

загального навчання є майже повна відсутність в ньому розумово і морально розвиваючої сили» [2; с. 154].

З точки зору герменевтичних принципів суттєвим є звернення до проблеми саморозуміння в підготовці майбутнього вчителя, що є шляхом до актуалізації саморозвитку особистості, її самовдосконалення. Рефлексивні процеси, сформована стійка рефлексивна позиція особистості студента педагогічного ЗВО, сприяють самоідентифікації, самоототождженню з групою фахівців-педагогів, що впливає на самостворення майбутнього вчителя, а також на цілеспрямованість і ефективність освітнього процесу.

Педагогічна діяльність вчителя тісним чином пов'язана з інтерпретацією, яка пронизує як комунікативну діяльність, так і пізнавальну. Розкриття сенсу тексту, його розуміння, потребує звернення до інтерпретації. Вивчаючи з учнями різні тексти: наукові, художні, музичні і т. ін., педагог повинен вміти адекватно задуму автора їх інтерпретувати для розкриття закладеного в них сенсу.

Таким чином, педагогічна система К. Д. Ушинського знаходиться у герменевтичній парадигмі. Вивчаючи його твори, можна зробити висновок об унікальності і значущості його літературної спадщини для розвитку і модернізації сучасної освіти.

#### Література

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### **CONTEMPORARY DESIGN-EDUCATION IN UKRAINE (BASED ON K. USHYNKI'S SCIENTIFIC OPINION ON THE AESTHETIC FORMATION OF PERSONALITY)**

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Preparation of future specialists of the art profile in Ukraine (artists, teacher-artists, designers, technology teachers) is impossible without recourse to the scientific researches of the prominent scientist K. Ushinsky, who formulated the basics of the concept of aesthetic personality formation. K. Ushinsky noted that the artistic development of the future teacher's personality is determined by the content of fine and decorative arts, which is based on the experience, traditions of the past, contemporary ideas of aesthetic expression of spatial forms necessary for the successful evolution of design creativity, as well as the dynamic production to the professional competence of specialists.

As you can see, the scientist also paid tribute to the general artistic and visual training of future specialists in design education. The researcher has provided that the study of the complex of fine arts, in particular, such as: drawing, painting, graphics, sculpture, composition, color studies, art history, etc. provides a high level of development of imaginative thinking, creative qualities of the personality of the future specialist in design.

The flagship of design education in southern Ukraine is South Ukrainian National Pedagogical University names after K. D. Ushinsky. Higher education institution prepares specialists for such specialties: 1) Secondary education. Labor

training and technology. Specialist acquires the qualification "Teacher of Technology, Engineering and Computer Graphics and Drawing"; 2) Professional Education (Design). Clothing design. Specialist acquires the qualification "Specialist in design, teacher of practical training in design".

Among the special (professional, subject) competencies of graduates leading are: the ability to carry out conceptual design of design objects taking into account the functional, technical, technological, environmental and aesthetic requirements (by specialization); ability to carry out project analysis of all influential factors and components of designing and forming the author's concept of the project; ability to understand and use cause and effect relationships in the development of design and contemporary arts; ability to protect intellectual property in works of fine art and design; possession of theoretical and methodological principles of training and integrated approaches to professional training of designers; planning of own scientific and pedagogical activity.

This way of training future design professionals is a successful attempt to integrate "classical" art training (fine arts, applied arts) and "innovative" vocational training (interior design, graphic and book design, media design, etc.). Design education is based on natural science, technical and humanities, and the use of knowledge and skills in drawing, painting, composition, arts and crafts and more. Accordingly, an experienced teacher, whose combined experience absorbs professional, artistic, psychological and pedagogical knowledge, skills and habits, has to pass this knowledge. Therefore, it can be concluded that a design professional is virtually unable to impart professional experience to students and pupils. Moreover, graduates of pedagogical educational establishments by specialty "Technology" or "Fine Arts" do not acquire the appropriate level of design training that would allow them to effectively engage in teaching activities.

Summing up, on the one hand, a designer-specialist in the field of designing the subject world, the formation of products required for human activity, armed with the sum of various knowledge, on the other hand - must be able to fully realize their ideas about social needs in a specific material object society.

### **THE CULTURAL PREPARATION OF THE TEACHER IN THE SYSTEM OF PEDAGOGICAL VIEWS OF K. USHYNKY**

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At the present stage of the formation of the system of higher pedagogical education in Ukraine, higher demands are placed on the teacher, which are fundamentally different from the traditional "knowledge-centric" concept - the modern teacher must not only acquire the status of "professional", but also combines the features of a "culturally creative person" to act in a rapidly changing socio-cultural space. This leads to the need to find different ways of training pedagogical specialists in higher education institutions, which provide for diverse personal development in unity with professional, socio-cultural and cultural training.

The cultural approach in the preparation of the future teacher is mainly regarded as a set of methodological techniques that provide an analysis of professional and pedagogical education through the lens of cultural concepts: "culture", "creative activity", "transformation of reality in the cultural dimension".