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# The Requirements for the Formation of Future Fine Art Teacher`s Pedagogical Competence

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## Abstract

**Background/Objectives:** The article is based on the results of long-term pedagogical activities and conducted experiments. It covers some problems of vocational, pedagogical, psychological and methodical training of future school arts teachers and educational system of training in the fine arts in pedagogical higher education institutions. **Methods/Statistical analysis:** The authors represent methodical recommendations on formation of students' cognitive activities and analytical independence, evaluation of practical works performed during the fine art classes. Some criteria of the analysis and evaluation of works are suggested, as well as examples of their usage in educational process. **Findings:** The improvement of students` artistic knowledge level to qualitative professional level directly depends on formation of cognitive relation of fine art in every stage. In order to prepare the professional qualified student who can study the methods of fine art properly, we should focus on the following: understanding the content of art works, the purpose and tasks of each stage of lesson; formation of analyzing ability in accordance with requirements of perception, understanding of drawing figure`s size and structure, specific description; development of using ability of fine art tools and ways of usage which is required to do the duties of drawing; improvement of psychological and practical skills, ability and creative skills which enable the students to complete the task qualitatively during every lesson. Teaching the future fine art teachers by art education and by all methods of pedagogical professional specialty is a closely related educational process. Therefore, the content of practical lessons should be regularly updated by innovative forms of art education that give a great opportunity for students to get the pedagogical, methodical, psychological knowledge that is necessary for their future profession. **Applications/ Improvements:** These requirements are considered to be a foundation for professional pedagogical competence of a future school teacher, because future teacher of fine art is a mentor-teacher who brings up the spiritual and esthetic education of young generation.

**Keywords:** Analysis, Art Education, Criterion, Fine arts, Student, Training

## 1. Introduction

The basic disciplines at higher educational institutions which prepare the teachers of fine art are schools teaching the law of art, art knowledge basis, the art of expression and as it is also found the pedagogical competence of the future teachers.

During the Soviet period, there were enough number of textbooks, teaching aids and instructions for the students in pedagogical higher educational institutions with the specialty “Fine Art and Drawing” for such arts as drawing, painting, sculpture, decorative arts. Discussing and analyzing the content of these books, one may notice the development of the art methods, the usage of the style and practical imaging included on the actions of the organization, and the arts taught the future teachers in the process of trying to tackle the issues of professional training[1-7].

Training the teachers the arts subjects in pedagogical institutions is limited not only by formation of skills, principles, fine art ability and methods of drawing. During the additional training courses of art subjects and at the time of exercising their own creative work, the students perform such art works as reflecting the comparative analysis of the physical properties of the object, making the different objects in combination with

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each other on the thematic content in accordance with the laws of art. The pedagogical competence of a future school teacher is considered to be found on the basis of 3 types of educational objectives which are in close relation as well as the art audiovisual content of the actions carried out by the students access to the objects of aesthetic truth (psychological), learning the basics of art education (practical) and professional pedagogical training of future teachers (teaching).

In accordance with the requirements of today's innovative education, every art teacher should show students the function of art, the ability to define the tasks to be utilized for classroom teaching art education, the quality of their analysis and evaluation tools, the knowledge of how to found the main requirements of pedagogical competence of a future school teacher with the basics of the art knowledge and abilities in the course of their practical work.

## 2. Materials and Methods

The educational process of fine art discipline is unlike the other specialty courses and has its own peculiarities. In accordance with the teaching content of a typical high school curriculum, fine arts disciplines` tasks (painting, drawing and sculpture, decorative and applied arts) are 6-12 hours for first grades and longer periods of 12-32 hours for senior grades. The periods of each thematic task were indicated in accordance with the size of the problem to be fixed by students that perform the same task. For example, at the first year of the subject "Academic drawing" they have to work with the plaster of various geometric shapes (ball, cone, prism, cylinder) and work on paper in the form of plain private imaging, but at the following lessons, they draw the geometric objects (cube, prism, pyramid or cone) of things in space, the image depending on the builder's point of view - at eye level (horizon line), and the image of the state in the next step up or down, close ordinary household items made of various materials and forms, the different forms of products to complete the construction of a complex life[8-10].

One of the important pedagogical issues considered to be an essential thing is the explanation to students the purpose of tasks that are done at every stage, their quality and mistakes done by students from the first lessons. Since the result of the mistake which was done at early stages of drawing will certainly have negative impact on the end of the expressive quality of the image. If we look at the methodical experiences of teaching the students in the higher educational institutions for fine art, we may notice the following deficiencies which can be found due to the lack of practical visual literacy, the adoption of spatial thinking, reasoning and artistic knowledge:

- the mistakes arising from the structural properties of the surface to accept the shortcomings;
- the mistakes arising from deficiencies in the space of the image of the object fueled by making an image in the mind of the developer;
- the mistakes arising from the wrong conception of the display objects and the relationship between the individual features of the shortcomings;
- different-sized objects in the plane of the image reflected in a proportionate dimension and perspective harmony of light and shade (color, touch communication) between the imaging defects[11].

This continues to be one of the shortcomings of the group, besides the other sorts of mistakes. For example, the lack of substance or an artistic representation of the displayed image distortion, and a lack of understanding of the nature of art and the expressiveness of the image on the right leads to formation.

So far, such works of students as drawing the sculpture, composition are performed by professional artists from the disciplines of educational institutions to prepare the specific assessment criteria that has been formed to assess not only the quality of the artistic imagination in value. The main symptoms are limited by visual assessment of the ability to master the correct decision in combination with substances and objects in the image on paper composite, object size, light and shadow, with the stroke intensity and features of texture. As a result, students complete the task at the stages of semester or year to study the main connections between the image formation process of the development of methods of power creativity and the ability to create their analysis of the work of teaching, but the quality of teaching competence development remains the same[10].

One of the reasons for such critical turning point in the pedagogical education is given to the students of such specialties as painting, drawing, sculpture, graduated from a school that trained professional artists in such disciplines (art, art academies) as pedagogy, psychology, science lecturers who have not much in common. They

don`t pay attention to specific requirements of the future academic learning and teaching art education schools and the content of the lessons of practical training in the fine art. The task of teachers of such subjects as "Pedagogy", "Psychology" and "Methods of Teaching the Fine Arts School" is to prepare the future teachers.

Teaching methodology of knowledge is the issue closely related with the subject that should achieve high-quality results, as mentioned above, learning the basics of art education for each class of practical actions, including the development of the ability needs to display the contents of the pedagogical and psychological preparation.

Therefore, during the practical imaging works and the assessment of students, taking the psychological, practical pedagogical training and educational requirements, we have to consider that there should be found the answers to the following questions: What special attention should be given to the problems and responsibilities? Which methods of teaching do we have to use in order to avoid the mistakes of graphic and dramatic depiction of the figure? With what students do we have to work individually and what issues of fine art should we consider deeper? (to determine the composition of the substance the spatial changes of light and shadow are placed on the correct form of the plane). What are the ways of moving to "teaching position" as to the fine quality of work performed on different levels of practical implementation of the work?

Taking into account that it is a component of a total educational process which is aimed at preparation of future professionals of fine art, the practical content, objectives of fine art require a change in the methods of evaluation of the student`s drawing works. It is the actual problem which is compatible with requirement of entering the innovative methods to professional requirement and teaching process. The assessment of existing general academic nature, the analyzing of process of the quality of students` work in each instance prepare them to future professional pedagogic work, methodical search of the teacher.

One of the main tasks of solving this problem is to form the ability of evaluation and analyzing the artistic quality and to form the students` cognitive relation with the purpose of the disciplines of art classes and the establishment of the system. In this regard, we prepared the evaluation criteria using the examples to show students and teachers how to use it during the lesson which is considered to be the basis for acquiring works of art. We divided the evaluation criteria into three groups depending on the specifications of subject to the terms of the tasks in the process of thematic images[9,11].

**First group`s signs:** To define the quality of emotional creative research level of student`s work in the frame of subject`s content, purpose and task.

- The level of analyzing the perception of things at the picture, to feel its beauty peculiarities and thematic balance in accordance with lesson`s goal and task.
- The level of choice in accordance with the determination of the content of lessons at displayed object`s point of view fit the desired area of the plane of the paper.
- The level of ability of drawing the things on the plane of the paper products as the shape of the linear combination.

**Second group`s signs:** The formation of business skills and the ability to show the items on the plane, determine the quality of the level of development (the next stages of the evaluation of the lesson).

- The level of ability to determine the nature of the image, its shape, structure and size.
- The level of ability to draw the figure substances in combination with a close-range perspective considering an eye-level horizon line and the product space depending on the situation.
- The level of defining the common solution, size and physical description (material, texture, color, brighter, etc.) of things by using the laws of light and shadow (gloss, semi-shade, shadow of the plane) in order to determine the shape of the picture.

**Third group`s signs:** to know how to use the knowledge sources about student`s theoretical laws of fine art, and the signs which are aimed at determining the quality of the level of pedagogical training (the last stage of the final evaluation of the lesson).

- Full implementation of the principles of compositional, proportional balance at the completed art work.
- To develop such abilities as usage of graphic description of the materials (pencil, charcoal, pastel etc.) and figure drawing tools (lines feature, stroke and touch color stains, etc.) in accordance with the thematic content of picture.

- The level of finishing the image in accordance with studying requirements and the level of artistic expression and creative innovations in the picture.
- The level of drawing work as aesthetic value and the level of the test[9,11].

In three groups, between the first mark and the last mark (3.4) of the assessment, and in every stage of the tasks of fine art, the psychological, pedagogical and methodological issues are equipped with all the parties in order to teach the students the fine art. The tasks of art subject in each lesson, its objectives, tasks, the problem with studying, that is utilized and the certain amount of time is carried out in several stages.

Therefore, the first group`s signs should be used to estimate the preparation of student for drawing at the first stage of lesson, the second group`s signs are used to estimate the quality of drawing tasks which is done at the main part of lesson in accordance with general content of lesson, and the third group`s signs are assigned to be used to estimate the general conclusion at the last part of lesson.

Each group of estimated signs is separately provided with the form. As given in the tables below, `Evaluation criteria` section of the `self-assessment of student` and `teacher`s evaluation` and the academic semester show the number of jobs running on topics (Tables 1-3).

It is necessary to expand the assessment table as much as possible in order to give students a chance to make the work done on the subject of self-analysis, assessment of knowledge gained by offering art classes, each stage of training will be able to check the quality of the development of educational issues. The tables will be kept in the folder till the examination which is taken during the semester.

Student remarks his work which he performed at initial stage according to the five-point system as shown at first group`s signs. Thus, the student analyzes the quality of his work three times for one-thematic task at every stage in accordance with his remark table. After student`s estimate, the teacher puts his mark by participation of student. The average mark of each group indicating the level of student`s work will be shown. Of course, there is a difference between student`s and teacher`s estimates. The student may reduce or arise his possibility when he remarks because of his inexperience. The value of `ultra-promotion` or `reducing` coefficient (K±) is determined by the following formula which can be shown during the comparison of the collected data between student`s and teacher`s marks:

$K(+)=\frac{E_1-E_2}{N}$ – value of the coefficient of ultra-promotion

$K(-)=\frac{E_2-E_1}{N}$ – value of reducing coefficient

where $Å_1$ – the average value of teacher:

$Å_2$ – the average value of student`s mark;

N – the number of tasks that need to be remarked.

If the value of coefficient (K) is lower than ± 0.2, student is considered to be the person who can understand the content of his work and capable of estimating himself and analyzing his work. If the coefficient is over the value ± 0.2, the student is considered to be the person who doesn't understand some issues of the educational materials or some elements of fine art rules, as the result, it can seem that he is not capable of remarking the quality of his work. In order to define the reason of the gap between the student`s and teacher`s value of coefficient K±, it is necessary to check where the mistake can be in the assessment group. After determination of this problem, the teacher should explain the studies, aims of studying materials to the student and give him the additional tasks or special exercises, also he should explain the content, requirement of every stage of work in accordance with upbringing principles of professional specialty. At the same time the teacher should check the student`s dynamics of development lesson by lesson and grade by grade[9,11,12].

Here is a sample of student`s and teacher`s estimation for the student`s (1st grade) work that he has done the task during the drawing lesson below, and this table has been taken from the using experience of estimating criteria. (Tables 1-3).

Analyzing the data in tables, it is possible to notice the difference between the marks of student and teacher. We can see that the student increases his possibility at initial, second and last stages of his work. As a result, it is possible to see the coefficient (K ±) in the first instance (1) indicates ± 0.6; The second stage indicates - ± 0.4; at the last, 3rd instance the value of the assessment of the quality is ± 0.43. The general value of coefficient of estimation of the three stages indicates ± 0.47. As a result of the assessment the value of coefficient of rhetorical promotion and reduction indicates that the student didn`t learn completely the duties, tasks and purpose of subject and some issues of fine art education in accordance with the drawing rules.

Looking at this information, teacher will able to determine the student`s work and define what the student didn`t understand, what problem he has, also the teacher should correct the student`s mistakes and conduct individual work with him. Moreover, the teacher should prepare the student to be a teacher in the future and let him organize the fine art work, and teach him to estimate his quality of picture himself. It helps him to form an essential pedagogical competence.

## 3. Results and Discussion

The content of teaching the art subjects should be aimed at realizing the duties by using easy methods of drawing (composition, substance beauty of form, structure and volume, combination of paint and color, light and shadow, laws of perspective etc.). Also, the content should develop the cognitive level of student and his emotional feelings like a perception, feeling, wide thinking and awareness.

**Table 1.** Sample of marks for the work at first stage of the drawing lesson

| No. | Criteria of marks for the1st stage | Student`s mark | | | Teacher`s mark | | |
|---|---|---|---|---|---|---|---|
| | | 1st task | 2nd task | Ave-rage mark | 1st task | 2nd task | Average mark |
| 1.1 1.1 | The level of analyzing the perception of things at the picture, to feel its beauty peculiarities and thematic balance in accordance with lesson`s goal and task. | 4 | 4 | 4 | 3 | 3 | 3,0 |
| 1.2 | The level of choice in accordance with the determination of the content of lessons at displayed object`s point of view fit the desired area of the plane of the paper. | 4 | 4 | 4 | 2 | 3 | 2,5 |
| 1.3 | The level of ability of drawing the things on the plane of the paper products as the shape of the linear combination. | 4 | 4 | 4 | 3 | 3 | 3,0 |
| | Àverage value to an estimate by 1point | 4,0 | 4,0 | 4,0 | 2,75 | 3,0 | 2,8 |
| | Overestimating and underestimating (K±) | + 1,25 | +1,0 | +0,6 | - 1,25 | - 1,0 | - 0,6 |

**Table 2.** Further marks for the work at the second stage of the drawing lesson

| No. | Criteria of marks for the 2nd stage | Student`s mark | | | Teacher`s mark | | |
|---|---|---|---|---|---|---|---|
| | | 1st task | 2nd task | Ave-rage mark | 1st task | 2nd task | Average mark |
| 2.1 | The level of ability to determine the nature of the image, its shape, structure and size. | 4 | 4 | 4 | 3 | 3 | 3,0 |
| 2.2 | The level of ability to draw the figure substances in combination with a close-range perspective considering an eye-level horizon line and the product space depending on the situation. | 3 | 3 | 3 | 2 | 3 | 2,5 |
| 2.3 | The level of defining the common solution, size and physical description (material, texture, color, brighter, etc.) of things by using the laws of light and shadow (gloss, semi-shade, shadow of the plane) in order to determine the shape of the picture. | 4 | 4 | 4 | 3 | 3 | 3,0 |
| | Àverage value to an estimate by ²1 point | 3,6 | 3,6 | 3,6 | 2,7 | 3,0 | 2,8 |
| | Overestimating and underestimating (K±) | + 0,9 | + 0,6 | + 0,4 | - 0,9 | - 0,6 | - 0,4 |

**Table 3.** Final marks for the work at the third stage of the drawing lesson

| No. | Criteria of marks for the 3[d] stage | Student`s mark | | | Teacher`s mark | | |
|---|---|---|---|---|---|---|---|
| | | 1st task | 2nd task | Ave-rage mark | 1st task | 2nd task | Average mark |
| 3.1 | The full implementation of the principles of compositional, proportional balance at the completed art work. | 4 | 4 | 4 | 3 | 3 | 3,0 |
| 3.2 | To develop the abilities like the usage of graphic description of the materials (pencil, charcoal, pastel etc.) and figure drawing tools (lines feature, stroke and touch color stains, etc.) in accordance with the thematic content of picture; | 3 | 4 | 3,5 | 3 | 2 | 2,5 |
| 3,3 | The level of finishing the image in accordance with studying requirements and the level of artistic expression and creative innovations in the picture. | 3 | 4 | 3,5 | 3 | 2 | 2,5 |
| 3.4 | The level of drawing work as aesthetic value and the level of the test. | 4 | 3 | 3,5 | 3 | 3 | 3,0 |
| | Average to an assessment [222] point | 3,5 | 3,75 | 3,62 | 3,0 | 2,5 | 2,75 |
| | Revaluation and assessment of an underestimating (K±) | + 0,5 | +1,25 | + 0,43 | -0,5 | -1,25 | - 0,43 |
| | The general assessment on point 3 | 3,7 | 3,78 | 3,74 | 2,75 | 2,83 | 2,8 |
| | The general coefficient (revaluation and assessment of underestimating) (K±) onpoint 3 | +0,47 | +0,425 | +0,47 | -0,47 | -0,425 | -0,47 |

Moreover, during the lesson, the teacher should direct the student from "learner's" to "teacher`s" position requiring to form the professional pedagogical competence considering the educational importance of fine art as the picture, sculpture and painting in accordance with specific professional educational activities.

## 4. Conclusion

Analyzing the material collected from the results of long-term scientific pedagogical experiments during the preparation of fine art teachers, we recommend the following guidelines which have been taken from the content of research works that are examined as the scientific, methodical problems of teaching the fine art at pedagogical higher educational institutes:

- The improvement of students` artistic knowledge level to qualitative professional level directly depends on formation of cognitive relation of fine art in every stage.
- In order to prepare the professional qualified student who can study the methods of fine art properly, we should focus on the following:
  - understanding the content of art works, the purpose and tasks of each stage of lesson;
  - formation of analyzing ability in accordance with requirements of perception, understanding of drawing figure`s size and structure, specific description;
  - development of using ability of fine art tools and ways of usage which is required to do the duties of drawing;
  - improvement of psychological and practical skills, ability and creative skills which enable the students to complete the task qualitatively during every lesson.
- Teaching the future fine art teachers by art education and by all methods of pedagogical professional specialty is a closely related educational process. Therefore, the content of practical lessons should be

regularly updated by innovative forms of art education that give a great opportunity for students to get the pedagogical, methodical, psychological knowledge that is necessary for their future profession.

- During the lessons, considering the students as "learners" and "teachers", teaching process of methods of expressing their opinion on artwork through estimating and analyzing their work, also esthetic perception of objects and phenomena of environment should become an important pedagogical process. These requirements are considered to be a foundation for professional pedagogical competence of a future school teacher, because future teacher of fine art is a mentor-teacher who brings up the spiritual and esthetic education of young generation.

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