

EXPERIMENTAL STUDIES OF CREATIVE AND ARTISTIC COMPETENCE FORMATION OF PRE-SERVICE ARTS TEACHERS

Annotation. In the article the studies of determining the levels of artistic and creative competence of pre-service arts teachers are presented. The components and indicators of the formed levels are determined. The methods and techniques that were used during the pilot studies are described. The results of the studies of the levels of artistic and creative competence are displayed. The cycle of events aimed at the artistic and creative competence formation of teachers is suggested in the article.

Keywords: artistic and creative competence, pre-service art teacher, motivation and evaluation component, ideological and cognitive component, action and reflective component level.

Modern School requires professionals capable to form an aesthetic education skill of the individuality, artistic and cultural development of the pupils. To satisfy the need the arts teacher are considered to be obliged to maintain high quality of artistic and educational function. He must possess a high level of professionalism in the artistic and creative dimensions of competence. This problem has not been solved on the theoretical and practical levels.

In historical and modern scientific studies the discussions about teachers of the art have not been decreased yet. The traditional view is that art teacher should have a high level of artistic and pedagogical competence that is being able to teach the students and to use an artistic and creative approach in educational process. However, there are doubts about the possibility of finding original and effective methods of training, education and creative development of students without a

teacher self-realization as an artist. Since mastering of artistic techniques only slows creative thinking at the reproductive level, limits the range of professional features to the consumer level or the translator of artistic values. Instead, the active implementation of their own ideas in a material of different types of fine art enriches its artistic and aesthetic experience. The work of the students with teacher's compositions has a positive effect on their motivation to creativity, aesthetic comprehension of material world under the laws of beauty. Thus, in the eyes of the pupils a true teacher-artist is presented as authoritative guide in the artistic world, the ideal model in the field of fine arts.

The formation of artistic and creative competence of pre-service art teachers enables the development of professional skills of pre-service art teachers.

The essence of the artistic and creative competence of pre-service art teachers lies in its ability to generate original ideas in the works of various kinds of Arts and implement them in the works by means of compositions based on ownership of fine and lingual, verbal and figurative, figurative and stylistic, strategic and productive-image competencies. Artistic and creative competence is an integral part of professional art teacher, because creativity is expanding his artistic and educational activities.

In order to determine the levels of artistic and creative competence of pre-service art teachers, we ran an experiment. The objective of the study was: to determine the components and examine the levels of performance. At the stage of statement we used such diagnostic methods as: testing, surveys, observations, questionnaires, interviews, expert estimation of creative tasks, quantitative and qualitative data processing.

After analyzing the pedagogy and psychology resources, related to the topic of our research we identified such structural components of artistic and creative competence of pre-service art teachers as the follows: motivational and evaluation, ideological and cognitive, action and reflection. Let's characterize each of the components.

Motivational and evaluation component:

- a desire to perform objectively valuable works of art;
- an interest to the objective values of artistic works;
- an evaluation orientation of art.

Ideological and cognitive component:

- Knowledge of the theory of fine arts;
- Developed imagination and creativity skills;
- Artistic abilities.

Action and reflection component:

- Artistic skills;
- Creative activity;
- Possession of a high level of artistic techniques and materials.

Let's characterize separate methods and techniques used in components investigation:

- The motivational and evaluation component: teaching situations observation, interview, questionnaire, methodology of teaching evaluation of M. Rokycha, adapted method of studying the motives of educational and creative activities for students of A. Rean and B. Yakurnyii;

- The ideological and cognitive components: interviews, surveys, interviews, P. Torrens test, the test "Freedom of association", the knowledge of the theory of Fine Arts was determined by tests that have been worked out.

- The action and reflection components: practical problems (images abstract compositions using their knowledge and skills).

The experiment of our studies took place at three universities of Ukraine. The number of participants in the experiment – 100 students.

The results of motivation and evaluation component of the formation of artistic and creative competence studies of pre-service at teachers were as follows: So, to the question: "Do you wish to create three pictures, which would have high popularity among the audience?" – 42.0% of students answered - "yes", 48.5% - "do not know", 9.5% - "no". This indicates that the predominant of students

motivation (the desire to look decent in the eyes of others) on the outside. For respondents it is important strangers' point of view.

The question "Is there anything you wish to draw immediately after visiting the art exhibition?" Responses were as follows: 7.0% answered "yes", 53.0% are unsure, 40.0% - "no". This shows that despite the fact that most students do not pay special attention to the work in the life, the contemplation of works of art by other artists they compare themselves with them, feel the desire to create something new and exciting.

Studying of value orientations by the method of M. Rokycha shows the following results: the main place in the list of significant thermal values takes health care – 47.3%, the second – the development – 15.7%, third place is a happy family life – 10.5%, in fourth place there was the presence of several categories of good and loyal friends, knowledge, beauty and art, creative activity. As it is seen from the analysis, the most important place in the lives of students practical values predominate. The values concerning aesthetic areas have minor interest and are not a priority for first year students.

So, summing up the results of the motivational component values we have identified average of the percentage low level of the criteria took 50.1%, average – 42.0% and a high level of – 7.9%. These results indicate that when joining the faculty of Arts at the university, most students are guided by the opinion of others (parents), or take into account the results of testing (independent external evaluation) and only a small percentage of students entered for the "calling of their heart."

The next the results are concerned with ideological and cognitive component. To determine the level of knowledge of the theory of fine arts we have offered students a questionnaire consisting of 30 questions on basic types and genres of art. The results were as follows: high level of knowledge in 14.2% of students have average knowledge 42.4%, and the low – 43.4%. Only a small percentage of students who have the knowledge to further ensure their professional growth and self-realization.

Investigating the level of imagination, fantasy and creativity we worked with tests of Torrens. This graphic tests and where to perform tasks by blocks. The result of this test is to evaluate the work done by the following criteria:

flexibility – assesses the diversity of ideas and strategies, there is the ability to move from one dimension to another;

originality – this indicator shows the ability to put forward different ideas that differ from established, it foresees the ability to avoid easy answers and uninteresting ones;

performance – this figure is specific to creative thinking and allows you to understand the results of other indicators of creative thinking;

working out – reflects another type of quick thinking and in some cases can be both an advantage and limitation.

The overall rate of testing is determined by the formula $T_i = n + 5k$ (T_i – overall index, n – number of answers, one answer – 1 point to – the number of original answers, one answer – 5 points). The test results were as follows: students who score between 3 and 10 points attributed to the low level manifestation of imagination, fantasy and creativity, these turned out 38.6%; 11 to 18 points – average - 48, 0%; over 19 – a high level of 13.4%.

The next criterion ideological and cognitive component is the presence of visual abilities that we define by the method "freedom of association". The test consists of 15 figures that are treated differently (mixed). The task of respondents was not hesitate to give each picture a few names. Students with advanced creativity invented many interesting names, indicating a sufficient level of visual abilities. And the total number of students it was hard to think about even one version of the name. According to the test the following results were determined: 13.2% showed a high level of visual abilities, 44.2 %– the average, 42.6% - low.

For the diagnosis of artistic and creative competence of pre-service art teachers for the action reflection component, the students were asked to create: to depict an abstract composition on a given subject. Format A3 sheet, technology performance was free, time limit – 6 hours. The analysis and evaluation of the

work were carried out by teachers of the department of fine Arts. The evaluation was for each criteria separately and their results were put into the table. Then there was a calculation of average figure for each of the parameters and criteria (artistic ability, creative activity, possession of a high artistic techniques and materials). Under each of the criteria, students were divided into three levels: high, medium, low. The high level with students from the arithmetic average rating of 4 or more points, the middle – 3 and more low – and less than 3 points.

As a result of the action and reflection component, we got the following results: the criterion of artistic skill to 8.7% of the students showed a high level, the average is 51.0%, have a low 40.3%. This problem makes it possible to assert that only 9% of students have artistic skills necessary for further work as an artist and teacher.

The next criteria that we have studied is creative activity. Only 9.0% of the experiment showed a high level of creative activity while performing the task, average – 53.8%, and the low – 37.2%.

Diagnostic criteria of artistic techniques and materials showed the following results: 9.4% of students have a high level, that is the one they have in the technology and materials in performing the work, 48.2% - the average - they have the knowledge and cannot properly apply them into practice, 42.4% have a low level, have knowledge and practical skills to do the job.

Thus, after the experiment, we identified three levels of artistic and creative competence of pre-service art teachers: high, medium and low.

The high level of artistic and creative competence was identified in 8.7% of students. This group is characterized by strong performance across all criteria, students have persistent desire to perform objective and valuable works of art, an interest in objective values of art products, knowledge related to the Arts.

The students in this group have deep knowledge of the theory of fine art applying them in practice. They have considerable creative potential, developed imagination, and creativity. When creating artistic compositions they can summarize and highlight important things. They feel good color, composition

theory guided by knowledge, searching for their own individual style of work, dealing with constant improvement of their skills.

Students in this group actually assess their own achievements and the achievements of their classmates. Show a high level of creative activity show initiative in solving creative problems. They work with a variety of visual materials used in their individual work various techniques.

The group of middle-formed artistic and creative competences constitutes 48.2% of the surveyed. Their artistic and creative activity is not systematic. Students in this group have no desire to carry out sustainable objectively valuable works of art do not have much interest in objective values of art products, knowledge of art are only on demand (in preparation for the practical tasks).

These students do not show activity when performing creative tasks, low developed imagination, fantasy and creativity, they can sometimes imagine the final result of their work. Theoretical knowledge of the theory of fine arts was inadequate and sometimes none. To run a creative task for them is problematic, mostly they copy other people's work.

The indicators of low formed artistic and creative competence was found in 43.1% of respondents. The characteristics of this group of students are: they have no desire to do any works of art, they do not show interest in products of art. Creative activity for them is in a state of tension. They are reluctant to do any creative work. Imagination and creativity are manifested in some cases, they do not see the integrity of artistic work, have no capacity for expressive activity, making mistakes when performing home and class work. They have almost no interest in the knowledge of the works of famous artists.

These results of the experiment aimed us to develop educational system aimed at improving the training of artistic and creative competence formation of pre-service art teachers. We have worked out a special course "Artistic and creative skills formation", the suggested forms and methods in which will improve the level of artistic and creative competence of pre-service art teachers.

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