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## PROFESSIONAL TRAINING OF FUTURE ART TEACHERS TO THE USAGE OF INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

**A** This article highlights approaches for training future art teachers at general secondary education institutions to use innovative technologies in their professional activities. The ways of forming the competencies of future teachers of music, visual, and choreographic arts to introduce information, intensive, integrative, and creative technologies into the educational process are characterized and identified. The importance of creating appropriate conditions for training future art teachers to use innovative technologies in higher pedagogical education institutions is emphasized: creating a favorable educational environment in a pedagogical university where students can receive formal and non-formal art education; constant updating of the content, organizational forms, and methods of information support for teaching art disciplines; and activation of students' extracurricular time through non-formal art education in artistic and creative groups.

**Keywords:** art teacher training; innovative technologies; formal education; non-formal education

### ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ МИСТЕЦТВА ДО ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

**S** Висвітлено підходи до підготовки майбутніх учителів мистецтва закладів загальної середньої освіти використовувати інноваційні технології в професійній діяльності. Схарактеризовано та визначено шляхи формування в майбутніх учителів музичного, образотворчого та хореографічного мистецтва компетентностей упроваджувати в освітній процес інформаційні, інтенсивні, інтегративні технології та технології креативної спрямованості. Підкреслено важливість створення в закладі вищої педагогічної освіти відповідних умов для підготовки майбутніх учителів мистецтва використовувати інноваційні технології: створення в педагогічному університеті сприятливого освітнього середовища, в якому студенти мають змогу отримувати формальну і неформальну мистецьку освіту; постійне оновлення змісту, організаційних форм і методів інформаційної підтримки викладання мистецьких дисциплін; активізація позанавчального часу студентів за рахунок отримання ними неформальної мистецької освіти в художньо-творчих колективах.

**Ключові слова:** підготовка учителів мистецтва; інноваційні технології; формальна освіта; неформальна освіта

**The relevance of the issue in general and its connection with significant practical tasks.** The challenging situation in the education system in Ukraine due to the war with russia requires immediate resolution. Firstly, it is about finding the most effective ways to restore the lost quality of domestic training of future specialists in higher education institutions who have not had the opportunity to receive live education for more than three years. At best, they studied in a mixed mode, but still, a significant number of students of Ukrainian

higher education institutions were forced to study online. Among them are students of higher pedagogical education institutions. The problem of distance learning was particularly acute for students of those pedagogical specialties whose training is mostly aimed at developing practical skills. These specialties include 014.12. Secondary Education (Fine Arts), 014.13. Secondary education (Music), 014. Secondary Education (Choreography). The content of the training of future art teachers of general secondary education institutions

includes about 25% of disciplines aimed at developing skills in performing and presenting vocal, instrumental, choreographic, or visual works.

The ability of a teacher to present works of art to students, to enthuse them, and to give them the joy of learning about their own culture and the culture of other nations is an essential component of the education of young Ukrainians. After all, it is the art teacher of a general secondary education institution who is entrusted with the mission of forming the general cultural competence of the young generation of our country, which involves the awareness and self-expression of each individual in the world of culture, a deep understanding of their own national identity.

The ideal conditions for training an art teacher who would be able to implement such tasks are direct interaction between a student and a teacher in real life, which seems doubtful today due to the ongoing war. One way out of the situation is to enrich the educational process with innovative technologies that would make it possible to compensate for the lack of live training and significantly improve the quality of educational services for future art teachers in general secondary education. In the future, such teachers will be able to use innovative technologies in their professional activities and effectively influence the formation of young Ukrainians.

**Analysis of previous studies and publications.** Topical issues of introducing innovative technologies in the process of teaching future art teachers have been studied by Ukrainian scientists. Among them are the scientific researches of O. Kravoska and I. Vyhovskyi [7; 8], who devoted their research to the usage of innovative educational technologies in the process of professional training of a future primary school teacher's creative personality in the field of art education. Also valuable for our study are the works of O. Bukhnieva [3], who identified the potential of innovative technologies in art education. Valuable for our article are the works of N. Beliavina [1] and M. Derhach [4], who studied various aspects of the usage of innovative technologies while teaching art disciplines. Also interesting is the study of T. Turchyn [13], who identified the main principles of modernization of primary music education. The research by O. Bukhnieva [3], which identified the potential of innovative technologies in art education, is also relevant. No less worthwhile is the study by I. Bilous [2] on the usage of innovative teaching technologies in the context of the development of modern education, etc. The study of the national literature has made it possible to state that the issue of professional training of future art teachers in higher pedagogical education institutions of Ukraine to use innovative technologies in the process of teaching art disciplines in general secondary education institutions has not received due attention.

**The purpose of the article** is to determine the main approaches to training future art teachers of general secondary education institutions to use innovative technologies in the educational process.

**Objectives of the study.** They are the following: to characterize the main concepts of the study, to identify innovative technologies that deserve special attention of future teachers of music, visual, and choreographic arts, to determine the conditions for efficient preparation of future art teachers for the introduction of innovative technologies in the educational process of general secondary education institutions.

**Presentation of the main research.** The modern system of training future art teachers of general secondary education institutions is aimed at forming a creative personality capable of providing quality educational services to the younger generation, influencing the enrichment of the intellectual potential of the Ukrainian nation by transferring the best cultural achievements of the Ukrainian people.

The achievement of the desired results of education for students of artistic and pedagogical specialties, as well as for all other students of higher education institutions of Ukraine, is hampered by the current conditions in which it is provided. First of all, it is about distance learning, which does not allow using the full potential of higher education. In particular, the issue of developing practical skills among students of artistic specialties, in particular, the performance of artistic works and their presentation in future professional activities, is particularly acute.

In this regard, the task of selecting such innovative technologies that would most effectively influence the development of professional competencies in future teachers of general secondary education institutions is urgent. At the same time, this will create the basis for the usage of innovative technologies in the future professional activity of secondary school art teachers. This approach is due to the fact that it is easier for a student who is directly involved in the educational process with the use of innovative technologies to acquire relevant competencies and use them in practice.

It should be noted that the category of "innovative technologies in education" at the present stage of development of pedagogical science is considered a purposeful provision of the educational process with the help of new techniques, methods, and means of organizing educational activities to improve its efficiency and obtain quantitatively and qualitatively new educational results. That is, the specificity of pedagogical innovation technology is that with the help of innovations, an educational process is organized and implemented, which ultimately achieves the main goals of modern education [2, p. 137].

Prominent Ukrainian scientists of our time [2; 3; 5; 6] emphasize that the usage of innovative technologies in the educational process allows: intensive introduction of teaching technologies using problematic, scientific research, reserves of independent work, interaction of participants in the educational process; creating conditions for self-realization, self-affirmation and self-determination of the individual; improving distance and blended learning; introducing own methods and techniques in the educational process.

Preparing a future art teacher of a general secondary education institution to use innovative technologies involves creating appropriate conditions in a higher education institution. Among them, in our opinion, the following may be important: a favorable educational environment of a higher pedagogical education institution, which combines formal and non-formal art education (in artistic and creative groups) [12]; constant updating of the content, organizational forms and methods of information support for teaching art disciplines; activation of extracurricular time of future art teachers through receiving non-formal art education in artistic and creative teams of a pedagogical university using modern information and communication technologies.

It is important that competencies in the use of innovative technologies are formed in an educational environment in which formal and non-formal art education coexist. In particular, within the framework of formal education, future art teachers master the content of the educational components offered in educational programs. The teaching of these educational components requires appropriate scientific and methodological support (teaching and methodological complexes, curricula, syllabuses, textbooks, methodological manuals, etc.) It is during the creation of scientific and methodological support that innovative technologies for teaching students are selected and the place of acquaintance of future art teachers with innovative technologies and methods of their implementation in the educational process of a general secondary education institution is determined. In the course of this, the teacher analyses the level of provision of the higher education institution with all the opportunities for the introduction of innovative technologies.

In the course of classes, a higher education teacher engages future art teachers in educational activities through the usage of various technologies. Among them, information technologies (more often called information and communication technologies) are used in distance learning, first of all. An important prerequisite for the effective usage of information technologies in the process of professional training of future art teachers is the informatization of education. It creates a crucial basis for the formation of the information culture of the future teacher's personality and allows intensifying the educational process through the usage of educational information and communication technologies. At the same time, ICTs are not only teaching tools but also a means of learning about the world around us, a means of communication, automation of the process of quality control, testing, diagnostics, organization of research work, etc.

The usage of information technology makes it possible to use visual support (presentations), tests, business games, simulation modeling, design, etc. in the educational process. The usage of various pedagogical software tools in the educational process deserves special attention in the system of training future art teachers. For example, this could be the usage of the Pedagogical Software Tool – Musical Art, Grades

1–7 [11], which was developed in accordance with the curriculum for general secondary education. It contains materials for conducting lessons with drawings, photographs, animations, voice-overs, audio and video fragments, and vocal and instrumental music pieces. Similar in content are libraries of electronic visuals, such as 'Visual material for art lessons on the topic "Animalistic genre of drawing"' [10]. Various electronic textbooks, manuals, and multimedia courses deserve special attention in the process of teaching future art teachers. In the course of teaching theoretical disciplines, it is appropriate to set students the task of independently making changes to the content of a particular topic, choosing the forms and methods of information support that are appropriate in their opinion, and, no less important, creating them themselves (making a presentation, recording a piece of music in their performance, creating a backing track, etc.) It is also significant to use information technologies in the process of non-formal art education for students in artistic and creative groups of higher education institutions. In particular, the presentation of a concert activity can be preceded by an electronic poster created by students. The environment for the event can be designed using multimedia presentations, advertising, and sound design. The performance of works by members of these groups can be accompanied by various video and photo clips. The news about the event should be made based on the latest information technologies.

Theoretical foundations of innovative technologies can be fully mastered by future art teachers remotely. For example, in the process of mastering the content of theoretical disciplines, such as 'Methods of Teaching Art Education', and 'Innovative Music and Pedagogical Technologies', future teachers are introduced to various innovative technologies. They learn the features of innovative technologies, including the goal; patterns of structuring teacher-student interaction; a system of tools and conditions that guarantee the achievement of pedagogical goals; the availability of tools for analyzing the process and results of student and teacher activities, etc. Students also learn about the properties of innovative technologies, in particular, integrity, optimality, effectiveness, possibilities of using technologies, etc.

In the professional training of future art teachers, it is also essential to use intensive technologies based on interactive interaction of participants in the educational process and affecting the formation of competencies of partnership, creating one's image, adaptation in different conditions, collective decision-making, etc. In addition to the traditional types of intensive technologies, such as lectures (problematic lectures, lectures-visualizations), seminars, workshops, conferences, individual or collective performance practice, master classes, etc. it is necessary to use non-traditional ones.

In the process of preparing students for artistic activity, it is advisable to engage in artistic interaction with each other based on activating their creative thinking: vocal question – vocal answer; overlapping of alto and soprano

voices or different musical instruments; choreographic competitions; choreographic reflections of characters of opposite character; play of colors, etc. It is valuable to involve students in the creation of group artistic works (vocal, instrumental, choreographic, artistic). This type of activity of future art teachers is especially effective in the system of non-formal art education. In this system, members of artistic and creative groups have the opportunity to develop their scripts, organize musical or choreographic performances, create exhibitions of artworks, etc.

The usage of integrative technologies is an extremely relevant and integral part of the professional training of future art teachers. It is due to the specifics of the future professional activity of students majoring in art and pedagogical specialties. After all, in the current conditions of the development of the new Ukrainian school, it is natural to integrate different types of art.

In general, integration in the national pedagogical science is interpreted as "an effective means of structuring the content and systematization of educational material in organic relations..." [9]. In the process of training future art teachers, integrative technologies contribute to the formation of readiness to use integrative approaches in future professional activities; increasing student activity; creative development of each participant in the educational process; emotional development of the student; manifestation of the student's creative abilities, etc.

An essential factor in the quality of the usage of integrative technologies in the educational process of students of artistic and pedagogical specialties is the introduction of integrated courses such as 'Methods of Teaching Artistic Education', 'Methods of Teaching Fine, Choreographic, Theatrical and Screen Arts', etc.

Particularly valuable in the process of preparing future teachers to use integrated technologies is their non-formal art education through participation in extracurricular activities, in particular, in artistic and creative groups and associations. It is through active and creative interaction with non-formal art education providers – team leaders, stage directors, and managers. Students can gain considerable experience in integrating different types of art. In particular, they can choose a musical accompaniment to a literary performance, choreograph a song, create a set for a musical fairy tale, etc. At the same time, students who have been involved in extracurricular activities and received non-formal art education during their studies are convinced by their own experience of its necessity and expediency in their future professional activities.

Technologies of creative orientation are close to integrative technologies, in particular, in terms of the functional spectrum of influence on the professional development of art teachers. The usage of creative technologies in the educational process of a higher pedagogical education institution allows to effectively influence the formation of important

skills for future art teachers: perception and evaluation of artworks, selection of highly artistic artworks; emotional and expressive presentation of artworks in the process of conducting educational activities.

The usage of creative technologies is also advisable in the process of studying theoretical disciplines using a variety of tasks. For example, these can be tasks for creating lesson notes or scenarios for educational activities, planning individual or group work with gifted students, etc. At the same time, it is more interesting to introduce these technologies during practical classes in voice training or conducting, drawing or painting, dance composition and choreography, preparation of concert performances, etc. The expediency of using these methods in the work of artistic and creative groups at the university, where students receive non-formal art education, is also undeniable. In the course of artistic and educational activities, students enter into a "dialogue" with the works of art they perform, experience emotions, and learn to convey them to others through voice, gesture, and words. The emotional and intellectual comprehension of the works performed by students allows them to realize the uniqueness of the artistic heritage of the Ukrainian people in its interconnections and interpenetration with the cultures of other peoples of the world. It also promotes the assimilation of national values, ideals, moral qualities, traditions, and customs through works of art. It becomes a significant addition to the formation of competencies of future art teachers of general secondary education institutions and forms their ability to use innovative technologies in their future professional activities.

**Conclusions.** The value of using innovative technologies in the system of professional training of future art teachers is undeniable. This problem became especially urgent during the war in Ukraine when the quality of education began to decline as a result of the transition to distance learning. One of the effective ways to improve the quality of training of future art teachers is to use innovative technologies in the educational process. This approach will create powerful prerequisites for the usage of innovative technologies in future professional activities. Among the wide range of innovative technologies, the following deserve special attention: information technologies; intensive technologies; integrative technologies, and creative technologies.

Several conditions are important for the formation of professional competencies of future teachers of music, fine arts, and choreography to use innovative technologies at a pedagogical university, which will become the key to the effective implementation of innovative technologies in the educational process of general secondary education institutions in the future. These include the following: creating a favorable educational environment at a pedagogical university where students can receive formal and non-formal art education; constant updating of the content, organizational forms, and methods of information support for teaching art disciplines;



activation of students' extracurricular time through non-formal art education in artistic and creative teams.

**Prospects for further research.** Further research is needed on approaches to the usage of innovative technologies to activate students of higher pedagogical education institutions to learn, preserve, and transmit to the younger generation the folk song heritage of Ukrainians.

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