Pedagogical conditions of personalization in the development of art competence among the bachelors of art direction

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Abstract

Nowadays, the key of university graduate competitiveness is such integral personal quality as professional competence within the logic of competence approach in education. The art competence is a key component of professional competence for the bachelor of artistic direction. Deep knowledge of art history and theory, a widespread awareness of contemporary artistic culture issues, the knowledge of evaluation, analysis and the interpretation of art works and events are included in the art competence structure. The theoretical study of the competence approach implementation technologies, the modern concepts of a person understanding and self-education principles allowed to consider the personalization of artistic competence development as a reasonable strategy to achieve the personally meaningful results in the education of artistic direction bachelors. The feature of artistic competence personalization development is a student's personality, positioning himself as the subject of his education. Thus, a reasonable transformation of the learning process takes place, aimed at the activization of its all components for the socialization and the development of an individual in accordance with its needs, interests, motives, abilities, etc. The result of theoretical research, during which such methods were used as the inductive and deductive analysis of the psychological and pedagogical research, observation, questioning, was the scientifically sound formulation of personalization pedagogical conditions concerning the development of art competence among the bachelors of artistic direction: the inclusion of students in the development process of individual educational routes concerning the mastering of artistic and theoretical subjects; the increase of educational process subject interactivity on the basis of its information; the acceptance of a tutor's personal position by a university teacher, that promotes the design, stimulation and the reflection of personal-competent development of artistic bachelors. Testing, the method of expert evaluations and a pedagogical experiment were implemented in the course of the empirical research, which was designed to test the effectiveness of provided pedagogical conditions. Observed during the experimental work of art The positive dynamics of the artistic bachelor competence development proves the effectiveness of the proposed pedagogical conditions.

Keywords: competence-based learning, competence, art competence, personalization, individual educational route.
Introduction

Modern higher education in response to economic, social and political transformations, to the changes and needs of an individual and a state is experiencing the period of intense modernization. With the introduction of a competence-based approach to the design of educational outcomes, the professional competence is conceived as the main characteristics of a graduate [1, 2, 3]. The professional competence is presented as an integral personal quality, which includes cognitive, activity-related, behavioral, social, and subject competences [4, 5]. In its turn, the competence is considered as a graduate readiness to apply knowledge, skills, types of activities, abilities, personal qualities, and the experience gained for the implementation of socially important activities in standard and innovative environment [6, 7]. It should be noted that competence is acquired through self-development and self-realization, through self-search for the ways of professional problem solution, a conscious, professionally motivated experience gaining concerning the various types of activities.

A new interpretation of education results necessitates the transformation of the educational process, the search and the implementation of educational technologies appropriate to a goal. Domestic scientists (E.F. Zeer, O.G. Larionova, V.V. Serikov, etc.), specify the following milestones for the competence-based learning implementation: the strengthening of education personal orientation, the creation of conditions for self-development, the manifestations of independence and creativity, the revealing of self-assessment values for a personal growth. This implies that a student must be an active subject of his competent development.

The implementation of educational personalization strategies acts as one of progressive concerning higher education. According to domestic researcher V.V. Grachev, personalization is the quintessence of different models for student-centered learning in which the subjectivity of students is demanded and the conditions for self-development and self-realization are created [V.V. Grachev, 2008]. Thus, the competence development is included in the integral process of a student personal development.

Materials and Methods

Today, within conditions of culture crisis and the rethinking of moral and ethical values it becomes popular, in which the inclusion in various forms of artistic activity, the formation of creative individualization, intellectual and emotional wealth, a man's spirituality occurs through the development of artistic culture. Taking into account such a serious aim of art education, a society and a state imposes strict requirements for the preparation of art bachelors.

During the theoretical study, based on the study of normative and methodological literature, the observations and questioning, we analyzed the professional competence of art bachelors. We found that the professional competence specifics concerning the bachelors of this direction is the need to carry out equally an independent artistic and creative activity in the field of fine arts and pedagogical work concerning the guiding of various kinds of art-graphic activity among the pupils of different schools. However, it is important to know the theory and practice in different visual-spatial arts, which include the fine and decorative arts, architecture, design, computer graphics and other types of artistic and creative practices.
In our opinion the key competence in the composition of the professional competence of art bachelors is the artistic one, which is the readiness of a graduate to the study, analysis and interpretation of works of art, the models and phenomena of artistic culture, the ability to use systematic art-historical and art-theoretical knowledge to solve the professional problems in artistic education, based on the holistic, fundamental, philosophical understanding of art and the awareness of visual and spatial arts role and significance in the development of society and every individual.

The study of essential characteristics, the determination of art competence content and structure gives the basis to understand that it is impossible to learn from the outside such an integrative personal resource in the form of declarative knowledge or specific information about this psychological component. The art history competence should be the result of a holistic art self-knowledge and understanding process. A student should clearly see the purpose of an art competence development, aware of the need concerning a training phase in its development, to perform a sensible approach to the implementation of various activities (cognitive, educational, pseudo professional, perceptive, analytical, and others). In other words, the problem is the following one: to intensify the process of art competence development in the process of art bachelor self-development and personal formation. In this regard, we consider the possibility of an art competence personalization which operates through the student subjectivity demand and directs to the formation of own self-development strategies [9, 10].

The next step of our study was the development of theoretical and pedagogical conditions of art bachelor artistic personalization development. The first pedagogical condition in our study is the inclusion of students in the process of individual educational route development concerning artistic and theoretical subjects, which includes six stages: preparative, diagnostic, conceptual, constructive, performing, assessment and reflective. The preparatory phase is implemented mainly by a teacher, during which the learning of software and educational methodical equipment takes place on artistic-theoretical disciplines to reveal an objective potential of an educational program for the development of individual educational routes.

The essence of the diagnostic phase is the determination of current development level for an artistic bachelor art competence. It is necessary to obtain the information about existing student experiences in the field of art, the presence of educational activity professional motivation, the level of knowledge, etc. during rapid surveys, testing and monitoring. The results of the projecting diagnostic phase act as the basis for a conceptual phase realization, where students study the objectives, tasks, the artistic and theoretical subject content in the first place, then, the determination of personal diversification opportunities takes place concerning the process of their development. The formulation of a common goal for an individual educational route takes place at this stage.

A key step of individual educational route development concerning the artistic and theoretical disciplines is the constructive one, where it is advisable not only to determine the content of a route, but also the methods of the route passing efficiency evaluation. At this stage, a student together with a teacher determines the content of an invariant and a variable block of an individual route, includes an individual program of independent and extracurricular work in its structure. At the final reflexive assessment stage a serious place is occupied of student work results by students. The form of this work was determined in advance.
The next pedagogical condition promoting the personalization of art bachelor artistic competence development is the improvement of educational process subject interactivity on the basis of his awareness. It is known that interactivity has such features as equal relations, dialog communication, mutual development, the most important advantage of which is the possibility of a personal growth based on social interaction. The increase of academic, professional, communicative experience of a person, the exchange of different points of view on various issues, the introduction of a new reflection level is possible in an interactive dialogue. In order to establish a true dialogue communication and interpersonal interaction the informatization of learning is necessary, which involves the saturation of the educational process with necessary educational, scientific, reference, empirical and other information presented in an accessible mode, with a well-functioning accumulation, processing, broadcasting and the transmission system of information available. Nowadays, a high-quality implementation of education informatization is carried out through the introduction of electronic information resources created on the basis of computer and Internet technologies.

The solution of the problem concerning the personal development of art bachelor artistic competence is based on the transformation of a high school teacher position, who should be ready for the projecting and the monitoring of student individual routes, for the realization of interactive communication with students. In this regard, the third pedagogical condition is the adoption of a tutor's personal position by a university teacher, facilitating the design, promotion and reflection of a personal-competent development among artistic bachelors. The activity of a tutor-teacher is revealed through the following steps: the analysis of the educational goals, needs and aspirations of students, their social and subjective experience; the implementation of student learning pedagogical support; the promotion of reflexive and self-educational activity of students, the development of self-esteem and independence of bachelors.

The empirical phase of our study was based on the testing of the developed pedagogical conditions efficiency concerning the personal development of art bachelor artistic competence. In this regard, we identified three criteria for the development of art competence and four levels (low, permissible, medium, high) [11, 12].

The diagnosis of art bachelor artistic competence development level was determined using the following methods: questionnaires, interviews and observation (for motivational-value criterion); The testing to identify the art knowledge assimilation coefficient and oral surveys (for a cognitive criterion); projective techniques, an expert assessment of educational and professional activity results among students (for an activity criterion).

The experimental study of art bachelor artistic competence development was carried out on the basis of the High School of Arts named after S. Saidashev at the Institute of Philology and Intercultural Communication of Kazan Federal University. We formed two groups: an experimental group (EG) - 58 persons and a control group (CG) - 57 persons. The experimental work was carried out in three steps: stating, forming and control one.

A low and an allowable level of art competence development prevailed in the specified group at the stating stage according to student diagnostic results - 39.4% of the total number of students in EG and 41.8% in CG, respectively, 35.7% were at an acceptable level within EG and 34.3% within CG, the average level - 17,8% in EG and 15.6% in CG, high level - 7.1% in EG and 8.3% in CG.
During the formative stage of the experiment, we included the students in the process of individual educational routes development concerning the artistic and theoretical disciplines. Students had the access to electronic educational resources on the subject "World Art Culture" presented in the remote format MOODLE. We developed an electronic catalog of information sources on the types of visual and spatial arts for the best organization of the student work. We have almost refused from the traditional lectures and used such their varieties as a problem lecture, the lecture "question-answer", the visualization lecture. Seminars were also transformed into such forms as listening to and the discussion of reports, a "round table" seminar and a conference seminar.

During the control stage, we performed the re-diagnosis of the art competence development level according to three criteria in the experimental and control groups. The comparative results of the experiment initial and final stages are summarized in the table.

The dynamics of bachelor art competence development in the experimental and control group (in % of the total number of students)

<table>
<thead>
<tr>
<th>Levels</th>
<th>High</th>
<th>Average</th>
<th>Affordable</th>
<th>Low</th>
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<td>Dynamics</td>
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<td>Citing stage</td>
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<td>7,1</td>
<td>15,6</td>
<td>34,3</td>
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<tr>
<td>Control stage</td>
<td>9,9</td>
<td>18,6</td>
<td>37,5</td>
<td>27,3</td>
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**Conclusions**

The indicators in the experimental group are objectively higher than in the control group, which gives us the reason to consider the work carried out at the developing stage of an experiment as an efficient one.

**Summary**

The performed theoretical research and experimental work aimed at the implementation of a competence-based approach in higher artistic education allowed to draw the following conclusions:

- The art history competence, which is a graduate willingness to education, analysis and the interpretation of the artistic culture works of art, models and phenomena, the ability to use systematic art-historical and art-theoretical knowledge to solve the professional tasks in the field of art education, based on a holistic, fundamental, philosophical understanding of art and the awareness of visual and spatial art role and significance in the development of society and every individual, is the crucial one as the part of art bachelor professional competence.

- On the basis of competence nature we revealed that the personalization of art competence development is an appropriate strategy;
The pedagogical conditions of art bachelor personal artistic competence development are the following ones: the inclusion of students in the design process of individual educational route development within the art-theoretical subjects; the increase of educational process interactivity on the basis of its informatization; the acceptance of a tutor's personal position by a high school teacher. This position promotes the design, the stimulation and the reflection of art bachelor personal-competent development.

The experimental study of a personal artistic competence development and the use of the provided pedagogical conditions proved the proposed strategy efficiency.

Conflict Of Interests

The authors confirm that the submitted data is free of conflict of interest.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth
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