ART-PEDAGOGICAL TECHNOLOGIES IN VOCATIONAL EDUCATION

Rzhevska Nataliia, PhD in Pedagogical Sciences, Lecturer at the Department of Professional Education, State Higher Educational Institution «Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University».
ORCID: 0000-0001-8695-5964
E-mail: zolotysya@ukr.net

This article is dedicated to the use of art-pedagogical technologies in the educational process of professional training of future specialists. The data obtained during a pedagogical experiment provide rationale for the fact that the current art-pedagogical methods are intended to train specialists to implement a set of conditions necessary for the development of future graduates' eligibility for employment and further professional efficiency.
Also, based on the data obtained, we can say that most students having defined the leading type of perception were visuals. The analysis of psychological and pedagogical sources allows us to conclude that, when it comes to art-pedagogical technologies, it is necessary to clearly understand the root cause of the necessity for their application, since it defines the level of the specialist's professional training required for their use.
Keywords: *art-pedagogical technologies, professional training, commodity research and trade entrepreneurship, competencies, cognitive potential, socio-emotional potential, skills.*

АРТ-ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ У ПРОФЕСІЙНІЙ ОСВІТІ

Ржевська Наталія, кандидат педагогічних наук, викладач кафедри професійної освіти, Державний вищий навчальний заклад «Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди».
ORCID: 0000-0001-8695-5964
E-mail: zolotysya@ukr.net

Ця стаття присвячена проблемі використання арт-педагогічних технологій у професійної підготовці майбутніх фахівців. Арт-технології та арт-терапія використовуються в різних областях: медицині, психології, освіті. Психолого-педагогічні дослідження показали, що серед факторів, що створюють освітнє середовище, яке стимулює навчання та сприяє активному мисленню, є: сприяння нести відповідальність за прийняті рішення, наголос на особистісному та творчому розвитку, почуттях, формування креативних творчих завдань тощо. Саме арт-педагогічні технології сприяють створенню атмосфери довіри, поваги, вільних дискусій, де ніхто не помиляється і кожен – це особистість з власним світоглядом. Арт-педагогічні технології мають багатогранний потенціал та можуть використовуватися у процесі професійної підготовки в межах як мистецьких, так і гуманітарних, технічних спеціальностей.
В ході експерименту було використано такі арт-педагогічні технології фрактальний малюнок, створення mind map. Метод фрактального малюнку дозволяє гармонізувати психічний стан особистості, активізувати її потенціал та сприяти кращому сприйняттю інформації. Щодо викладача, то цей метод дозволяє не тільки підготувати студента до майбутньої професійної

діяльності, але й визначити рівень психічного здоров'я, емоційне ставлення до дисципліни чи інших людей тощо.

У навчальному процесі розумові карти («mind map») призначені для полегшення роботи з великими обсягами інформації шляхом її структурування та узагальнення. Вони є механізмом мислення, пришвидшення встановлення асоціативних зв'язків тощо.

Щодо вчителя, то цей метод дозволяє не тільки підготувати учня до майбутньої роботи, але визначити рівень його психічного здоров'я, емоційне ставлення до дисципліни чи інших людей тощо. Результати експерименту оцінювалися відповідно за критеріями рівня соціо-емоційного та когнітивного потенціалу учасників на початку та після проведення експерименту.

Отримані дані обґрунтовують той факт, що сучасні арт-педагогічні методи необхідні для розвитку у майбутніх випускників здатності до працевлаштування та подальшої професійної ефективності.

Ключові слова*: мистецько-педагогічні технології, професійна підготовка, товарознавство та торговельне підприємництво, компетентності, когнітивний потенціал, соціально-емоційний потенціал, навички.*

Today art-pedagogical technologies are innovative methods in the educational process. However, if we carry out a detailed analysis of the educational environment throughout history, then we see that art-pedagogical technologies were used as a natural means for the development of students' critical thinking, ideological worldview, ability to anticipate through imagination, etc., even by Plato and Aristotle. The potential of an individual, their cognitive and socio-emotional intelligence can be revealed through the prism of an art. Art allows you to be yourself, feel, and give feedback without being afraid of saying something wrong or having different perception.

The main goal of the educational process is to form relevant competencies that will provide a future specialist with suitability for employment and professional efficiency. The educational process is a complex phenomenon, the study of which can not be based solely on the theoretical pedagogical knowledge and the principles of didactics. To identify the essence of the educational process, it is important to understand it not as a strategic mission of the state but as a process of developing an individual with general and professional competencies. Such an interpretation allows us to move from a general pedagogical to a mentally oriented understanding of the educational process' essence, in which each individual is unique.

Confirmation of this can be found by addressing neurosciences which study the processes of transmission of nerve impulses in the cerebral cortex, physical and chemical metabolic processes, which by their nature are the same for all individuals from the physiological point of view, and at the same time, due to certain characteristics, give each of us unique features of world perception, speed of reflection, adaptability, activity, etc.

Summarizing the foregoing, we come to understand the essence of the educational process's complexity, which is to combine a person and different mental characteristics to ensure one's eligibility for employment and professional efficiency through the use of educational technologies. Solving problems arising out of this complexity is intended at developing an individual approach to the personality of a student. This approach is aimed at building general and professional competencies of a future specialist, taking into account one's individual characteristics. Selection of such a course of educational process ensures the development of personality and professional knowledge and skills. Such an approach is based on mutual trust between the teacher and the students, as they become partners: the boundaries of their positions disappear; cooperative relations appear. Passive forms of learning widespread at tertiary schools give a student the role of a simulator or interpreter of practical

activity rather than its initiator and organiser [1, p. 60]. It is impossible to deny that such relationships provide a solid ground for perceiving educational information by the student not as an element of the curriculum but as a necessity for professional self-development, since the teacher is a mentor, a coach who opens a professional world for him. Hence, in the educational process, such technologies that help individually approach each student's personality, taking into account time constraints and large volumes of educational information, are of great importance in the educational process. Under such conditions, it is necessary to use art-pedagogical technologies.

The purpose of the article is to study the effectiveness of art-pedagogical technologies in vocational education according to the criteria of socio-emotional and cognitive potential.

B. Almukhambetov, M. Tanirbergenov, Z. Nebessayeva believe that further successful art-pedagogical activity of a figurative arts teacher and extension of his/her pedagogical capabilities, the teachers should be familiar with educational technologies of art-pedagogy, be able to choose his/her own strategy of art-pedagogical activity while addressing the inner world of achildland bringing the child into the educational process on equal terms with the teacher [2, p. 1527].

Lo Mun Ling, Ference Marton explore that one important contribution of an art teaching theory to learning study is that it brings the focus of the learning study sharply on the object of learning and provides a theoretical grounding to understand some of the necessary conditions of learning [3, p. 12]. B.Wikström investigates the art-pedagogical impact on people with certain mental problems. The studies described in this review focus on the use of paintings as a pedagogical tool developed from previous research about the use of art as a communication and healing tool with patients [4, p. 190]. D. Darts explores how visual culture education can empower students to perceive and meaningfully engage in the ideological and cultural struggles embedded within the everyday visual experience. The author examines the work of resistance theorists and socially engaged artists, including culture jammers, in an effort to support and inform the teaching and learning of visual culture. The study concludes with an investigation of cultural production as a pedagogical strategy within the visual culture classroom for generating and facilitating student awareness, understanding, and active participation in the sociocultural realm [5, p. 315]. P. Duncum recognizes that many art educators are increasingly using the term visual culture, rather than art, to describe their central concern, the author examines why this development is taking place, what visual culture might mean in the context of art education, and how pedagogy might be developed for visual culture [6, p. 20].

L. Kay explores that, although, art educators do not do "therapy," art teachers can have a positive impact on adolescent students at-risk. They may assist students' formation of identity, interrogate social concerns with students, and facilitate personal expression and meaning making through the creation of meaningful artefacts in their classrooms [7].

So, one should differentiate the following areas of application of art-pedagogical technologies:

1. Medical (art therapy) is aimed at correcting neural processes requiring interference for medical reasons. For instance, behavioural correction is the intervention aimed at reducing the effects of genetic abnormalities.
2. Psychological (art techniques) for people with certain mental disorders. Depression, inadvertence, rehabilitation after injuries, etc.

3. Pedagogical ("art methods in education, art pedagogy") as means to promote revealing of the individual's potential to provide an optimal educational environment for the development of professional skills.
4. Artistic "art techniques in artistic development of personality".

For the functions of art therapy we are of the opinion by T. Koloshina that features of art therapy are distinguished:

1. Diagnostic: drawing a special document and contains a lot of information about the author (figure is always symbolic, always expresses the researchers present state, no matter how he tried to hide it).
2. Therapeutic: healing the actual identity through art, returning to the psychological integrity of the individual.
3. Humanistic:the development of a balanced personality that can keep the balance between the polarities (e.g., love-hate, weakness-strength, privacy-intimacy, dominance-conformity, hope-despair and so forth) [8].

The art-pedagogical experiment took place on the basis of the Public higher education institution "Pereiaslav-Khmelnytskyi State Pedagogical University named after Hryhorii Skovoroda". Third-year students of the specialty "Professional education (Commodity Research)" participated in the experiment.

The first stage of the pedagogical experiment was a practical lesson on the topic of Strategy of the intermediary enterprise, where students were answering questions with answers prepared in advance while covering additional materials.

At the second stage, a diagnostics of the level of obtained cognitive and socio-emotional skills of future specialists in commodity research and trade entrepreneurship was carried out. In order to do this, a specialized methodology was developed, featuring a list of questions with possible answer options.

At the next stage of the pedagogical experiment, the practical lesson was carried out on the same subject, but with the use of art-pedagogical technologies because we assume that the creation of a special intellectual and creative environment, in which the powerful potential of art will help unlock the creative potential of an individual, is an important condition for professional training.

Content of Art-pedagogical technologies

Energy fractal drawing. This method is based on the interconnections between manual dexterity and mental states of a human being. The method allows harmonizing mental state of a person, activating one's potential, and contributing to a better perception.

As for the teacher, this method allows not only to prepare the students for future work, but to determine the level of their mental health, emotional attitude towards the discipline or other people, etc.

The main task of the method of fractal drawing is self-expression of a person through a drawing completed according to certain rules.

Students were asked to depict their "strategies" with the help of drawings. The condition was to express one concept through a single drawing.

Students were also asked to choose the means to perform the task, namely:

Chalk and board – 42 % used it

Felt and board – 50 %

Paper and pen – 8 %.

Eventually, students came up with the following visual results: up arrow, road, footprints, target, algorithm, etc. fig. 1.
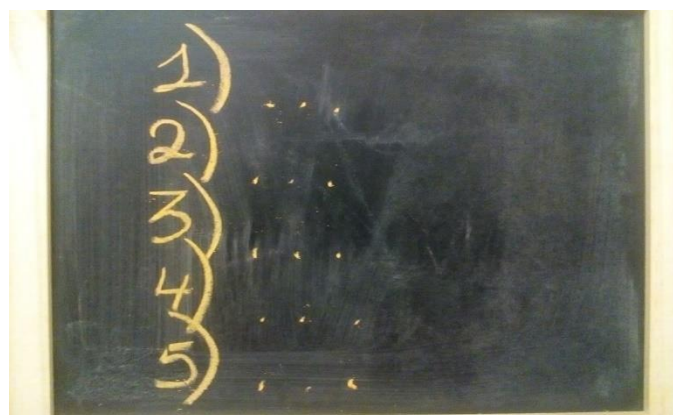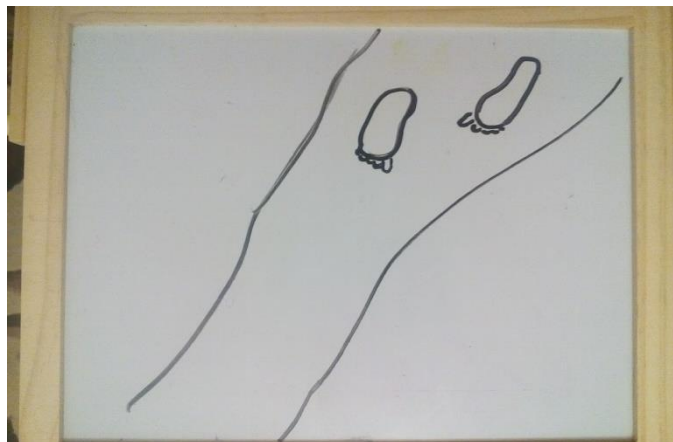

Fig. 1. Examples of fractal drawing works on the topic «Strategy of the intermediary enterprise»

Creating Mind Maps*.* In the educational process, mind maps are intended at facilitating the work with large volumes of information through its structuring and generalization. Undeniably, they are the mechanism of thinking, of establishing associative links.

The essence of this art technology: in the centre of a sheet of paper, a student denotes the basic concept or the problem of the project with a drawing or several words.

This concept is related to the basic relevant concepts, properties, etc., which are signed with one or two words. Then, these concepts are divided into components for detailing. In this way, the complex concept is visualized through numerous simple drawings, allowing you to understand the basic essence.

This way of thinking arranges brain functioning, making it similar to structured programming and making internal processes more visible. At the same time, it should be noted that joint work on drafting mind maps contributes to the creation of atmosphere of emotional uplift, of activity, of such an environment where there is a desire to voice your thoughts without fear of being judged by the teacher for misunderstanding of certain aspects of the concept under study. Schunk's definition says: "Self-concept refers to one's collective self-perceptions formed through experiences with, and interpretations of, the environment, heavily influenced by reinforcements and evaluations by significant other persons" [9, p. 384].

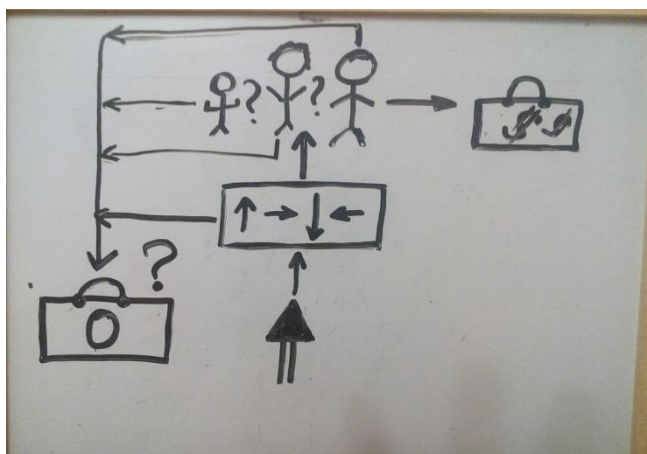The concept for the mind map was "enterprise strategy development" (fig. 2).

Fig. 2. Example of a mind map on the topic «Strategy of the intermediary enterprise»

An independent task was to create a collage on the topic of the practical lesson. The method of collage allows participants of art-pedagogical activity to visualize thoughts, feelings, desires, and other aspects of life. When performing their independent work students were asked to combine two types of art-pedagogical technologies: circle chewing and digital art. The sphere of digital art is an innovative sphere of activity of a designer, an art master, a digital artist, which requires the use of modern information technologies.

At the last stage, comparison of the obtained results with regard to the development of cognitive and socio-emotional skills of future commodity research and trade entrepreneurship specialists was carried out (table 1).

Table 1

Comparison of the development level of cognitive and socio-emotional skills before and after the use of art-pedagogical technologies

No	Question	Before the use of art-pedagogical technologies			After the use of art-pedagogical technologies		
		Yes	No	Difficult to answer	Yes	No	Difficult to answer
Assessment of cognitive potential							
1	The knowledge that the teacher gives us during lectures is enough for me to prepare for practical classes	80	10	10	65	35	0
2	I can easily answer every question the teacher asks	83	7	10	80	10	10
3	When preparing for a practical class, I do not critically evaluate (think over) the educational information from the sources	98	0	2	84	14	2
4	After presenting it at a practical lesson, I do not use it anywhere else	88	2	10	80	12	8
5	I present a topic of a practical lesson with the help of my lecture notes. Without them, it is difficult for me to verbalize an idea	97	0	3	86	24	0
Assessment of socio-emotional potential							
5	I feel confident at a practical lesson, because I know which question I am going to answer	93	5	2	80	20	0
6	I do not feel an emotional uplift at a practical lesson	89	5	6	20	78	2
7	Practical lessons never initiate the desire to be the first, do better, and so on	81	5	14	57	40	3
8	Practical classes do not develop me as a person and a specialist, I do it for grades	91	9	0	54	40	6
9	In my opinion, practical classes suggest only retelling a lecture by the student	95	5	0	34	60	6

The bar graph (fig. 3, 4) shows summarized results* for each block, taking into account that the answer "yes" indicates low potential, while the answer "no" reflects high potential.
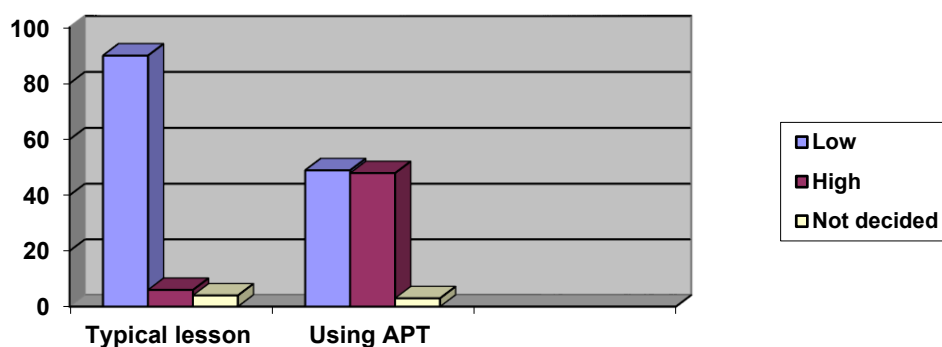

Fig. 3. Assessment of the level of socio-emotional potential development

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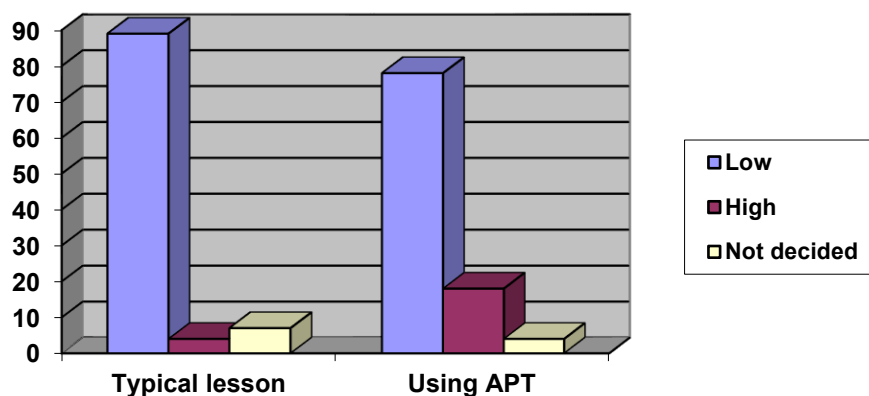* calculated as arithmetic mean by the results of answers to all questions of each block

Fig. 4. Assessment of the level of cognitive potential development

The obtained data shows indifferent, emotionally colourless attitude to the content of practical lessons and forms of conducting them. Also, there is a lack of motivation for self studying of educational material, and attitude toward classes as formalities for the purpose of accumulating grades.

Vision plays a major role in this process. Often they are characterised by intensive gestures because they do not have enough words to fully describe their thoughts. This is because visuals think in pictures, having more colours than words. Such people have excellent visual memory. Quite often they can easily recreate the required information from a book page [10, p. 108].

Consequently, visuals must always be influenced by art-pedagogical technologies for the effective perception of educational information.

The main objective of the educational process is building and development of general and professional competencies of future specialists. Such general competencies as creativity, innovative thinking, creative approach to solving professional problems lay the basis for the professional competencies to be applied in the modern world, and meet the requirements of leading stakeholders.

The need for a creative component in the training of future specialists in the field of commodity research and trade entrepreneurship is based on a diagnosed low emotional mood, a reluctance to learn more, a lack of motivation for self-actualization, a pre-formed attitude to learning information.

The data obtained during the pedagogical experiment prove that art methods contribute to the development of intellectual cognition, positively affect active information perception, increase general creativity, and promote emotional uplift. Hence, the creation of a special intellectual and creative environment where the powerful potential of art will help an individual to unlock one's creative potential is an important condition for an efficient and organically organized educational process.

Prospects for further researches include the need to promote art-pedagogical technologies through the study of their effectiveness in higher education institutions, the study of advanced world experience in the use of art-pedagogical technologies in the professional training of non-artistic professionals.

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