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EFFECT OF DIFFERENT ART FOR FORMING EVALUATIVE AND AESTHETIC FEEDBACK FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. *Theoretical bases of forming of evaluation-aesthetic judgments of future teachers of initial school, art as leading means for development of evaluation-aesthetic judgments of students of pedagogical educational establishments, basic types of art, are examined in the article, their essence and features open up.*

On the basis of analysis of scientific literature certainly, that one of important professionally-pedagogical criteria of future teacher there is ability correctly estimate works of art and argumentally to explain the attitude toward them. A future teacher first of all must learn to perceive and estimate music, fine art, and literary works, realize their aesthetic value.

Including of art to the spiritual world of future teacher is begun with cognition of beauty of word. The most noticeable type of art is fiction. Forming of evaluation-aesthetic judgments of future teachers of initial school submits facilities of literature to the important educator task: to pedagogical guidance becoming, morally-aesthetic ideal and world view of students due to the use of various methods and facilities. Also, in the system of forming of aesthetic values of students an important role is played by a musical art.

Pedagogical correct organization of perception of musical art is the effective means of forming aesthetic values, evaluation-aesthetic. So, the search of terms that assist

upgrading of professional preparation of future teachers of initial school is actualized in the conditions of humanizing and humanitarisation education.

Under quality of such preparation of simply professionally competent not teacher, but forming of personality understands with the high level of spiritual, aesthetic and artistic culture, apt at the evaluation of works of art, aesthetic cognition of environment, dignities and specific of works of fine art, literature, music, to independent creation of artistic works, that owns artistic mastery and that has a professional artistic taste, able expound evaluation-aesthetic.

Keywords: *evaluation-aesthetic judgments, future teachers, initial school, art, literature, music, fine art.*

The present times require the highly cultured and spiritual, educated person, the creator of his culture, his health, the creator of the state culture and society. National Doctrine for Development of Education in Ukraine in XXI century [4], the State National Program "Education" (Ukraine of XXI century), the Laws of Ukraine "On Education", "On Higher Education" orient teachers to create a system of uninterrupted training and education for the individual creative incipience in the development process, providing conditions for the constant spiritual and aesthetic individual self-perfection based on the best examples of national and world culture.

It was proved (by S. Smirnov, I. Kotova, T. Shuyanov etc.) that school plays the leading role in formation of individual cultural basics. At school environment the child`s aesthetic attitude towards the world is laid and his creativity is enriched. Therefore, it is the school that is called to be a real school of art that transfers young students a spiritual heritage of world and national art, discovers to each student an interesting way to the cognition of beauty, learning to find, understand and appreciate it in different works of art [8].

Herewith, one of the most important professional and educational criteria on the results of future teacher plays acquirement of ability to evaluate artworks and reasonably explain own position towards them. First of all the future teacher must learn to perceive and evaluate music, pictorial arts, literary works, realize their aesthetic value.

The ability to independently analyze the aesthetic qualities of the work, interestingly and correctly interpret the content of the artistic images will allow a teacher to educate in children basics of conscious attitude to art, to develop evaluative perception of art works.

Thus, *the aim* of the article is a determination of the theoretical basics of future primary school teachers evaluative aesthetic judgments, the determination of major art works` resource for the implementation of

students of pedagogical educational establishments evaluative aesthetic judgments development.

Various problem aspects of the personality evaluative aesthetic judgments formation were studied in the works of: philosophers (M.Berdyayev, I.Zyazuna, M.Kohan, O.Losyev, etc.); teachers (L.Masol, O.Melik-Pashayev, N.Myropolska, H.Shevchenko, etc.); art experts (V.Hromov, A.Kantsedikas, T.Kuznetsova, A.Saltykov, etc.)

Analysis of scientific literature showed that scientists have studied various problem aspects of the personality evaluative aesthetic judgments formation. Withal enough attention to the study of actual issue concerning the evaluative aesthetic judgments formation of future primary level teachers through art was not paid.

Therewith, a considerable attention to grounding of the "art" concept and the definition of its role in the young human personality incipience was devoted in the scientific scholarly works of (U.Afanasyev, I.Berdyayev, V.Zhuravlov, I.Zyazuna, V.Ivanov, M.Kohan, A.Leonsyev, I.Sylyutin, L.Stolovych, etc.).

According to M. Kolesnikov, O. Kolesnikov, V. Lozovoy, art is a specific form of social consciousness and spiritual-forming sort activity that reflects the reality in a holistic, specifically sensual, artistic and expressive forms in accordance with the idea of perfection. Art is the spiritual experience of mankind as one of its specific types. It is inherent for art a holistic, specifically sensual experience fixing of man`s indifferent attitude to reality by means of artistic and figurative language. Art as a social value, as invaluable activity sort and a spiritual experience form creates a special perfect reality [5].

The research of V. Bychkov has shown that the specificity of art is that it influences the sensual, intellectual and volitional elements of the human psych in a complex, harmonious way. The complexity and diversity of art impact on future elementary school teachers is achieved because of its the following functions performance: cognitive, social, educational, evaluative, communicative, entertainment and aesthetic [2].

V. Can Kalyk pointed that art in entire diversity of its kinds and genres accumulates in a specific art form. Human society social experience, its impact on the student`s personality is required to awaken in him socially-aesthetic and creative needs [7, p. 32].

It is emphasized that the student creativity formation by means of art cannot be effective without creating optimal pedagogical conditions in

higher school. This process must be purposeful and directed by university teachers.

At the stage of students' professional incipience a high aesthetic taste, understanding the art importance for their professional activities and general personal level, should be formed [1, p. 340].

Researcher V. Bychkov determined that for the student's creative personality formation and his evaluative aesthetic judgments by means of art one must actively and purposefully engage students to the global and domestic art, promote the creative activity of students in academic, extraacademic and practical activities, encourage them to creatively-reproductive activity where creative activity – an activity as a result of which new material and spiritual values are getting created [2].

In addition, the teacher has to base its work on the principles of arts interaction in the educational process that reflect the art complex specificity and peculiarities of its impact on the individual.

This refers to the students' moral and aesthetic culture education and evaluative aesthetic judgments formation through the use of following art kinds – the art of speech, pictorial art and art music. Listening to music, reading books, pictorial work perception naturally requires from students such creative qualities as attention, imagination, poetic invention, aesthetic perception, emotional vulnerability, intuition.

Future teacher art entering to the spiritual world starts with the word beauty cognition. The most notable form of art is fiction. The evaluative aesthetic judgments formation of future elementary school teachers by means of literature complies with an important educational task of pedagogical leadership: by formation of moral and aesthetic ideals and students' outlook through the use of various methods and means.

The word beauty cognition is the first and the most important step to the human world of beauty. A word is a powerful means of educating moral and aesthetic feelings in future professionals. V.O.Sukhomlinskiy states "the feeling of poetic word can be brought up only when the word lives in the teacher's soul" [9, p. 593]. A word is an inexhaustible source and means of forming aesthetic views and as a result of evaluative aesthetic judgments of future elementary school teachers.

Literature in some sense occupies a key position in the entire process of youth training and education. "Literature at school – as A. Twardowskiy said –it is the same as the literature in life, at school it is just a process of systematic impact on student's soul under responsible oversight and guidance of the teacher. Here it, literature, goes ahead of human

experience; it is ahead of it, preparing it. Literature at school makes the same thing as in life – it shapes human consciousness, worldview, human individuality at the time of its greatest perception, vulnerability and even just remembering everything what in other times a person often does not have "[5] .

Reading diverse literature works considerably facilitates the development of students' aesthetic tastes, stimulates their desire to find a beauty, and raises in them a high feelings culture. Fiction – good youth adviser, it helps young men and women to choose the way in life.

Pictorial art plays a special role in the evaluative aesthetic judgments formation of future teachers. At schools and universities the studying of such art kind occurs within the bounds of artistic cycle subjects. The introduction of this cycle allows to reach the main educational purpose - implement a moral and aesthetic education of students that combines inside art and science elements with practical activity skills.

Pictorial art as a complex educational subject, directs teachers to familiarize pupils with art works, the elements of art history, theory of expressive activity. Such subject promotes the formation in pupils the literacy skills of graphic and creative self-expression, the ability to adequately evaluate art works in the unity of form and content, analyze new directions in art.

Formation of aesthetic values in the students by means of the pictorial art is going through their involvement in the direct implementation of pictorial activity various types on the drawing and sculpture classes, while extracademic classes (workshops in pictorial arts, while artistic decoration of educational establishment, an organization of art exhibitions, preparation of various albums, collections, etc., during the familiarization with samples of pictorial art in museums, on exhibitions, in art galleries, while exploring certain directions, genres and forms of pictorial art, with biographies of famous painting, sculpture, architecture experts, etc.).

Also, in the system of the students' aesthetic values formation musical art plays an important role. Pedagogically proper organization of music perception is an effective means of forming aesthetic values, evaluative and aesthetic judgments.

Music in the system of arts takes a special place due to direct complex human impact. The experience of many centuries and special studies has shown that music also affects the psyche and human physiology. It performs as a sedative as a stimulant effect, causes different emotions. Thereby, the value of scientific conclusions on the importance of

individual music education, its role in the development of common mental properties and bringing up an emotional sensitivity, individual moral and aesthetic ideals, evaluative aesthetic judgments actualize in the system of aesthetic students education [6].

A well-known specialist in aesthetics M. Kagan who explores the regularity of the artistic culture holistic development, states that music will play an increasingly bigger role both in the artistic culture and beyond it, whereas the further increase of science in human life, abstract thinking, cognition of the being laws will give a rise to an urgent need in balancing this direction of human development by activation of the emotional sphere, the ability not only to think but also to experience and feel [6].

Music and singing as art forms that reflect the deepest human emotions and feelings are important means of forming aesthetic values. They enrich the emotional life of students uplift their common culture, promote ideology education and purposefulness.

The formation of evaluative aesthetic judgments of future elementary school teachers by means of pictorial art, music, literature is carried out both during the initial sessions and in extracurricular activities.

All subjects along with the formation of general competencies in a future specialist through the available specific means solve a number of problems of aesthetic student education.

On purpose to develop creative and aesthetic qualities of the individual in terms of high school one should actively engage students to artistic area under the watchful guidance of a teacher. The educational process gives the bases of art and unreality beauty understanding, the formation of the aesthetic attitude to life by future teachers.

In conditions of education humanization and liberalization a search of ways that facilitate the quality increase of professional training of future elementary school teachers is actualizing. Quality of such training is meant to prepare not only professional and competent teacher but an individual formation with a high level of spiritual, aesthetic and artistic culture, capable of evaluating art works, aesthetic cognition of the environment, specifications of art works, literature, music, self-creating art works and a person who has artistic skills and a professional artistic taste, can express evaluative aesthetic judgments.

The educational guidance and activation of all kinds of creative activities for future teachers in high schools stipulates students inoculation with aesthetic values, encouragement of their creativity in all kinds of creative activities, selection for showing students such examples of art that

are full of deep ideological content and aimed at building ethical behavior norms.

The research does not cover all aspects of the formation of evaluative aesthetic judgments of future elementary school teachers' problem by means of art. Defining the essence, the main features and parameters that characterize the degree of evaluative aesthetic judgments of future elementary school teachers' formation, teaching conditions experimental test that ensure the effectiveness of research program in the formation of evaluative aesthetic judgments of future primary school teachers by means of art need further exploration.

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THE THEORETICAL MODEL OF MUSIC-PERFORMANCE SELF-CONTROL OF PIANO STUDENTS IN INTERPRETING MUSIC PIECES

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Abstract. *The article deals with the problem of music-performance self-control of the future music teacher. During the study have been defined the concepts of "artistic interpretation" and "music-performance self-control" as a conscious, process of concentration of musical ear; attention, will, regulation of motor apparatus at the accordance of the performance process to the set tasks of musical image artistic interpretation. Self-control as an individual personal and professional quality is able of influencing the level of musical training, which is the basis for the formation of the highest manifestation of musical potential - masterly performance.*

In order to identify the scientific concept of music-performance self-control we need to develop and justify the theoretical model of music-performance self-control of piano students in the interpretation of music pieces. It consists of three components, each of which has two blocks.

The definitions of music scientists confirm the main goal of the performing musician - bringing the listener the conscious artistic-imaginative composer's conception of the music piece so the principal component of music-performance self-control model is formulated as artistic-interpretative motivational component, which consists of two blocks: artistic-conceptual and motivational-intentional. If the artistic-conceptual block is directed at mental activity, namely, understanding the meaning of artistic information, the motivational-intentional one is associated with finding own interpretation in the artistic-imaginative idea.

The next two components perform functional tasks but in the interpretive process they complement each other by interacting. If the formation of the meaning concept in artistic-imagery idea depends on cognitive-gnostic processes, musical abilities and mental qualities of the personality, and are performed by personal-qualitative, perceptual component. At the stage of emotional-technical implementation the existing components are joined by: muscle-sensory activity and self-regulation as self-control of the performance process. The paper describes the structure components and determines their interrelationship and interdependence.

Keywords: *music and performance self-control, interpretation, structure, components, performance process.*

In music and pedagogical training the problem of artistic