of interdisciplinary aesthetic competences by the teacher is the application of musical and game activities of elementary school students, the relationship of various types of artistic activity in the game. Early delving into the intricacies of one type of artistic skill limits the aesthetic development of the child. That is why the cultivation of interests in art involves a broad general development character. Only a combination of individual types of arts will be able to develop the full range of human potential, make a child's personality multifaceted, and enrich his inner world. Thus, one of the types of children's playful musical activity prevails in the extracurricular activity (making music, musical movements, singing), which creates the atmosphere of the corresponding musical art (instrumental, dance, vocal and choral). In a comprehensive lesson, music is integrated with several types of children's activities, mainly artistic, where the development of children's creativity is successfully directed and integrated. During such a lesson, it is advisable to generalize one of the artistic concepts (for example, rhythm) through practical activities in various arts (music, dance, drawing, drawing, etc.).

Younger school age is the most suitable for musical and aesthetic education, image creation and organization of theatrical activities, staging of Ukrainian folk songs in the educational practice of younger schoolchildren. Music is traditionally considered as a kind of means of knowing and expressing the emotional world of a person. The successful formation

of the aesthetic attitude of younger schoolchildren to musical art becomes possible under the condition of practical educational influence aimed at ensuring the systemic nature of this phenomenon and the development of structural components in their relationship. Fine art in such areas as drawing, composition, and color science has a significant influence on the aesthetic development of the individual. The formation of the aesthetic culture of junior high school students in the process of theatrical activities involves the unity of curricular and extracurricular activities based on a personally oriented approach. The theatrical activity of younger schoolchildren is collective in its form and includes elements of theatrical activity. It is implemented in conditional pedagogical situations, which are aimed at learning about the surrounding world, enriches and improves the aesthetic experience of students. The formation of aesthetic competences of younger schoolchildren in the process of theatrical activity reflects the level of formation of aesthetic culture, which contains emotional-motivational, cognitive and activity components: perception of the art of theater, own theatrical activity and the activities of others - a sense of form, composition, emotional response, empathy; artistic knowledge, means of theatrical art, use of means of scenic expressiveness; formation of interest in theatrical art, own theatrical activities - initiative, intensity of visiting theaters, theatrical activities outside of school hours; evaluation of theatrical art, one's own theatrical activity and the activity of peers, the ability to analyze and draw conclusions about revised performances, plots, means of expression, the validity of the evaluation of performing creativity; possession of means of theatrical activity; application of elements of creativity, associative activity, independent performance of sketches, exercises, self-awareness, self-feeling, confidence in completing tasks [9, p. 175].

Methods of forming the aesthetic culture of younger schoolchildren in the process of theatrical activities, as well as the staging of Ukrainian folk songs, which future teachers should master, are recognized as: verbal (creative reading, expressive reading of the work by the teacher, memorization of the text of the role, reading by heart, speech communication, conversation questions and tasks, turning to a fairy tale, etc.); visual (pantomime method, demonstration of slides, audio and video recordings); practical (game and musical improvisations, selection of plastic actions, expressive announcement of lines, search for an antonymic image, etc.); research method – setting the task of evaluating a stage play (performance); methods of stimulating and engaging students, involving them in presentations in front of the audience, creating a subject-spatial environment, the method of example and imitation, the method of persuasion.

Also, artistic training of future teachers in foreign countries is an important experience; taking into account the current state and trends of art education; an increase in the number of courses, programs and qualifications that focus on comparative and international topics; interest and paying more attention to the development of international, intercultural and global competences; involvement in international topics and joint research; the growing number of cross-border delivery of academic programs; increasing extracurricular activities with international or multicultural components.

Therefore, "there are new regional and national state programs to support academic mobility and other initiatives regarding the European dimension. The main difference between them at the global and regional levels is determined by the fact that globalization here acts mainly as an external force that is not subject to control by national governments, while regionalization, while retaining the importance of an external framework condition, is already under greater control of governments and, especially, regional intergovernmental organizations" [4, p. 154]. Since Ukraine belongs to the European region and is one of the countries participating in the Bologna process, the demand for European integration, actualized by the creation of the European Union, is put forward. It was the goal of building a single European area of higher education that became decisive in the Bologna Declaration of 1999 and determined the goals and mechanisms for the deployment of integration in the countries that joined the Bologna process. Internationalization, as a factor of the European integration of higher art education, was aimed at making the structures of higher education in Europe more compatible and comparable, qualifications and diplomas would be recognized in all EU countries and BP member countries, which would ensure support for large-scale student mobility and mobility workforce, and would also contribute to the Europeanization of higher education to improve its quality and broadcast European values through it [14].

Research results

The article theoretically and experimentally investigates the problem of professional training of future primary school teachers; the relevance of new approaches to the problem of art education and aesthetic education of the student's personality is highlighted; the methods of revealing the creative potential of future teachers are introduced into the educational process, the specifics of the methodology for the implementation of pedagogical conditions for the formation of creative perception of reality by means of art are outlined. The theoretical state of the research problem, multi-aspect analysis of scientific sources, on the basis of which the

modern understanding of the process of using art education as a means of creative development of a person's personality is revealed; researched pedagogical concepts based on the creative heritage of pedagogy, psychology, philosophy, which recognizes art education as an integral part of the educational process in higher educational institutions, the main means and priority goal of education in the European educational space.

The relevance of the chosen problem is substantiated, the purpose, conceptual and scientific apparatus of the research is defined; the object, subject and tasks of the research, as well as its methodological and theoretical basis, are defined, the research methods are characterized, the scientific novelty and practical significance of the work are highlighted, and the approbation of the main scientific provisions is presented.

The main concepts were considered and a search was made for modern approaches to the artistic training of the future primary school teacher, which is an actual problem of pedagogy in the context of the formation of the European educational space, and the importance of art education in solving the specified pedagogical problem was determined. The pedagogical aspect of European integration in the artistic educational space, methodological approaches and general pedagogical and specific principles - synergetics, synesthesia, creativity, artistry, emotionality, use of play activities in working with children - are substantiated.

The main methodological approaches to the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration and the use of art education as a means of creative development of older preschool children are characterized: personal-oriented, acmeological, systemic, competent, activity, integrative, creative. General pedagogical - unity of theory and practice, democracy, free choice, consistency, continuity, integrity, individual and differentiated approaches and specific - synergetics, synesthesia, creative self-realization, artistry, emotionality are substantiated.

Various ways of forming the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration were highlighted, which made it possible to formulate a criterion-level approach to its diagnosis, to choose a system of criteria and corresponding indicators and levels of aesthetic development. The criteria (motivational, developmental, artistic and creative) indicators and levels of formation of the aesthetic development of future teachers of primary classes of senior preschoolers (high, medium, low) are substantiated. The main components in the process of their formation are singled out, which include: meaningful, valuable, emotional, creative.

A diagnostic toolkit has been developed for studying the current state of formation of the investigated quality. Diagnostic methods were selected: diagnostic method of creative development

- O. Lobach, diagnostic method of aesthetic development of abilities - T. Shinkar, I. Bila, diagnostic method of personality creativity - L. Shelestova.

The method of implementing pedagogical conditions and tracking the formation of this formation in dynamics according to the following stages: preparatory and motivational, developmental, and creative are presented. Pedagogical conditions and model are substantiated; the method of implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration was developed. This made it possible to carry out an analysis and highlight the dynamics of the results of research and experimental work and conduct a control comparison of data.

Pedagogical conditions that ensure an increase in the effectiveness of the formation of the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration using the pedagogical potential of art education as a means of creative personality development of future teachers are substantiated: 1) the implementation of the action program of using art education as a means of creative development into the educational process youth development; 2) the use of an integrative approach to activate the creative imagination of future primary school teachers in the process of professional training; 3) creation of a favorable environment for artistic and aesthetic activity in the creative interaction of the teacher and children.

The positive dynamics of increasing the effectiveness of the formation of the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration using the pedagogical potential of art education as a means of creative personality development of future teachers in the final stage after the end of the experiment has been confirmed. In general, conducting a pedagogical experiment gave us the following results, the experimental group represented a low level - 45%, an average level - 30%, a high level - 25%. During the formative experiment, we found in the experimental group: the low level of development decreased to 30%, the average level of development of children's creative abilities is 38%, the high level is 32%. On the other hand, in the control group, the ascertainment experiment gave us the following results: low level – 46%, medium level – 29%, high level – 25%. During the formative experiment, we found in the control group: low level - 44%, medium level - 30%, high level - 26%. The difference between the indicators of formative and ascertaining experiments: the low level decreased by 15%, the average level increased by 8.3% and the high level increased by 7.2%. Therefore, it is statistically proven that the implementation of pedagogical conditions for the formation of aesthetic competence of future

primary school teachers in the process of professional training in the context of European integration, using the pedagogical potential of art education as a means of creative personality development of future teachers, contributes to positive dynamics.

The positive dynamics in the final section, which were provided by the comparative results of the dynamics of the levels of the control and experimental groups before and after the experiment, were confirmed. It is proven that the level of aesthetic development of future teachers in experimental groups with a high level increased by 7.02% after the experiment. The average level of aesthetic development was found in 38.2% of children, which is 8.0% more than before the experiment. On the other hand, the share of students with a low level decreased by 15.3%. In the control groups, the dynamics of the formation of aesthetic development is not so significant, and requires additional stimulation. So, it has been statistically proven that the implementation of the methodology for the implementation of pedagogical conditions for the formation of aesthetic competence of future primary school teachers in the process of professional training in the context of European integration, using the pedagogical potential of art education as a means of creative personality development of future teachers, contributes to positive dynamics.

The theoretical significance of the obtained results lies in the fact that in the process of working out and analyzing scientific, pedagogical and methodical literature, normative documents, educational programs, the essence of the main basic concepts "art education", "aesthetic development", "professional training of future primary school teachers" was clarified. "European educational space"; the pedagogical conditions that ensure the increase in the effectiveness of the use of the pedagogical potential of art education as a means of creative development of the teacher's personality are substantiated.

Based on the analysis of the effectiveness of the control section of the study, it was established that the results of the experiment indicate the effectiveness of the implemented methodology, which was revealed with the help of pedagogical sections according to the developed criteria and statistical methods. The practical significance of the obtained research results lies in the development and implementation in the educational process of institutions of higher education of the methodology for the implementation of pedagogical conditions for using the pedagogical potential of art education as a means of creative development of the teacher's personality; organization of the pedagogical process of forming the aesthetic competence of future primary school teachers in the process of professional training in the context of European integration, the use of art education as a means of creative development of preschool children and the development of methodological recommendations.

Conclusions

Thus, the search for modern approaches to the artistic training of future primary school teachers is an urgent problem of pedagogy in the context of the formation of the European educational space. The pedagogical potential of personal and professional development of future teachers is artistic and pedagogical technologies that contribute to the development of creative thinking and important personal qualities in the process of solving issues related to the formation of aesthetic competence in children of primary school age. The research does not exhaust all aspects of the raised problem, but it provides grounds for further improvement of the system of aesthetic education based on modern innovative technologies of art education. The organization of artistic space in a higher education institution requires new approaches aimed at revealing the algorithm of artistic interaction between the teacher and children. Directing all efforts to the development of the intellectual sphere of the future teacher should not exclude the emotional sphere. It should be noted that the result of the humanization and aestheticization of the pedagogical process is the formation of a humanistic position of the teacher, which involves the ability to take responsibility for the fate of the child, his life, spiritual and psychological comfort; focus on the organization of a humane pedagogical process in the primary level of education, the adequacy of artistic values, the flexibility of professional thinking, the presence of a professional humane orientation. Art education is a field of theory and practice of human development, which is reflected in important scientific developments and modern innovations. Innovations in art education are a natural and necessary condition for its development in accordance with the constantly growing aesthetic needs of people and society. Contributing to the preservation of universal artistic values, innovations entail the rejection of everything outdated, lay the foundations of social transformations, which are absolutely necessary for the formation of teachers of a new formation in the context of European integration.

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