

## ON THE PROBLEM OF FORMATION OF INTEGRAL COMPETENCE OF FUTURE OF ART TEACHERS

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Modern requirements to the qualification level of specialists of art education are structured on the basis of a competent approach. This is due to the fact that the efficiency of professional activity of the specialist in the field of training in the disciplines of art correlates the level of formation of a complex of professional-pedagogical and artistic and creative competences. A characteristic feature of the designated qualification complex is its dynamism, since the need to solve the problems of the artistic and educational process, which is characterized by creative variability and uncertainty, requires the specialist to be able to activate the relevant competencies quickly. In this regard, the issue of the formation of Meta-competence, which implement the integral function of coordinating the processes of formation and actualization of professional competences of future Art teachers, is of relevance. As such, the study considers integral competence, the relevance of which is substantiated in normative documents that specify the current priorities for the development of the professional education industry.

In order to determine the essence of integral competency, a study was conducted of the competence sphere of future Art teachers in the context of its functionality with respect to solving urgent problems of the artistic and educational process. In the issue, it was established that such tasks are formed as a result of the complex interaction of a number of factors, namely, as a consequence of the orientation of the artistic and educational processes, as well as individual features of the students. Thus, in the locus of contact between the goals of training (general cultural development, performing training, etc.) and the features (age, psychological, personal, competent, etc.) of the trainees, a complex of artistic and pedagogical tasks is concretized, the solution of which requires the professional formation of a number of competencies. Integral competence, as a qualification Meta-construct, provides "knowledge of knowledge" (J. Flavell, 1979), that is, understanding and ability to perform self-diagnosis, self-planning and formation of competent complexes that are effective in the context of solving actualized educational problems. Among these, in particular, creative and pedagogical interpretation of works of art is considered, as an interdisciplinary process that ensures the implementation of educational, communicative, creative-developing and other functions of Art in the artistic and educational process.

The structure of the integral competence of future Art teachers was determined by the method of integral indexation of K. Wilber (K. Wilber, 2005), applied to the competent sphere of these specialists. As an outcome, it was established that the integral competence of future Art teachers consists of motivational, self-correcting, competent-adaptive, methodically-personalized, creative-interpretation components. In accordance with the nuanced component structure, an experimental methodology, based on integral, system, vocational-mental and hermeneutical approaches was developed. The prospect of further research is to test the effectiveness of this method by experimental implementation of the pedagogical conditions and methods developed within it in the process of training future Art teachers.