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FORMATION OF PROFESSIONAL SUCCESS OF THE FUTURE ART TEACHER

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Rezumat: Sunt luate în considerare etapele de dezvoltare a teoriei și practicii succesului profesional al viitorului profesor în instituțiile de învățământ superior din Ucraina în a doua jumătate a secolului XX - începutul secolului XXI. Se dezvăluie esența și caracteristicile de conținut ale succesului profesional al viitorului profesor de artă. Se propune definiția autorului a succesului profesional al unui profesor ca metaconstruct al activității profesionale și o caracteristică integrală a unui profesor, care este determinată de factori externi și interni. Sunt definite condiții organizatorice și pedagogice, tehnologii de formare a succesului profesional al viitorului profesor de artă; sunt propuse modalități de actualizare a componentelor educaționale ale formării profesionale a viitorilor profesori de artă din instituțiile de învățământ superior.

Cuvinte cheie: succes profesional, viitor profesor de artă, competență profesională, pregătire profesională, educație, instituții de învățământ superior.

Abstract: The stages of development of the theory and practice of professional success of the future teacher in higher education institutions of Ukraine in the second half of the 20th - beginning of the 21st century are considered. The essence and content characteristics of the professional success of the future art teacher are revealed. The author's definition of a teacher's professional success as a metaconstruct of professional activity and an integral characteristic of a teacher, which is determined by external and internal factors, is proposed. Organizational and pedagogical conditions, technologies of formation of professional success of the future art teacher are defined; ways of updating educational components of professional training of future art teachers in institutions of higher education are proposed.

Keywords: professional success, future art teacher, professional competence, professional training, education, institutions of higher education.

The search for the latest technologies for art teacher training is increasingly based on leadership and success technologies, which involves the development of such characteristics as communication, critical thinking, creativity, the ability to adapt to new conditions, and stress resistance. The content and procedural aspects of shaping the professional success of future art teachers are based on the research of domestic scientists: problems of humanization, humanitarianization and philosophy of education in the works of V. Andrushchenko, O. Bazaluk, I. Zyazyun, M. Yevtukh, V. Kremen, etc.; professional and pedagogical training of the art teacher and strategies for the formation of his professionalism – I. Zyazyun, H. Padalka, O. Rostovskyi, O. Rudnytska, O. Otych, O. Shcholokova and others.

A retrospective analysis of the theory and practice of future teachers' professional success at institutions of higher education of Ukraine in the second half of XX - the beginning XXI century is carried out and three stages are identified and characterized: the first stage (1959-1991) – creative-search: increasing attention to the training of teaching staff; active search for teachers-innovators, forms and methods of educational tasks realization; introduction of a teacher's training model; the appearance of laboratories of pedagogical excellence at pedagogical institutions of higher education; the second stage (1991-2011) – innovative-technological: significant changes in the system of education and training of teaching staff; innovative approaches to curriculum development have been identified; pedagogical education has been enriched with personality-oriented and innovative pedagogical technologies; the system of education and teachers' training was restructured; the third stage (2011-2020) – paradigmatic-transformational: the period of education reforming, significant changes in the renewal of approaches of the educational process, educational paradigms and concepts of teacher's training.

The teacher's professional success are generalized: it is an integral characteristic of their activity, which is based on professional competence and pedagogical abilities, is mediated by personal attitude to the profession and ability to self-realization in it; it is the teacher's realization of educational tasks at a reflexive level, which is accompanied by a state of personal satisfaction with the process and results of their activity.

The teacher's professional success is a process and a result of professional activity, which is characterized by a stable focus on professional self-development and

professional achievements, goal setting, goal achievement, positive external and internal assessment [2, 83].

The study of the structure of the future teacher's professional success is based on the position regarding the relationship between motivation and personality traits: personality traits influence motivation traits, and motivation traits, being established, become personality traits. The motivational significance is, in particular, the desire to achieve success (F. Hoppe) or the "achievement motive" (D. McClelland), which is considered as a persistent identification of an individual's need to succeed in various activities.

First of all, the future teacher must be successful and self-efficient, possess well-developed soft skills, which leads to a high level of social maturity, readiness to solve pedagogical tasks, and ensures effective interaction with all participants in the educational process. Therefore, the issue of ensuring the professional success of the future teacher requires an analysis of the relevant prerequisites for such formation.

Researchers consider success as a multidimensional phenomenon, but two criteria for measuring success are defined as basic: social (external), that is, evaluation through external mechanisms of social comparison, and individual – internal evaluation, compliance with the expectations of the individual, his own self-evaluation. As a metaconstruct, the professional success of future art teachers is considered in many aspects, which are interconnected and mutually complementary. At the same time, the content aspects are prerequisites for ensuring the professional success of the future teacher [3].

Social and emotional intelligence are the fundamentals for a teacher to achieve professional success, as it has a positive effect on important aspects of teaching: the teacher creates a productive working atmosphere of a subject-subject interaction in the classroom; establishes and maintains effective communication with all participants in the educational process; can select exactly those methods of educational activity that fully meet the selection criteria, taking into account their emotional saturation and compliance with the emotional mode of study; can constructively solve the pedagogical problem considering the needs of all participants; has the ability to self-regulating of internal well-being and avoiding negative manifestations of emotions, etc.

The professional success development through cross-cutting links: professional competence – pedagogical creativity – pedagogical excellence – pedagogical professionalism – acmevector of pedagogical activity. It is a continuous process of self-development and self-improvement, pedagogical competence is a semantic characteristic of professional success, pedagogical excellence and pedagogical creativity – personal, pedagogical professionalism has general characteristics, and

acmevector is the ultimate achievement of professional activity and directs the teacher to self-improvement.

Organizational and pedagogical conditions of the future teacher's professional success development: actualization of motivation achievement; orientation of professional training on the formation of a successful personality's behavior model and qualities; creation of praxeological art-educational environment; students' involvement in reflective monitoring of their educational and professional achievements; stimulation of students' activity and educational interest, the use of technologies of the education humanization; extrapolation of productive experience of future teachers' professional success development at institutions of higher education of Ukraine in the second half of XX - the beginning XXI century to the modern system of pedagogical education.

Content and procedural support for the future teachers' professional success development in the educational environment at institutions of higher education also consisted in updating the educational programs of teachers' training; structuring the theoretical and practical aspect of educational components; development of curricula of educational components taking into account the requirements of higher education standards and emphasizing a successful person's competencies development; ensuring the development of structural components of professional success defining technologies, leading forms and methods.

Design and technological support for the future teachers' professional success provides a positive motivation of future teachers for professional success and implementation of technologies for the development and self-development of future teachers' professional success. The technologies which are directed on the development of qualities and abilities of a successful person are allocated: art-technologies for training and self-development; innovative information technologies; technologies of collective and creative learning; cooperation technologies; technologies of individualization of training; technologies of work in «small groups»; design technology; portfolio technology; technology of differentiation and individualization of training; search and research technology; technology for solving pedagogical problems; technology «Creating a situation of success»; theatrical and pedagogical technologies, interactive, problem-based learning technologies, etc.

Accordingly, the main areas of renewal of educational components should be: integration of educational subjects, systematicity of their content; taking into account the achievements of science and scientific and technical progress; scientifically based and qualitatively tested selection of professional and fundamental knowledge; application of the system principle of building educational components, which is

reflected in the creation of integrated training courses; the introduction of various modifications of the subject content (basic, regional, ethnocultural components); introduction of information and communication technologies of education [1].

It is proved that the development of future teachers' professional success is the result of education and self-development, continuous professional development, taking into account the personal component and motivation of the future teacher to professional growth.

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