

adapted to the specific situation of a country, to much higher degree of multilingualism than we manage to develop right now.

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THE ELEMENTS OF FORMING EMOTIONAL CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS BY MEANS OF FINE ARTS

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Abstract. *The article outlines the elements (components) of forming emotional culture of future primary school teachers by means of Fine Art: cognitive-educational, motivation-axiological, practico-behavioral, introspective-prognostic, emotional-sensual.*

At present, there is an increased interest in professional-pedagogical culture of a high school which is caused by the growing demands to the level of common culture and special training of graduates; by the change of educational paradigms that confirm the transition from mass-reproductive forms and methods of teaching to individual-creative; by the preparation of teachers to be professionally competent for entry into the labor market with the well-formed needs in continuous professional self-education and self-development.

Emotional culture, which reflects common cultural orientation of the individual and promotes aesthetic attitude towards art, is a crucial component of the outlook. It is a kind of reflection of the level of emotional education of students, the indicators of which are mastering their own emotional behaviour, the ability of understanding the feelings of others and taking responsibility for their own feelings, reflect the ability of the individual of finding the extent of harmonious interaction of the rational and the sensual.

The elements of emotional culture are interrelated and mutually influence each other: cognitive-educational component is the basis which promotes the development of motivation-axiological, practico-behavioral, reflexive-prognostic, emotional-sensual components; motivation-axiological component is the main stimulus of individual's practical activity, during the process of which the emotions and skills are developed, and which caused the influence of practico-behavioral element on the emotional-sensual and reflexive-prognostic components. Thus, emotional culture enhances the integrity of the individual and contributes to its development.

Keywords: *emotional culture, future teachers of primary school, emotional culture of future primary school teachers*

At present, there is an increased interest in professional-pedagogical culture of a high school which is caused by the growing demands to the level of common culture and special training of graduates; by the change of educational paradigms that confirm the transition from mass-reproductive forms and methods of teaching to individual-creative; by the preparation of teachers to be professionally competent for entry into the labor market with the well-formed needs in continuous professional self-education and self-development.

A number of scholars have noted that pedagogical training of university teachers which corresponds to the requirements of students' training and education in the framework of traditional educational system is ineffective for true professionalism and competence of future teachers in the modern world.

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The purpose of the article is to identify and describe the elements of forming emotional culture of primary school teachers by means of Fine Art.

The structure of emotional culture, being a professionally important

quality of a teacher, has the following components, in our opinion: cognitive-educational, motivation-axiological, practico-behavioral, introspective-prognostic, emotional-sensual components.

As long as the structure is characterized not only by its constituent elements, but also by their interrelation, the study of the structure of emotional culture involves the exposure of peculiarities of the interrelation and interaction between the components of study quality.

Thus, *cognitive-educational component* includes instructions, beliefs, opinions and information held by the person in respect of emotional culture. This includes the knowledge about the skills pedagogical work requires, and the idea of their own abilities and emotional state of a teacher. The balance of cognitive and emotional self-appraisal, which is a characteristic of a harmoniously developed individual during maturity, tends to reinforce the cognitive level. Conscious, informed, realistic attitude towards himself leads to the knowledge of themselves begin to regulate and control the emotions that are addressed to his own "I". The study established a direct dependence of process of emotional culture formation on the conditions of human life, previously acquired emotional experience, the nature of relationships with parents, teachers, classmates.

The formation of emotional culture is provided by constructing the educational process on the basis of activation of potential reserves of growing individual, taking into account his individual characteristics, systematic character and commitment of cognitive actions of university lecturers. With this in mind, the principles, the formation of emotional culture is based on, are defined: subject-subject interaction between teacher and student, humanization of the educational process and the inclusion of the individual into the activity. The principle of subject-subject interaction between teacher and student provides equal communication between members of the educational process, considerations of partner recognition of the right to difference these reasons of their own. According to this principle, teachers do not treat student "as a passive object of their influence; pays attention to his mental state, experience, attitudes and system of values ... "[3, p. 22]. To enrich the understanding of the emotional sphere and emotional culture of a person; deepen, consolidate, organize the knowledge about the emotional aspect of person's life; shape ability to identify, differentiate emotions, analyze the emotiogenic situation, to show emotions by socially acceptable ways; enrich emotional experience. The form of assimilation the results of cognitive-educational component is the knowledge by which one learns to

recognize the emotional state of his personality and other people's.

As to the *motivation-axiological component*, the dominant in the national psychology in the study of motivational sphere of personality are the approaches, which consider the motivation in accordance with the key categories: consciousness (S. L. Rubinstein), activity (K. O. Abul'khanova-Slavs'ka, O. M. Leontiev), relationships (V. K. Vilyunas, V. S. Merlin, V. M. M'yasyshev), meaning and purpose (Ye. P. Ilyin, D. O. Leontiev), need (S. B. Kaverin). Theories of individual's motivation of foreign psychological schools are closely related to the principles of the theory of personality (psychoanalysis, Gestalt concept by K. Levin, the theory of A. Adler, A. Maslow, K. Rogers et al.).

Motivation is one of the system-forming components of professional activity of primary school teacher. Motivational component is a set of stable motives (personal, cognitive, professional) which regulate and provide focused activity for the mastering a profession by students, which determine creative self-identity. The function of the motivational component reveals the fact that its formation serves the development of other components of professional development.

The essence of the motivational component is a set of personal (intention, inclination, desire for self-development, self-education), cognitive (opening new ways of learning, new interest in areas of expertise, responsibility for the results of scientific work) and professional (vocational interest, the of the chosen specialty) motifs.

The essence of the practico-behavioral component is that to understand and define the essence of emotions it is worth to emphasize scientific provision set by S. Rubinstein: "According to the duality of emotion that reflects the dual active-passive relation of man to the world, contained in need, double ... is the role of emotions in human activity: emotions are formed in the course of human activity aimed at meeting his needs; emotions ... or needs that are experienced as emotions are at the same time encouraging the activities "[6, p. 421]. Scientist Boris Dodonov agrees with this provision. He argues that emotions determine the nature and direction of activity, because as a guest and directs it to the object as values - determine the propensity of man to a kind of "Emotions are not only" reflect "reality conformity or discrepancy with our needs, settings, predictions, not just assess information about the real, they are both functionally and energetically prepare the body to conduct an adequate preliminary evaluation »[4, p. 38]. J. Bech supports this scientific approach, noting that in case of frequent references to the experienced, a

person (a child) may develop persistent desire for internal activity and expectations of a positive emotional experience could be abetment to her [1]. Taking into consideration all mentioned above, one of the fundamentally important is defining emotion as the result of activity and mechanism of its movement at the same time.

Introspective-prognostic component is characterized by an important role in the process of self-knowledge and understanding of each other, where the mechanism of reflection predominates.

Introspection is the awareness of the individual of how he is perceived and assessed by the interlocutors, how he understands others by reflection on himself and also self-perception of internal acts and mental states [5, p. 380]. According to I. S. Kon, it is not mere knowledge or understanding the other, but the knowledge of how the other understands his partner, a kind of doubling process of mirror-reflection of each other, deep, consistent interreflection, the content of which is reproduction of partner's inner world via interaction, and in this inner world, in its turn, the inner world of the other is reflected.

Introspection is actively studied theoretically and experimentally in modern psychology, the analysis of the role of introspection in communication, scientific knowledge, learning, the development of self and others is implemented. Of particular interest is the phenomenon of professional introspection, its place in various types of professional thinking and activity and correlation to professional skill.

The emotional experience that is much more than the experience of individual experiences is formed in the process of development influenced by many factors, along with the increased levels of arbitrary control and managing the emotions.

The next component of emotional culture of a teacher is emotional-sensual. We refer altruistic, communicative emotions, human feelings, strong-willed individual activity aimed at establishing humanitarian relations, improving the surrounding reality and empathy to this component.

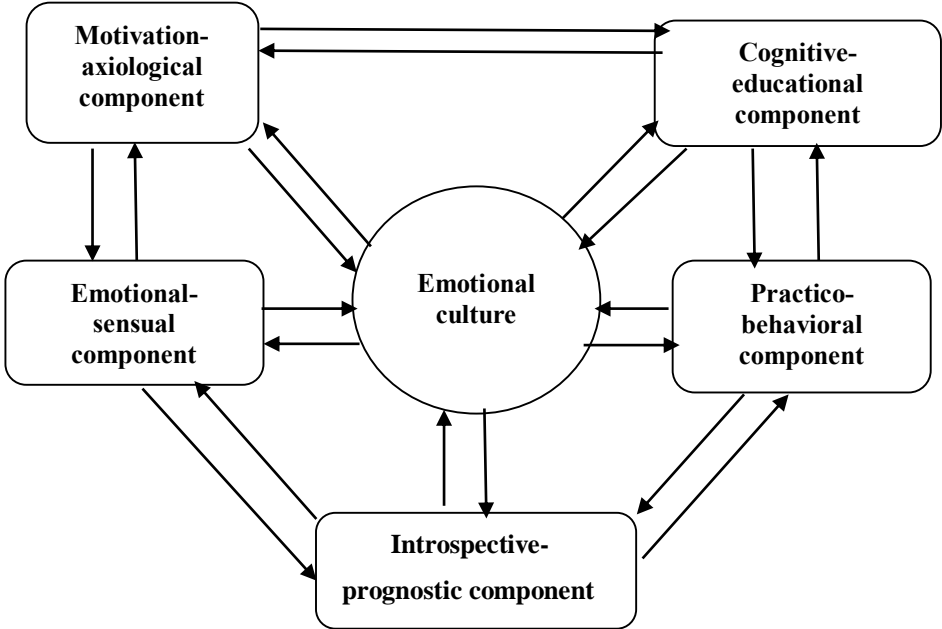
The capability to cognition of aesthetic things in objects requires a certain level of artistic culture and consciousness of students, as understanding the aesthetic content of things is accompanied by descriptive (compositional) knowledge. This is a range of knowledge about the properties and quality of volumetric forms - structural arrangement (specific value, proportions, proportionality, determining the lines of intersection of surfaces); grading and nuances of light and shade;

colour harmony, etc. [2]. Integral result of the subject of perception, understanding and interpretation of the aesthetic qualities of the environment by him is aesthetic evaluation. It describes both the structure of the perceived shape, and type the mind of someone who perceives, and therefore, is an indicator of artistic culture and artistic thinking of the subject [2].

Based on the mentioned above, we propose a structure of emotional culture as a professionally significant quality of a teacher’s personality (Figure 1).

Figure 1.

The structure of emotional culture of a teacher



Therefore, the components of emotional culture are interrelated and mutually influence each other: cognitive-educational component is the foundation that promotes the development of motivation-axiological, practico-behavioral, emotional -sensual, introspective-prognostic components; motivation-axiological component is the main stimulus of practical activity of the individual, in the process of which his emotions and skills are developed, what influence of practico-behavioral component on the emotional-sensual and introspective-prognostic components is caused by. Thus, emotional culture enhances the integrity

of the individual and contributes to its development.

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**INNOVATION CONTEXT OF CREATIVE AND PERFORMING
TRAINING OF FUTURE MUSIC TEACHER**

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Abstract. *The article substantiates the importance of the introduction of the composer-performance technology in the system of higher music and teacher education as the innovation in the training of future music teachers. Creative and performing training of future music teachers is defined as a continuous complex dynamic system that provides improvement and development of professionally significant qualities, musical abilities, integration, constant growth, thorough and fundamental knowledge, the acquisition of professional competences and most importantly – qualitative conversion of the internal world of future teachers, leading to an entirely new internal state, way of life and professional work. The article highlights the importance of engaging students in composer-performance activities, in which the author's ability is formed as a generalized professionally crucial personal quality of future professionals as an integrated top of creative and performing training of future music teachers. The introduction of the author's course of "Fundamentals of composer's craftsmanship" for students of "Master's" education and qualification level, which is designed to promote professionally important personal qualities, professional competence, ability to self-expression in everyday and creative life of future specialists. It is generalized that pedagogic*