

HEURISTIC ENVIRONMENT AS CONDITION OF ART CRITICISM COMPETENCE DEVELOPMENT FOR FUTURE TEACHERS

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ABSTRACT

Essential factor of professionally significant competences development of future art direction teachers is the educational environment as which it is necessary to understand the integrity of pedagogical conditions, interactions, processes, components of pedagogical process which is specially organized for achievement of the educational purposes. Results of a theoretical research which purpose was studying characteristics of the heuristic environment as conditions of development of competences of future art direction teachers are presented in article. The main intrinsic characteristic of the heuristic educational environment is the following: recognition of value of creative activity of subjects of educational process; implementation of stimulation, support and encouragement of creative activity of students; granting opportunities for inclusion in creative activity. The empirical research was directed to studying influence of specially organized heuristic educational environment on development of art criticism competence of future art direction teachers. Testing, observation, method of expert evaluations of results of creative activity were used by us for realization of a pedagogical experiment.

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The conducted research allowed to reveal that specially organized heuristic environment promotes high-quality development of art criticism competence which is shown in the following: future art direction teachers acquire culturological and art criticism contents at the levels above an average and high; barriers to transition to creative activity in the field of art criticism are broken; personalization of development of art criticism competence is carried out.

Keywords: educational environment, heuristics, heuristic environment, art criticism competence

INTRODUCTION

Today a large number of researches are devoted to problems of development of competences of pupils of various age and types of educational institutions [1; 2; 3; 4]. Most of researchers come to a conclusion that development of competences is impossible without achievement in the course of training of level of self-development [5; 6; 7; 8]. For future art direction teachers assimilation of the available points of view concerning art, assignment to itself other art criticism experience is important not just, but on the basis of studying the available material to create the understanding, judgment, art vision, an original art criticism position. The main essence of art criticism competence of future art direction teachers consists in it.

As researchers note, process of self-development is distinguished by such signs as a goal-setting, consciousness, independence, activity, responsibility of subjects (E. Burn, K. A. Gelvetsky, A. K. Markova, R. R. Rozanov, V. A. Slastenin, D. Sjyuper, etc.) Set, in the course of training, vectors of development of art criticism competence have to be appropriated by the personality and become a basis for continuous and independent development. A major factor of transition to the level of self-development of art criticism competence is acquisition of experience of independent overcoming educational difficulties and vigorous creative activity. A certain potential for transition to self-development of art criticism competence has to contain in the educational environment which is understood as certain integrity of factors, interactions, processes, components of pedagogical process which is specially organized for achievement of the educational purposes which always have socially caused character [9; 10; 11].

In art criticism activity, in the course of perception, the analysis, studying the phenomena and works of art special value has search of new meanings, original ways of knowledge, intuitive thinking. In this regard, we consider necessary to involve heuristics potential. The heuristics became a studying subject in G. S. Altshuller, V. I. Andreyev, G. Y. Bush, A. K. Permyakov, D.

Poyi, A. I. Polovinnik's researches and others. The heuristics designates process of opening new or the organization of process of uncommon thinking for search of answers to questions.

Thus, we consider that development of art criticism competence of future art direction teachers will happen in the best way in conditions to heuristically organized environment promoting self-development of art criticism competence. The main intrinsic characteristics of the heuristic educational environment are the following: recognition of value of creative activity of subjects of educational process; implementation of stimulation, support and encouragement of creative activity of students; granting opportunities for inclusion in creative activity in the field of art criticism.

METHODS

Results of a theoretical research formed the basis for carrying out a pedagogical experiment. The experiment was made from 2015 to 2017, on the basis of Institute of philology and cross-cultural communication of the Kazan federal university, departments of the theory of arts and world art culture, Tatar Study and cultural studies, the fine arts and design. 97 students - future art direction teachers and 5 teachers' experts of art and theoretical disciplines participated in an experiment. We defined experimental group - 49 people and control group - 48 people.

The pedagogical experiment was made for the purpose of check of reliability of the hypothesis made by us according to which we consider that specially organized educational environment qualitatively influences development of art criticism competence of future art direction teachers in the following indicators: increase in coefficient of assimilation of theoretical knowledge in the field of art criticism; increase in dynamics of manifestation of creative character of the solution of tasks in the field of art criticism and art education.

The pedagogical experiment was implemented in three stages: stating, forming and control. At the stating experiment stage we defined the initial level of development of art criticism competence of future teachers of control and experimental groups. For determination of coefficient of assimilation of theory-and-art criticism knowledge we used specially developed tests based on characteristics of levels of assimilation of the educational information offered

V. P. Bespalko [12]. Method of expert evaluations of results of activity was used for determination of dynamics of manifestation of creative character of the solution of tasks in the field of art criticism and art education. In particular, after realization of a theoretical part of art

and theoretical disciplines, performance of tasks for the analysis and interpretation of works and the phenomena of art culture, to future art direction teachers "The world art culture", the scenario of an art criticism discussion was offered to perform a task for drawing up the abstract of an educational conversation or a lesson of discipline or to realize "mini-research". This work was estimated by independent experts in certain criteria. Teachers of art and theoretical disciplines acted as experts.

At the forming stage of a pedagogical experiment we worked only with experimental group. Work was directed to the organization of the heuristic educational environment, according to the revealed characteristics. First, the special benevolent atmosphere in which there was a public and secret arrangement between students and training about the importance of implementation of productive activity, need of creative development for realization of professional activity and personal functions was created.

Secondly, stimulation, support and encouragement of creative activity of future art direction teachers it was carried out as a result of performance of the following actions:

- identification of barriers of creative activity (lack of profound and comprehensive knowledge in the field of history and the theory of art, lack of many-sided experience of perception, development, the analysis and interpretation of the phenomena, works of art culture, a rigidity, insufficient motivation to implementation of creative activity);
- realization of timely consultation on acquisition of ways of creative activity;
- the organization of opportunities of the presentation of results of creative activity (public protection, the dug-out presentations, the organization of quasi-master classes, performances at conferences and competitions, etc.).

Thirdly, opportunities for inclusion of future art direction teachers in creative activity in the field of art criticism which were based on implementation of the requirement of variability of the educational environment were given. In this regard, future art direction teachers in such kinds of activity as: educational with granting leveled complexity and on efficiency/reproducibility of tasks and tasks; the quasiprofessional, imitating professional situations of varying complexity; research, characterized by receiving, as a result of performance of a chain of actions, new personally significant knowledge (objective, subjective); design, assuming achievement of at the same time individual and personal and socially important result.

At a control stage of an experiment check of the level of development of art criticism competence of future art direction teachers of control and experimental groups was carried out again. At this stage the same methods of diagnostics which were used at the stating stage were applied.

RESULTS

Because the maintenance of the forming stage of an experiment was opened in the previous section, we will present comparison of results of the stating and control stages on the revealed indicators. We revealed coefficient of assimilation of knowledge in the field of history and the theory of art in control and experimental groups on the basis of testing which was calculated on a formula $K\alpha = \alpha/p$ (where $K\alpha$ - assimilation coefficient, number α - the number of the correct answers given by the student, number p - the maximum quantity of the correct answers on the test). It was definitely four levels of development of art criticism competence on this indicator. These levels correspond to the following parameters: low ($0,43 \leq K\alpha \leq 0$); average ($0,64 \leq K\alpha \leq 0,43$); above an average ($0,87 \leq K\alpha \leq 0,65$); high ($0,88 \leq K\alpha \leq 1$). These distributions of future teachers on the levels of development of art criticism competence on the first indicator at the stating and control stages of an experiment are presented in table 1.

Table 1. The summary table of distribution of students on levels development of art criticism competence in an indicator "coefficient of assimilation of theoretical knowledge"

Level	Experimental group				Control group			
	The stating stage		Control stage		The stating stage		Control stage	
	Quantity (people)	Value in %	Quantity (people)	Value in %	Quantity (people)	Value in %	Quantity (people)	Value in %
High	1	2	8	16,3	1	2,1	2	4,2
Above average	5	10,2	29	59,2	4	8,3	11	23
Average	29	59,2	9	18,4	25	52,1	25	52,1
Low	14	28,6	3	6,2	18	37,5	10	20,7
In total	49		49		48		48	

The method of expert assessment consisted that independent experts (in number of three people) as whom teachers of art and theoretical disciplines acted estimated creative works of future teachers by certain criteria: relevance, width of use of knowledge in the field of history and the theory of art, existence of author's interpretation and critical evaluation. By each criterion points from 0 to 5 were given and the GPA (Q) was calculated. We defined four levels of development of art criticism competence to which there corresponded the following numerical parameters: low ($4 \leq Q \leq 6$); average ($7 \leq Q \leq 8$); above an average ($9 \leq Q \leq 12$); high ($13 \leq Q \leq 15$). These distributions of future teachers on the levels of development of art criticism competence on the second indicator at the stating and control stages of an experiment are presented in table 2.

Table 2. The summary table of distribution of students on levels development of art criticism competence in an indicator "manifestation of creative character of the solution of tasks"

Level	Experimental group				Control group			
	The stating stage		Control stage		The stating stage		Control stage	
	Quantity (people)	Value in %	Quantity (people)	Value in %	Quantity (people)	Value in %	Quantity (people)	Value in %
High	1	2,04	13	26,5	0	0	1	2
Above average	3	6,16	15	30,6	3	6,3	9	18,8
Average	27	55,1	19	38,8	28	58,3	27	56,3
Low	18	36,7	2	4,1	17	35,4	11	22,9
In total	49		49		48		48	

DISCUSSION

Analyzing summary tables of data, we can note that at the initial stage of an experiment future art direction teachers were almost equally distributed on the levels of development of art criticism competence of experimental and control groups on two indicators. At the same time, most of future teachers had the average level of development of art criticism competence in the first

indicator: 29 people that made 59, 2% of total number of students in experimental group and 25 people - 52, 1% in control group. After the forming experiment in experimental group at 24 future teachers from the average level of development of art criticism competence it was lifted to level above an average and seven more reached high level. As a result in experimental group more than seventy percent (75,5%) of future art direction teachers had high and above an average the levels of development of art criticism competence on the first indicator. In control group we did not observe such values. In spite of the fact that at eight people from the lower level rose by higher levels, however only 27,2% had high and above an average the levels of development of art criticism competence on the first indicator.

On the second indicator we also observed serious dynamics of development of art criticism competence of experimental group after the forming experiment, and implicit dynamics of development in control group. In particular, in experimental group of 28 people (57,1%) could develop the competence to levels above an average and high, at a control stage of an experiment this value was 4 persons (8,2%).

CONCLUSION

Thus, the made pedagogical experiment allows us to claim that in the conditions of specially organized heuristic environment development of art criticism competence happens most qualitatively: increase in coefficient of assimilation of theoretical knowledge in the field of art criticism and increase in dynamics of manifestation of creative character of the solution of tasks in the field of art criticism and art education is observed. What was initially put forward in our hypothesis. At the same time, additional observations allowed to reveal manifestation of such qualities of future teachers as desire to show an initiative and independence in the choice of additional tasks, implementation of projects and holding interactive actions.

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