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**THE CONTENT AND COMPONENTS OF THE
CREATIVE COMMUNICATION SKILLS OF THE FUTURE
TEACHERS OF ART DISCIPLINES**

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Abstract. *The modern art education requires more systematic and coherent ideas about the laws of creative process of art, in particular the specific implementation mechanisms of general aesthetic principles installations of artistic and creative communication between the participants of the educational environment of high school. Using the methodological approach to encourage improvement of methodological and theoretical knowledge and practical experience of creative communications, is the basis for solving such problems. The factor of improving of creative communications effectively exist in modern art education. This factor is the formation of creative communication skills of students of Art Pedagogical Universities.*

The main article provisions provide the objective fulfillment. Thus, the essence of teacher's communication skills, creative pedagogical communication and creative communication skills was determined by the future specialists and studies of V. Kan-Kalik, V. Labunskaya, A. Mudrik, M. Rober, L. Savenkova and others.

The phenomenon of communication and professional communication skills in educational activities has been considered by author. The structure and components of communicative skills of teachers were analyzed on based on researches of famous scientists. The specific features of the creative communication have been studied. The skills and personality characteristics needed for effective creative pedagogical communication were identified on the basis of study artistic and educational activities of future teachers of arts disciplines.

The creative communication skills of an art discipline teacher have been defined as a set of skills and personality traits that determine readiness for the successful implementation of the creative pedagogical communication. The key elements include verbal and non-verbal communication abilities, art interpretation skills, the ability to use the language of art and thesaurus, reflexive skills, the ability to perceive artistic information, the ability to show empathy, the ability to organize dialogical interaction and the ability to make a creative educational environment. It has been also found that significant role in the successful implementation of creative pedagogical communication such is the properties of a teacher of art disciplines, as a high level of intellectual development and sensory-emotional sphere, erudition, vocational pedagogical attention, continuous skill development and self-education.

Keywords: *pedagogical communication, teacher's communication skills, creative pedagogical communication, creative communication skills, creative communication skills components.*

In today's social-cultural environment the art disciplines professional teaching practices is characterized by the qualitatively new content caused by the expansion of its scope of action, the complexity of the educational school functions, the strengthening of the social significance of the pedagogical work, etc. This, in its turn, becomes the cause for the need to change the nature of the future expert's professional training in the field of art education, as well as in one of its branches – the formation of the creative communication skills in the context of the personal formation and development during pedagogical communication.

The art education is not just the process of acquiring the system of knowledge, the logic of reasoning, and the means of the artistic activity. It is an immersion into the culture, extension of the value and meaning system, and feelings and relationships development. The contemporary art education leads to the formation of the future expert's inner world based on the knowledge, emotions, feelings, and impressions. Today an art discipline teacher is not so much a translator of the artistic educational information as a bearer of the intellectual culture.

In order to perform this mission the teacher needs to be in possession of the developed logical and imaginative artistic and creative thinking, the concise and expressive professional actions; the ability to empathize, and to engage in a long and productive creative pedagogical activity under emotional stress; he or she needs to be skillful at transformation, self-expression, co-creation and compassion, etc. In this context the professional pedagogical communication of an art discipline teacher turns into the creative communication activity, which, in its turn, requires from the expert the possession of the developed creative communication skills.

The pedagogical communication itself and the personal qualities required for the process have been studied by the leading scientists in the fields of education and psychology, including: N. Brudnyi, N. Honobolin, V. Zahviazynskyi, I. Ziaziun, N. Kuzmina, V. Kan-Kalik, O. Leontev and others. V. Hrehniev, M. Magomedov and A. Mudrik have studied in their works the communicative aspect of the pedagogical activity in which the communicativeness is understood as an important part of a teacher's general culture in the system of professional qualities and special communication skills.

In today's national and foreign psychology there is a particular interest in studying of the emotional mutual influence of a teacher and a student (N. Kliueva, V. Merlin, A. Markova, A. Rean, K. Rogers and others). It is known that the student's positive emotional state significantly increases the efficiency and attractiveness of the educational process and helps avoiding the communication difficulties.

The issue of communicativeness development during the experts in the field of arts education training, including the future teachers of music, has been studied in the works of L. Liezina, O. Safronova and others. Some research papers cover the methodological issues of the creative pedagogical communication problem and consider its components individually: awareness and emotion (E. Skrypkina), intellectual and creative activity (I. Niemykina), musical and pedagogical skills (T. Tsyhulska), the enhancement of the musicians' creative thinking over the intersubject communications (Zh. Sokolska), the music students' volitional communication skills formation (V. Ishchenko), etc.

So, the problem of the pedagogical communication formation and development, particularly in the field of art education has been studied by many scientists. However, one of its aspects, namely the study of the creative communication skills of the future teachers of art disciplines, has not been examined properly.

The aim of this paper is to determine the content and components of the creative communication skills of the future teachers of art disciplines.

M. Rober and F. Tilman have examined the phenomenon of communication in a narrow socio-psychological context. The scientists believe that communication is "the transfer of information from a sender to a recipient. The sender whose purpose is to influence upon the recipient sends a particular message. It can be sent using a specific code (the systems of meanings, content, etc.) In order to understand this message, the recipient has to decode it" [5, p. 176].

A well-known semiotics researcher R. Jakobson has identified communication as a process of information transmission between people by the means of the sign systems (signals). V. Labunska points out that there are several sign systems in the communicative process – the verbal and nonverbal communications in particular.

The educatory process has a distinct communicative nature. For instance, B. Ananiev has emphasized in his studies that this process is not just about the transfer and assimilation of some information such as specific knowledge and rules, but it is also both interaction and

communication which correspond to the structure of the society and its dominant type of the interpersonal relationships.

According to V. Kan-Kalik the specific character of pedagogical communication is the implementation of the teacher's complex impact on a student through the usage of the numerous communication sign systems. In his works the scientist emphasizes the importance of communication in teaching, which in its turn implies that a future teachers teacher is in possession of a whole set of communication skills [2].

According to the glossary of terms for pedagogical excellence, the communication skills are the kind of professional skills of a teacher which lead to the formation and development of readiness for the professional communication (the skills for social perception, self-control, verbal and non-verbal contact with the students, the ability to manage one's behaviour, etc.) [7, p. 19].

Considering the studies of G. Andreeva, V. Kan-Kalik, N. Kuzmina, A. Leontev, A. Mudrik, L. Petrovska, L. Savenkova and others, we can single out the components of the communication skills. According to most scientists this phenomenon consists of a set of general skills and a set of special skills. General skills are divided into the ability to listen and the ability to speak. Both sets can be considered as verbal as well as non-verbal components.

O. Leontev believes that the structure of the professional communication skills is the following: speech communication, determining the communicatively important peculiarities of the conversation partner, orienting in the communicative task setting (correct communication planning, finding adequate means to transmit the content, etc); self-presentation (motivated by the self-esteem and professional necessity), and non-verbal communication means usage. In his works the researcher distinguishes the following teacher's communication skills: volition (the ability to manage one's behaviour), attention (especially, observation and flexibility), social perception skills ("face-reading," the ability to understand and not just to see), and the ability to "present" oneself during communication with the students, optimal speech skills (verbal and non-verbal contact with students) [3, p. 34].

According to V. Kan-Kalik, the following is required for the integral educational process: communication in public; purposeful communication organization and control; prompt and correct orientation during communication; proper planning and implementation of the communication systems, in particular of its important element - the impact

of speech; quick and accurate determination of adequate communication means which at the same time meet the art teacher's personality, the communicative situation, and the needs of a student; the ability to feel and maintain the communicative feedback [2, p. 61].

A. Mudrik in his research identifies the following communication skills: objective perception of the conversation partners (understanding of their mood, and character); orientation in the communicative situation (knowledge of the rules for coming into contact); co-operation in various activities [4].

Considering the range of the communication skills, L. Petrovska focuses on the ability to listen to the conversation partner. G. Andreeva, when working upon the communication problem, points out that each communication skill meets certain aspect of communication: communicative, perceptual, and interactive. According to the communicative aspect the researcher singles out such groups of the aforementioned skills: the ability to clearly express one's thoughts, argue, analyze, speak, determine the purpose of communication; empathic, reflective, and self-reflective skills; the ability to listen and hear, interpret the information correctly, understand the implications; the ability to correlate the rational and the emotional in the communication; the ability to encourage, communicate in the conflict situations, etc. [1].

The scientific analysis of different communication skill structures done by L. Savenkova allowed us to identify the following components: 1) the pedagogical communication design (content definition); 2) the pedagogical communication organization (self-presentation, keeping attention, assessing the situation, establishing and maintaining feedback in the communication process, implementation of the communication plan, etc.); 3) the communication regulation (verbal communication, the non-verbal means of communication, social perception) [6].

The scientist emphasizes that some of the teacher's professional skills, the certain elements belonging to substructure of the communication skills such as empathy, speech skills, and communicativeness determine the level of success in mastering the communication skills. The above mentioned elements should be considered during the formation of the professional communication; and the criteria of professional communicative action as the indicator of the communication skills according to L. Savenkova are targeting, professionalism, appropriateness, originality, and timeliness [6, p. 105].

In the context of the creative communication skills formation of a teacher of art disciplines teacher we will discuss not only general communication skills of an expert to-be, but also those one must possess in order to effectively communicate during the artistic and pedagogical interaction.

When studying the specific features of the artistic activity, the scientists have made the conclusion that this activity is the one during which a work of art is created and perceived. It is a creative interaction, intercommunication of the artistic activity subjects - the author, the performer, the public, the work of art, the creator, the teacher and the students. The creative pedagogical communication is a complex, dynamic process caused by the usage of verbal, non-verbal and performing means of communication, in particular on the teacher's part. We can assume that the system of the creative communication skills consist of the verbal communication skills, the non-verbal communication means, and the artistic performance skills.

The process of mastering of the artistic performance craft is connected with the formation and development of the creative communication skills. Professional interpretation combines the objective reading of a literary text and its subjective performance. Interpretation is the main type of the artistic activity determining the formation of the creative communication skills and the development of the general culture and proficiency of a future teacher. In addition, the training of the future experts in the artistic pedagogy involves acquiring and using the professional terminology by the students to help them comprehend the essence of the artistic events, and contribute to the efficient professional activity. The above mentioned skills, namely the ability of artistic interpretation and the ability of a teacher to use the artistic language and thesaurus are the essential elements of the creative communication skills and the artistic activity in general.

A teacher of the artistic disciplines should have a developed ability for critical apprehension and adequate evaluation of the results of the artistic and educational activities, determining a pedagogical problem, its actuality and complexity, pedagogical and artistic reflection.

The reflection of an expert to-be is focused on the self-knowledge, introspection followed by the self-direction and self-actualization, understanding of one's inner world, the role and place in the artistic activity. The ability to reflect or "ensure the feedback" (V. Kan-Kalik, O. Leontev) is an essential communicative and creative communication skill

for a teacher necessary for the development and improvement of an individual.

The following creative communication skills need to be singled out: the ability to perceive the artistic information (emotional response to the works of art, the ability to disclose the meaning and form of an artwork), and the ability to show empathy (“connect” to a work of art; enter someone else’s inner world).

The artistic communication in teaching has active dialogical character. The communicative approach to art helps to understand the perception of a word picture as a dialogue with the feelings and thoughts embodied in the creation, with the author’s personality. So, it is very important that an expert to-be in the field of art education possesses a formed ability to organize dialogic interaction - to empathize, communicate, listen attentively, establish the efficient artistic communication, and the ability to make a creative learning environment for a conversation partner to open up for the purpose of creativity and dialogue, and sharing of the artistic information. According to H. Padalko, the process of art education should be organized on the ground of a student’s emotional comfort, in the atmosphere of the teacher’s positive attitude to him.

It should be emphasized that during art communication, in addition to the above mentioned skills a significant role belongs to such teacher’s personal traits as high level of intellectual and sensory-emotional development, extensive knowledge, professional pedagogical attentiveness, the ability for continuous development and self-education, and most importantly, the love of art.

Thus, by analyzing the psychological and educational literature and our own creative pedagogical experience, we can make the following conclusion. The creative communication skills of the art disciplines teacher are a set of skills and personality traits determining readiness for a successful implementation of the creative pedagogical communication. They are the following: verbal and non-verbal communication skills, artistic interpretation skills, the ability to use the language of art and thesaurus, reflexive skills, the ability to perceive the artistic information, the ability to show empathy, the ability to organize dialogical interaction and the ability to create the creative educational environment.

The above mentioned components of the creative communication skills of the future teachers of art disciplines may be divided into certain blocks corresponding to the stages of the artistic communication and related to the processes of: perception, analysis, interpretation and reflection.

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TRAINING FUTURE FRENCH TEACHERS' PROFESSIONALLY ORIENTED COMPETENCE IN LISTENING IN THE SECOND YEAR OF STUDYING: KNOWLEDGE, ABILITIES, SKILLS

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Abstract. The article deals with characteristic of components of future French teachers' professionally oriented competence in listening trained in the second year of studying: skills, abilities, knowledge. To achieve the aim of the article following methods were used: analysis, systematization and summarizing of personal pedagogical experience and scientific resources. Two groups of skills are described in detail: general speech skills promote proficiency in French language; communication skills ensure execution of professional responsibilities. Such classification of professionally oriented listening skills is based on the main demand for future French teachers' training – simultaneous development of their personal and professional talents. Phonetic abilities are described