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DEVELOPMENT OF READINESS TO BUILD A CAREER IN PRE-SERVICE TEACHERS: BASED ON THEIR INTERNSHIP AIMED AT FORMATION OF CREATIVITY SKILLS IN SCHOOLCHILDREN

The study reveals the theoretical and applied aspects of the development of readiness to build a career in teacher graduates in the settings of vocational training. The study found positive changes in the professional component of students' career development due to organized favorable learning settings that implement a step-wise based approach to the organizing of the educational process that relies on a phased sequence of educational actions based on the transition from simpler to more complex tasks, from the slow to the rapid pace of their fulfillment. It was found that the indicators of student success in building their careers were positive feedback from practitioners and teachers, who reported that in the process of students' internships they managed to effectively influence the development of personal integrity and aesthetic culture of schoolchildren, their active attitude to the aesthetic phenomena of reality and art. The study substantiates that the above result was achieved due to purposeful and systematic formation of children's abilities of aesthetic perception, stimulation, and actualization of their creative potential, improvement of practical knowledge, skills, and abilities in the field of fine arts along with the development of their desire for creative self-realization activities.

Key words: higher education, career-building skills, training and production practice, schoolchildren, artistic and creative abilities of children.

Problem statement. In the current settings of development of higher pedagogical education in Ukraine, there is the focus of professional training of the pre-service teachers on the formation of their readiness for professional development, building a successful career in the education system. In particular, primary school teachers need to know that according to the Standard educational curriculum for secondary schools (under the editorship of O. Savchenko), this level of education involves the division into two cycles such as 1st and 2nd grades that are supposed to take into account the age and developmental needs of children and ensure opportunities to overcome differences in their achievements due to the level of readiness for education [4]. A standard educational curriculum for the schoolchildren of 1 and 2 grades for the concept of the New Ukrainian School (hereinafter – NUS) was created under the Law of Ukraine «On Education» (2017) and the State Standard of Primary Education (2018). The content of the curriculum is supposed to form the basic competencies in students which are as follows: 1) fluency in the state (native) language; 2) ability to communicate using either native language (in case of difference from the state one) or a foreign language; 3) mathematical competence; 4) competencies in the field of natural sciences, engineering, and technology; 5) innovativeness; 6) environ-mental competence; 7) information and communication competence; 8) lifelong learning competencies; 9) civic and social competencies; 10) cultural competence; 11) entrepre-neurship and financial literacy competencies [4].

The purpose of the study is to identify the theoretical and applied aspects of the development of readiness to build a career for pre-service teachers in the settings of professional training, based on their internship experience of developing creative skills in primary school students.

Materials and findings. Given the integrated nature of the phenomenon of formation of competencies in school students, while implementing the Standard educational curriculum teachers of secondary schools are recommended to use in the educational process with junior students interdisciplinary and interdisciplinarity links that promote comprehensiveness and objectivity of primary education and effective transfer of knowledge skills in new situations. At the same time, in our opinion, such activities contribute to the acquisition of professional self-development skills which are important for building a successful career for pre-service teachers. We will use the case of training the pre-service teachers to build a future professional career in primary school in art education to illustrate our research position. According to the Explanatory Note to the Standard Educational Program for the field of art education, the purpose of teaching art at school is to succeed in a comprehensive and harmonious artistic and aesthetic development of the child's personality, gaining knowledge of cultural achievements in the process of learning works of art; fostering respect for domestic and foreign artistic heritage; formation of the basic, artistic subject and interdisciplinary competencies necessary for a student of secondary school for artistic and creative self-expression in personal and public life. Achieving this goal is along the following lines: «artistic and creative activities», «perception and interpretation of works of art», «communication employing art», which outline one of the models of understanding the general goals of education and reveal the main mission of general art education.

The semantic line of «Artistic and creative activity» is focused on the development of creativity and artistic abilities of junior schoolchildren which is due to their practical

mastering of the basics of the artistic language of different types of art and ways of artistic and creative self-expression. It is embodied in the educational process of primary school through the formation of school students' skills and abilities to use various means of reflection and expression to create artistic images, improvisation, and aesthetic transformation of the environment.

The semantic line of «Perception and interpretation of works of art» is aimed at learning about various phenomena and events that are reflected in works of art. Its implementation in the educational process of primary school involves the development of the emotional and volitional sphere of the school students, enrichment of their aesthetic experience, the formation of their ability to perceive, analyze, interpret and evaluate works of art, along with showing (showing) emotional and critical attitude to them.

The introduction of the content line of «Communication using art» in the process of teaching and educating primary school students are focused on their socialization through works of art, raising their awareness of their «I» (their artistic achievements and capabilities). This line involves the formation of students' ability to represent themselves and their achievements, critically evaluate them, interact with other means of art in the environment, in particular during various cultural and artistic events, discussions, etc., as well as forming their ideas about opportunities and ways to regulate their emotional state through works and means of art. The learning process of works and means of art in primary school by school children is based on competencies, personality-oriented, activity-based, playful and integrative approaches. Art contributes to the formation of basic competencies in primary school students, in particular, in the process of: 1) oral expression of their impressions from contemplation of works of art; by commenting on an adult and evaluating someone's own artistic and creative activity (fluency in the state language / ability to communicate in someone's native language); 2) performing of elementary calculation (for example, to establish the proportions, determine footage, the fullness of the rhythm of color accents, etc.) mathematical competence); 3) observation, research and reproduction of the environment and natural phenomena by means of art (competence in the field of natural sciences, engineering and technology, ecological competence); 4) auto-nomous (or with the help of an adult) use of information technology to obtain artistic information, artistic creation (information and communication competence); 5) the formation of the ability to determine their own artistic interests, achievements and needs; the desire to use their time appropriately for cognition, perception, and art creation (lifelong learning); 6) cooperation with others, in particular participation in art events, decorating the environment for friends, neighbours; showing responsibility for personal or collective results; use of works of art for pleasure (influence on someone's own emotional state and environment) (civic and social competencies related to the ideas of democracy, justice, well-being and a healthy lifestyle, with awareness of equal rights and opportunities); 7) learning about folk traditions and works of art of the native land; formation of a tolerant attitude to the art of different peoples (cultural competence); 8) manifestations of creative initiative and attempts to

embody it, in particular in practical artistic and creative activities (individual and collective); presentation of the results of their own artistic achievements (entrepreneurship and financial literacy); 9) showing the desire to implement new ideas (innovation).

The field of art education can be embodied in integrated courses or subjects for study in certain arts: for example, music, fine arts, etc., provided that students achieve all the expected results in this field during the learning cycle.

To analyze the availability and application of a collective method of learning following the NUS curriculum in the field of «Art», we have chosen the textbooks «Art: Textbook for the integrated course for 1 grade of general secondary education institutions» by O. Kalinichenko [1]; L. Kondratova [2]; L. Masol [3]; T. Rublia [5].

The largest number of creative tasks with the use of collective learning is contained in the textbook «Art» by O. Kalinichenko [1]. These are marked with the symbol that is called «Create together» and can be found on the first pages of the textbook.

This symbol in the textbook [1] indicates the task for school students to perform collective creative activities in the classroom. For the first time in the textbook the mark «Let's create together» is come across [1, S.17] in Theme 4 entitled «We admire the environment» with a collective task to decorate the corner of the schoolyard with ornaments made of natural materials: leaves, fruits, cones, stones.

In topic 5 entitled «Lavish Autumn» [1, S.21] school children are assigned to do an individual task: to sculpt vegetables and fruits from plasticine – the gifts of autumn, and then perform a collective task which is marked by the symbol of «Create together» which is to make sculpted vegetables and fruits beautifully folded on a plate or cardboard.

Topic 8 entitled «My hobbies» [1, S.33] contains no less interesting and exciting task for younger school students. First, they are supposed to sculpt fish from plasticine on the cardboard, and then, according to the instructions of the «Create together» labeled assignment, students pair up to create aquariums and present their teamwork. This type of assignment comes across in the pages of topic 14 entitled «Winter Holidays» [1, S.57], where younger students are invited to decorate the classroom with New Year's decorations.

While studying Topic 19 entitled «The world of plants in art», the assignment marked with a symbol «Create together» is also come across [1, S.79], meaning that students are expected to perform collective work and create a decorative composition of «Flower meadow». Topic 25 entitled «Heroes of children's books» [1, S.102] also contains an outstandingly creative and interesting, in our opinion, the task for collective creative cooperation of school students. Here the symbol «Create together» stands for remembering the characters from fairy tales, discussing in the groups what fairy tales they will draw illustrations for, and then make drawings for a fairy tale in one «book» [1].

In our opinion, the textbook entitled «Art» by O. Kalinichenko is one of the most optimal for 1st-grade school students, as it contains many non-standard creative activities, one of which is the collective way for students to perform artwork. Having studied the textbook for «Art» [3],

authored by L. Masol, we have reason to say that the collective tasks for students in art lessons are quite a few.

Collective work is contained in the pages of the textbook [3, S.52, S.55, S.129], where students are given the task to create with friends a decoration of snowflakes in a certain rhythm, to create a composition with friends entitled «Dance of the Snowmen».

The collective task for junior schoolchildren is to create an exhibition-fair of the best creative works of school students (Ukrainian souvenirs for a friend from a European country). In the course of performing this activity, the formation of primary school students' competence in entrepreneurship and financial literacy is perfectly embodied. As best practice shows, modern children are very fond of such tasks.

Having analyzed in detail the textbook on «Art», designed by T. Rublia's author's team [5], we found quite interesting activities for the collective way of teaching fine arts to primary school students, so in the topic of «On the forest glade» [5, S.23], there are the activities to be performed in groups, namely: to unite with friends in groups, to sculpt mushrooms and apples from plasticine and to put them in a common basket.

At the end of this task, there is a question to the children: «Did you like working collectively? Explain your reasoning». In our opinion, the opinion of students is an important note that should be heard at the end of each lesson to find out the advantages and disadvantages of performing art by students both individually and in a team (group, pair).

I especially want to pay attention to how harmoniously chosen in this textbook musical accompaniment to perform each task. We have good reason to say that thanks to several harmoniously selected for this textbook musical works (K. Debussy, E. Grieg, R. Schumann, K. Saint-Saens, P. Tchaikovsky, A. Vivaldi, etc.), music, no doubt, is integrated into art lessons.

In our view, this is the best textbook with music for art lessons in elementary school. Thus, when studying the topic of «The beauty of autumn leaves» [5, S.31], there is also an activity for teamwork – in groups, students are supposed to make applications of autumn leaves. Wonderful music accompanies the activity and inspires children to creativity.

The activity for the collective art of junior schoolchildren is contained in the theme of «Parade of my favorites» toys [5, S.42], in the topic of «Pets» [5, S.72], and the topic of «Theatrical journey» [5, S.92]. To do this, children also need to form groups with friends.

The authors of the textbook [5] approached very sensitively the organization of school students' art activities in groups, and therefore, in the design of each collective task they emphasized the idea that while working in a group, it is advisable to pay attention to the creative work of friends, who may need help or support.

The textbook entitled «Art», designed by the team of authors headed by L. Kondratova, also contains activities for group work, but they relate only to music and theater, and lack activities for the collective artwork of junior school students.

Summarizing the above, we noted that the defining stage in the development of readiness to build a career for the preschool teachers was to gain experience in developing creative skills in students during internships. Thus,

interviewing practicing primary school teachers, as well as managers from the hosting companies and institutions of higher pedagogical education, namely National Pedagogical Dragomanov University, made it possible to find that students were able to positively influence the development of personal integrity and aesthetic culture of students, their active attitude to the aesthetic phenomena of reality and art.

The prerequisite for positive changes in the professional component of students' career building is the organization of favorable learning settings both in higher education and during internships, which provides for the organization of the educational process based on a phased sequence of learning activities based on the transition from simple to complex tasks, from slow to the fast pace of their implementation.

Conclusions. Based on the analysis of theoretical aspects of the curriculum for the primary school, namely the Standard educational program for general secondary education (under the editorship of O. Savchenko), it was found that the content of art education had significant potential for the career development of the preservice teachers in terms of training.

The effectiveness of acquiring skills to build a professional career for future teachers, in particular during internships, is ensured by their active involvement in activities aimed at the systematic formation of children's abilities for aesthetic perception, stimulation, and actualization of their creative potential, development of key competencies in art along with the development of their desire for creative self-realization in various types of multi-artistic activities.

The study of the phenomenon of self-development of future teachers as a driver of readiness for the realization of a professional career is viewed as a direction for further research to be conducted by the author of the article.

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**РОЗВИТОК ГОТОВНОСТІ ДО ПОБУДОВИ КАР'ЄРИ У МАЙБУТНІХ ВЧИТЕЛІВ:
НА ДОСВІДІ ЇХ ПРАКТИКИ ІЗ ФОРМУВАННЯ КРЕАТИВНИХ НАВИЧОК У ШКОЛЯРІВ**

У статті висвітлено теоретичні й прикладні аспекти розвитку готовності до побудови кар'єри у майбутніх вчителів в умовах професійної підготовки. У результаті дослідження виявлено позитивні зміни у професійному компоненті побудови студентами їх кар'єри шляхом організації сприятливих умов навчання, що передбачають організацію освітнього процесу на засадах поетапної послідовності навчальних дій, базованої на переході від більш простих до складних завдань, від повільного до швидкого темпу їх реалізації. З'ясовано, що показниками успішності студентів у побудові їх кар'єри були позитивні відгуки вчителів-практиків й викладачів, які вказували на те, що у процесі виробничої практики студентів їм вдалося ефективно вплинути на розвиток особистої цілісності та естетичної культури школярів, їх активне ставлення до естетичних явищ дійсності та мистецтва. У дослідженні обґрунтовано, що такий результат було досягнуто завдяки цілеспрямованому та системному формуванню у дітей здатностей естетичного сприйняття, стимулюванню та актуалізації їх творчого потенціалу, вдосконаленню практичних знань, умінь та навичок у галузі образотворчого мистецтва поряд із розвитком їх прагнення до творчої самореалізації в різних видах поліхудожньої діяльності.

Ключові слова: *вища школа, навички побудови кар'єри, навчально-виробнича практика, школярі, художні та творчі здібності дітей.*

