

On the Development of Professional Competence in Students of Creative Pedagogical Specialties

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ABSTRACT

The relevance of the topic revealed is caused by necessity to update the organization of professional activity for pedagogical higher education institution on a competence-based basis, creating conditions for developing the corresponding professional competences in students of creative pedagogical specialties. The paper addresses the structure, content, organization and methodology of developing the professional communicative competence of future specialists in creative pedagogical specialties. The basic components to provide integrity for an educational process that increases the efficiency of training students and aims to support their personal development are described. The article explains the dynamics of the process of developing professional communicative competence and integrating the proposed system into the educational process as well. The Model for developing professional competence in students of creative pedagogical specialties is developed and experimentally verified. Results and the conclusions gained during research might be used while developing substantial and procedural modules on creative disciplines.

KEYWORDS

Professional competence, creative pedagogical specialties, professionally-oriented aspect, educational system, model

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Introduction

The basic disciplines at higher educational institutions which prepare the teachers of fine art are schools teaching the law of art, art knowledge basis, the art of expression and as it is also found the pedagogical competence of the future teachers.

The studies of a wide range of researchers (Kramsch, 2006; Carr and Skinner, 2009; Baigozhina et al., 2014, Clarke and Budge, 2010; Oreck, 2004; Arsamerzaev et al., 2014; Fernandez et al., 2012; Brown-Rice and Furr, 2013; Sakenov, 2012;

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Schantz, 2012; Aleinikov, 2013; Cremin and Maybin, 2013; Johnson et al., 2012; Asenova et al., 2013) showed that students of creative pedagogical specialties are happier as they have much more opportunities for self-expression. Besides it is trendy to be the expert of creative pedagogical specialty today. At the same time, we observe excess of pedagogical higher education institutions where the students can receive creative specialty (a teacher of art, drawing, work, music, a designer and others) today.

Talking on the topic of creative specialties such professions as designer, artist, actor, musician occur at once. To find among them the calling in power to each student having creative bents. Thus, as some researchers stated in their studies (Carr and Skinner, 2009; Baigozhina et al., 2014; Arsamerzaev et al., 2014; Fernandez et al., 2012; Brown-Rice and Furr, 2013; Sakenov, 2012; Aleinikov, 2013; Cremin and Maybin, 2013; Johnson et al., 2012), one shouldn't forget that virtually in any profession it is possible to introduce something special, that is to find a creative approach to it. For example, today creativity exists not only in pedagogical professions, but in professions of economic sector as well, such as marketing specialist and economist. All successful businessmen, including in education, should have creative abilities, otherwise they couldn't occupy a market sphere and be so successful in it. Today, a relevant issue of the higher education is the development of professional competence in students of creative pedagogical specialties.

Modernization of education system defines the need for the experts with creative capabilities and the high level of professionalism to solve at modern level socially significant problems of training and education. Student teachers have to possess professional competences in educational, experimental, organizational, social and educational activity to be capable to creatively carry out pedagogical activity in the organizations of education.

Methodological Framework

The analysis by C. Kramersch (2006), D. Carr and D. Skinner (2009), Z. Baigozhina (2014), G.A. Arsamerzaev (2014), A. Aleinikov (2013), T. Cremin T. and J. Maybin (2013) allowed to determine that in pedagogical science there were certain theoretical prerequisites for solving the problem of professional competence development of in students of creative pedagogical specialties.

Some aspects of development of professional competences at students are investigated by G.A. Arsamerzaev (2014), A. Aleinikov (2013), T. Cremin and J. Maybin (2013), M. Johnson and L.S. Cowin (2013). The traditional system of professional education in the higher education institutions, mainly focused on solving educational tasks, and does not fully provide the solution of problems of professional development of students of creative pedagogical specialties. Therefore, involvement of students in vigorous creative activity for the purpose of building valuable relation to the professional development, and acquiring experience of creative activity by them is necessary.

The analysis of a situation with developing higher pedagogical education, modern society requirements to students of creative pedagogical specialties, conditions of existing system of professional education and development of professional competence in students of creative pedagogical specialties allowed to identify a number of contradictions:

- between modern requirements of society to quality of training of the competent expert of creative pedagogical specialties, capable to act professionally

and existing system for preparing and professionally developing the students of creative pedagogical specialties in pedagogical higher education institutions;

– between the need to create the system of higher pedagogical education with conditions for developing professional competence in students of creative pedagogical specialties as future experts and insufficient level of scientific justification of pedagogical conditions of their development in professional activity of students of pedagogical higher education institution.

These contradictions identified the problem of our research: what pedagogical conditions for developing and building professional competence in students of creative pedagogical specialties.

As the solution of this problem did not find full reflection in the analysis of scientific literature, the Purpose of our research is theoretical justification of process of developing and building professional competence in students of creative pedagogical specialties.

The authors used the following methodology in the current study:

- theoretical: the analysis of psychological and pedagogical literature and normative documents on a problem of research, pedagogical experience (including our own), comparison, synthesis, generalization, modeling;
- empirical: the pedagogical experiment, the included supervision, conversation, inquiry, testing, interviewing the students, studying of products of activity of students;
- methods of the statistical data processing, received during pedagogical experiment.

Results and Discussion

The educational process of fine art discipline is unlike the other specialty courses and has its own peculiarities. In accordance with the teaching content of a typical high school curriculum, fine arts disciplines` tasks (painting, drawing and sculpture, decorative and applied arts) are 6-12 hours for first grades and longer periods of 12-32 hours for senior grades. The periods of each thematic task were indicated in accordance with the size of the problem to be fixed by students that perform the same task. For example, at the first year of the subject “Academic drawing” they have to work with the plaster of various geometric shapes (ball, cone, prism, cylinder) and work on paper in the form of plain private imaging, but at the following lessons, they draw the geometric objects (cube, prism, pyramid or cone) of things in space, the image depending on the builder’s point of view at eye level (horizon line), and the image of the state in the next step up or down, close ordinary household items made of various materials and forms, the different forms of products to complete the construction of a complex life. One of the important pedagogical issues considered to be an essential thing is the explanation to students the purpose of tasks that are done at every stage, their quality and mistakes done by students from the first lessons. Since the result of the mistake which was done at early stages of drawing will certainly have negative impact on the end of the expressive quality of the image. If we look at the methodical experiences of teaching the students in the higher educational institutions for fine art, we may notice the following deficiencies which can be found due to the lack of practical visual literacy, the adoption of spatial thinking, reasoning and artistic knowledge:

- the mistakes arising from the structural properties of the surface to accept the shortcomings;
- the mistakes arising from deficiencies in the space of the image of the object fueled by making an image in the mind of the developer;
- the mistakes arising from the wrong conception of the display objects and the relationship between the individual features of the shortcomings;
- different-sized objects in the plane of the image reflected in a proportionate dimension and perspective harmony of light and shade (color, touch communication) between the imaging defects. This continues to be one of the shortcomings of the group, besides the other sorts of mistakes. For example, the lack of substance or an artistic representation of the displayed image distortion, and a lack of understanding of the nature of art and the expressiveness of the image on the right leads to formation (Kamak et al., 2016).

Development of components of students' professional competence of creative pedagogical specialties assumes establishment of hierarchy of key and special competences and use in the course of training in creative disciplines adequate technology designed on the basis of the contextual theory of training, providing development of the specified competence.

Development of professional competence in students of creative pedagogical specialties assumes implementation of continuous and sequential studying process for creative disciplines, and also implementation of interrelations between the subjects of other curriculum disciplines for training the students of creative pedagogical specialties.

Professional competences in students of creative pedagogical specialties are considered to be the results of education which are expressed in ability to solve personally significant professional problems, problems of social interaction on the basis of the ideas appropriated to them of creativity as personality making of cultural development; to be competent in building creative abilities in children; in information and innovative pedagogical technologies; in the sphere of independent cognitive activity, ability to find alternatives to the solution of a professional problem and make the optimal choice; in the sphere of professional activity; to estimate professional opportunities.

Developing professional competences in students of creative pedagogical specialties in pedagogical higher education institution (The theory and a technique of a professional education, the theory and a technique of physical training, etc.) in professional activity is understood as activities for assigning values of creativity, creative and physical self-development, development of ability to solve personally significant and professional tasks by means of professional activity. Thus, development of professional competences in students of creative pedagogical specialties occurs in professional activity and communication and is shown in it.

Professional activity in pedagogical higher education institution is focused on solving personally significant and professional tasks and is carried out taking into account characteristics of developing and building process in terms of professional competence in students of creative pedagogical specialties:

- building abilities for using methods of creative education taking into account opportunities and skills in students of creative pedagogical specialties on the basis of modeling the situations similar to those which occur in practice when teaching students.



- professional development in students of creative pedagogical specialties is carried out in the course of professionally directed activity by means of the motivating the students to solve personally significant and professional tasks.

And professional competence building in students of creative pedagogical specialties promotes development of the following pedagogical conditions:

- design of the content of training of professional activity is carried out taking into account characteristics of the process of developing professional competence in students in the pedagogical higher education institution, aimed at successful conduction of future professional activity;

- the independent creative activity in students is focused on solving personally significant creative tasks, promotes identifying of individual program of personal and professional self-development;

- updating of individual experience of professional activity during continuous student teaching provides its transformation in experience of solving professional tasks with use of means of creative activity (Arsamerzaev et al., 2014).

Productivity of pedagogical conditions for developing and building professional competence in students of creative pedagogical specialties in professional activity is shown in expansion of their individual experience of the activity influencing professional development in teacher students of creative pedagogical specialties. Criterion of productivity in building professional competence in students of creative pedagogical specialties is existence in positive dynamics for developing all of the components of professional competence at the decision students of personally significant tasks means of creative activity shows positive dynamics in developing a motivational component; positive dynamics in developing a substantial component; positive dynamics in developing an activity component in the process of building professional competence in students of creative pedagogical specialties.

Criteria and indicators for developing and building professional competence in students of creative pedagogical specialties: the substantial; the motivational; the activity. Levels for developing and building professional competence in students of creative pedagogical specialties: high, average, low.

Thus, creation of the Model for developing professional competence in students of creative pedagogical specialties the following components are deemed necessary:

I. Criteria and indicators for developing professional competence in students of creative pedagogical specialties.

II. Levels of development of professional competence in students of creative pedagogical specialties.

III. Pedagogical conditions for developing professional competence in students of creative pedagogical specialties (Arsamerzaev et al., 2014).

Thus, the organization of process of building professional competence in students of creative pedagogical specialties assumes creation of the Model for developing professional competence in students of creative pedagogical specialties, reflecting necessary personal and professional qualities of the student. The Model for developing professional competence in students of creative pedagogical specialties represents the complete, interconnected process in which all the components are directed on achievement of the ultimate goal is building of professional competence in students of creative pedagogical specialties. The Model

for developing professional competence in students of creative pedagogical specialties is given in Figure 1.

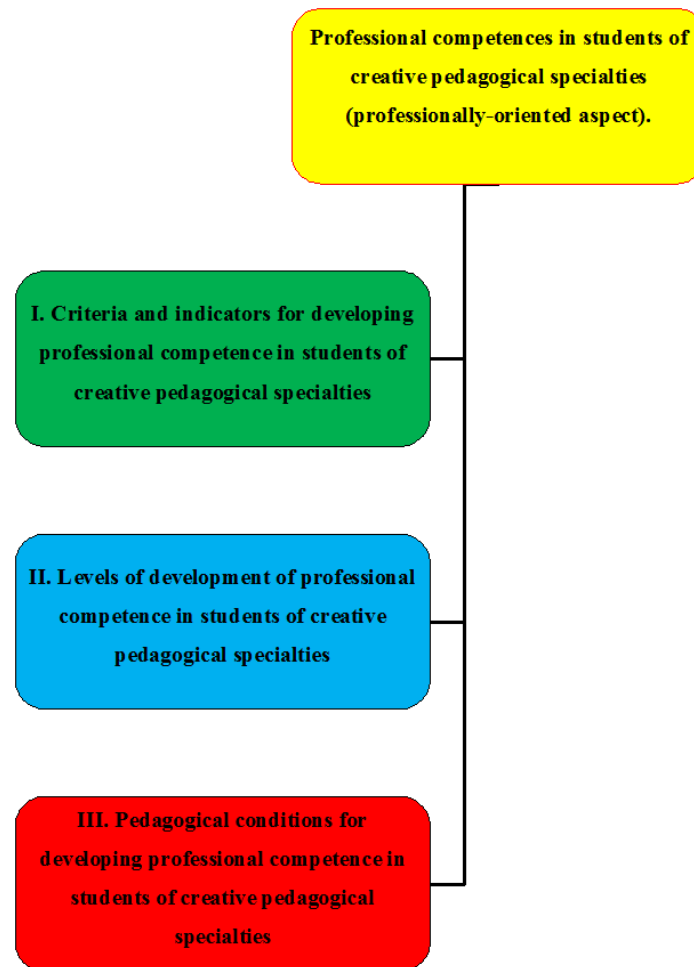


Figure 1. Model for developing professional competence in students of creative pedagogical specialties

To verify pedagogical efficiency of the Model for developing professional competence developed by us for the students of creative pedagogical specialties, the structure and the main content of experimental work on building professional competence in students of creative pedagogical specialties in pedagogical conditions in the formation of professional competence organized on the basis of the offered Model in students of creative pedagogical specialties is developed.

In the course of stating experiment problems of diagnostics of real level in building professional competence in students of creative pedagogical specialties in control and experimental groups, identification of the level of informative activity, identification of degree of competence building and professionally significant qualities of the identity of the student, comparison and the analysis of the results received in control and experimental groups were solved.

Carrying out a stating stage of the experiment allowed us to draw a conclusion that there is a lack of essential distinctions between the students in control and experimental groups on the allocated indicators of development of professional competence in students of creative pedagogical specialties for the beginning of carrying out forming experiment (Arsamerzaev et al., 2014; Fernandez et al., 2012).

Verification of the Model for developing professional competence in students of creative pedagogical specialties in practice and a solvency and efficiency of the developed pedagogical conditions for developing professional competence in students of creative pedagogical specialties where it special importance should be given to indicators at results of development of professional competence in students of creative pedagogical specialties as created competences are realized as much as possible by unity of training, bringing-up and developing functions in process of development of professional competence in students of creative pedagogical specialties became the purpose of carrying out forming experiment and possess, therefore, rather high potential for increasing efficiency of developing professional competence in students of creative pedagogical specialties (Arsamerzaev et al., 2014; Aleinikov, 2013).

Pedagogical conditions for developing professional competence in students of the creative pedagogical specialties, designed by results of complex scientific and theoretical research, underwent at this stage testing in educational groups in combination with the control provided by curricula and programs of higher education institution. Essential distinction between control (C) and (E) groups change the character and the organization of educational activity of the last due to realization of pedagogical conditions for developing professional competence in students of creative pedagogical specialties became experimental.

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of pedagogical conditions for developing professional competence in students of creative pedagogical specialties. As the comparative analysis of values for each of the studied indicators showed, Pedagogical conditions have the greatest impact on efficiency of developing professional competence in students of creative pedagogical specialties as a whole.

Conclusions and Recommendations

One of the priority directions in transformation the national education system is served by competence-based approach. For developing professional competence in students of creative pedagogical specialties key competences which are shown, and first of all, their ability to solve professional problems are fundamental

In our opinion development of professional competence in students of creative pedagogical specialties will be provided in the course of training in creative disciplines if the Model for developing professional competence is the basis for educational process in students of creative pedagogical specialties, developed in the logician of competence-based approach which allows purposefully and in interrelation to form as subject knowledge, abilities, skills, and creative components of professional competence of future expert.

As a result of the conducted research process in development of professional competence in students of creative pedagogical specialties (The theory and a technique of a professional education, the theory and a technique of physical training, etc.) is theoretically reasonable.

Use of theoretical methods of research allowed us to reveal the content of concept of professional competence in students of creative pedagogical specialties as the result of academic education, being expressed in ability to solve professional problems, problems of interaction in professional creative activity.

Characteristics of development of professional competence in students of pedagogical higher education institution in creative activity are experimentally detected, the structure is developed, the contents, criteria and levels professional competences at students of creative pedagogical specialties are defined.

The theoretical analysis and empirical interpretation allowed us to reveal and prove pedagogical conditions in development of professional competence in students of creative pedagogical specialties.

Efficiency of the Model for developing professional competence in students of creative pedagogical specialties was theoretically developed and experimentally verified.

Complexes of the tasks providing communicative function on visualization of elements and objects of creative designs at the translation of traditional ways of performance of a creative task for computer language of modern training creative programs have to make a substantial basis of technology of development of professional competence of students of creative pedagogical specialties.

Results and the conclusions gained during research of development of professional competence in students of creative pedagogical specialties, can be used when developing substantial and procedural modules on creative disciplines; when lecturing and carrying out a practical training of students of creative pedagogical specialties, organization of pedagogical practice and courses of the organizational, educational and research activity for students of creative pedagogical specialties.

Disclosure statement

No potential conflict of interest was reported by the authors.

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