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**THE THEORETICAL BASIS OF THE PROBLEM OF FORMING
PROFESSIONAL AND ARTISTIC CULTURE OF AN ART PROFILE
CONTEMPORARY TEACHER**

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Abstract. *The subject of article is the professional and artistic culture of fine arts teachers. The purpose of the study is to establish categorical boundaries of “professional and artistic culture teacher” phenomenon and the analysis of its specific characteristics in the context of professional activity of Fine Arts teacher.*

Keywords: *the Fine Arts teacher, professional pedagogical culture, professional and artistic culture.*

The relevance of the problems. In recent years the concept of specialists of higher education training based on the provisions of the basic philosophy of education, educational theory of structural-functional and activity approach, analysis of the education system from the standpoint of management, principles of integrity and manufacturability is being actively formed. At the same time there has been defined the national focus of education on the formation of cultural identity which is oriented primarily on innovation while cultural development is under the sign of integration.

Formulation of the problem in general. Characteristics of a teacher as the subject of culture allows you to specify the main goal of teacher training education, a teacher’s formation as a subject of culture, formation of his readiness for self-development, providing integration into the national and world culture transformation in the educational activities of social and cultural experience of mankind in the form of subjectivity. Subjectivity of culture directs education not only to the cultural heritage but also the formation of the teacher as the subject of culture.

However, finally unresolved, important and promising is the analysis and refinement of the concept of “culture” as a central category of almost all the humanities implemented to the coordinate system of professionally significant qualities of a personality, is part of a vocational training in general and core component of the job description of the Fine Arts teacher.

The subject of research is the professional culture of fine arts teachers; **the purpose of the study** is to establish categorical boundaries of “professional and artistic culture teacher” phenomenon and the analysis of its specific characteristics in the context of professional activity of Fine Arts teacher.

The theoretical foundation of the problems is scientific contributions of classical and contemporary scholars. In the context of cultural approach there have been explored mechanisms, trends, conditions, forms, methods and means of forming separate components of professional culture, spiritual (E.Artamonov, B. Bratus, N. Schurkov); methodological (B. Krajewski, W. Tamarin, A. Hodusyev); professional and psychological (N. Lifintsev); design (L. Hurye); environmental (S. Hlazachev), physical (M. Vilenskiy). There has been considered psychological basis of professional culture of artistic profile specialists (N. Baklanov); cultural and aesthetic content and principles of professional activity (N. Val'kova); architect's professional culture (G.Veslopolov, N. Kachurovska), designer's professional culture (A. Assesorov, N. Voronov, A.Koveshnikova, N. Solovyev, S.Khan-Magomedov).

The analysis of scientific sources on the issue proves that art and artistic and professional culture of Fine Arts teachers became the subject of scientific studies of scholars. A special place belongs to psychological and pedagogical research of scientists whose contents, forms and methods of cultural training are revealed through the cycles of artistic and aesthetic disciplines (D. Kabalevsky, E. Abdullin G. Vasyanovych, L. Kondratska, L. Masol, N. Myropolska, A. Oleksyuk, G. Padalka, LA Baptist, Shevchenko, A. Shchelokova) and art is considered as a means of education, mechanism of aesthetic impact on the individual that promotes disclosure of its domestic capacity and development of spiritual needs (G. Ball, L . Vygotsky, A. Leontiev, V. Romenets, S. Rubinstein, B. Teplov, P. Jacobson).

The main material of the research should begin with analyzing of scientific view of scientists.

The current stage of development of all parts of the educational system is determined by the requirements of humanization and democratization of the educational process and its implementation on the basis of the principle of culture relevance [1]. Culture logical approach to the study of the problem of teacher training education is a combination of theoretical and methodological provisions, organizational and educational activities aimed at the development and broadcast of educational values and technologies providing a teacher's personal fulfillment in professional activities. This focuses not on expertise, technology but general and professional culture of teachers providing their personal development going beyond the mastered rules of professional and educational activities, the ability to create and transmit the patterns of behavior, thinking and activities that are of value to others that are culture relevant (H.Ball, I.Beh, B.Bim-Bad, Ye.Bondarevska, V.Hrynova, O.Danylyuk, M.Yevtuh, N.Kichuk, O.Savchenko, L.Homych, O Shevnyuk etc.).

It is recognized that a teacher's professional development in culture is in the process of preparation for the profession. Instead, differences and diversity of definitions given in the writings of scholars did not disclose the nature and

objective source of such phenomena as general culture of a teacher, teaching, methodical, methodological, professional culture and others. The lack of science-based position on this issue does not allow to create a holistic view about the relationship of subordination and the aforementioned phenomena, to make a unified picture of their origin and development, opportunities of formation in terms of teacher's training for professional careers in higher education [5].

The term "professional culture" of teachers is closely linked to the notion of "professional and pedagogical culture".

Phenomenology of professional pedagogical culture has been thoroughly covered in the studies of I. Palshkova. Professional and pedagogical culture as the researcher argues is special pedagogical culture which concentrates experience of special institutionalized social practice of training and education of the younger generation in educational institutions for specific needs of a particular society, ways to implement educational and pedagogical activity, social demands that make it a norm and the ways of mastering certain activities. Unlike pedagogical culture the carrier, a source of creation and reproduction of professional and pedagogical culture is a professional group of teachers which itself is differentiated on the basis of specialization in activities performed in the system of social production, fixed at a definite profession – education [5].

In turn, the researcher S. Lobyntseva connects professional competence and professional culture of Fine Arts teachers with one's professional qualities and emphasizes that among the socio-psychological factors of formation should be highlighted the following: contents (aims to provide systematic, conceptual, versatile artistic and professional development of teachers); organizational (aimed at efficient, stable and promising formation of pedagogical skills, implementation of modern teaching experience); personal (found in the account of the specific needs of the individual in the artistic and professional development that can ensure the process and system of self-educational activity); scientific (found in important consideration of formation conditions of this phenomenon for the development of theory and methods of education as well as the need to identify the scientific investigation of this phenomenon) [3].

Rather interesting in the context of our study is the concept of K. Schedrolosyeva that scientifically substantiated the possibility of constructing the specific cultural and educational environment in modern universities within which the artistic and teacher training is of fundamental importance in particular a Fine Arts teacher [6].

Thus, the theoretical analysis of comprehensive research on the formation of professional skills as a set of features and integrated set of professionally important qualities that a future teacher should have led K. Schedrolosyeva to conclude that this process takes place in the context of mutual relationship of

individual characteristics of future teachers and cultural-educational university environment as a process of socialization and professionalization.

Cultural and educational environment, continues the author, is the only space in which synthesizes “external plan” (global trends, economic and socio-cultural situation of the country, national mentality, educational policy, educational content) and “internal plan” (the educational process of higher education institution, its material and technical base, motivational aspect of learning, emotional, friendly atmosphere in the common teacher-student, teacher-teacher activity).

Thus, K. Schedrolosyeva proved that it is in high school, in its cultural and educational environment, the future teachers training for full entry into the professional role relationships, realization of the nature of their chosen profession, the foundation of professional excellence efficiency formation of which depends on the cultural function of education, resolving issues of cultural training resulting in the future artistic and teaching activities of teachers which contains not only substantive activity, but also acts as a kind of meta activity with internal plan of any other activity [6].

Productive in the context of our study is the scientific position of Chi Chun-Bo, who basing on consideration of the main provisions of these approaches to the development of modern art education namely the humanist direction of understanding the art; taking into account the principles of national artistic personality development; updating personal and individualized approach to art education; implementation polyartistic context of professional artistic education; providing culture relevant training and maintaining a balance between cognitive, evaluative and creative areas of learning activities, *determined that the artistic competence of future teachers of artistic profile* provides synthesis, unity, knowledge of history, theory, methods of teaching art including music, art and creative skills in performance and practical experience of artistic and educational activities that allows future specialist perform successfully professional functions in variable social and cultural conditions, independently develop and implement professional potential obtained while learning [7].

We join the opinion of scientists (S. Karpova, K. Schedrolosyeva) who distinguish the concept of “artistic culture” and “professional and artistic culture”.

For example, K. Schedrolosyeva interprets the concept of “artistic culture” as a complex dynamic creation integrated in system unity, the artistic core of which are forms of art absorbing in their historical development certain features of the transformation of society and a man in it, turning them into art images in forming in a semantic form pierced by emotional and aesthetic assessment of the artist thus is the achievement of a high level of artistic and creative activities of a metacultural community [6].

In turn, S. Karpova stressed that art and culture is one of the manifestations of the general culture, created, operated and developed in the art of human activities (literary, musical, graphic, theater etc.) where the end product and the purpose of artwork are beyond their utilitarian, everyday value. Professional culture in this context is a special form of existence as a conscious artistic culture and standardized system of values, knowledge and skills, typical and necessary for the creation of certain items of culture. Mastering professional culture, the author continues, future professionals is a means of reproduction and development in the society of acquired level of artistic culture [2].

Findings from the study. The analysis of scientific sources of the problem proved that the culture of the fine arts teacher in all the variety of methodological approaches to its manifestation is considered as one of the tumors that is formed in the preparation of teachers for vocational and educational activities along with readiness, competence, teaching skills, professionalism etc. Basing on an analysis of scientific sources we claim that the notion of “professional and artistic culture” is characterized by artistic activity of a person who deliberately creates works of art within professionally differentiated and socially normalized artistic work. Such determination is fundamental for understanding the meaning of the phenomenon of “professional and artistic culture of fine arts teacher”.

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Hudz Olena

PSYCHOLOGICAL AND PEDAGOGICAL PREREQUISITES OF VOCAL TRAINING OF MUSIC AND PEDAGOGICAL FACULTIES STUDENTS

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Abstract. *Teacher's vocal activity includes: voice work in the vocal mode, demonstration of vocal techniques for the purpose of display, voice work in a conversational mode. Change of modes of voice work within a lesson requires special knowledge and skills of teacher's voice.*

Keywords: *singing activity, vocal exercises, conversational mode, voice, sound production, vocal breathing, articulation*

The specificity of the music teacher's voice activity is conditioned by both specifics and states of human voice activity in general and the goals, objectives, forms, methods of teaching the subject "Music" at secondary school.

E.M. Barvynska argues that the process of music teacher's professional activity includes the following tasks: voice work in speech mode; voice work in vocal mode; voice work in vocal display mode [1, p. 152-156].

The studies of Yu. S. Vasylenko lead to the conclusion that the voice of more than half of the surveyed teachers can not be considered "healthy" and the one that fully meets professional requirements. The analysis of the main reasons that lead to the teacher's voice abuse allowed the author to divide them into: biological – constitutional characteristics, age, sex, comorbidities; professional