

**ECCE 2018**  
**VII International Conference Early Childhood Care and**  
**Education**

**THE FORMATION OF PRESERVICE PRESCHOOL**  
**TEACHERS' PROFESSIONAL READINESS FOR ESTHETICAL**  
**TRAINING**

Olha Krasovska (a), Olha Khomiak (a)\*  
\*Corresponding author

(a) Candidate of pedagogical sciences, associate professor of Primary and Pre-school Education Department  
International university of economics and humanities named after academician Stepan Demianchuk, Rivne (Ukraine),  
olya.homyak@gmail.com, +380977967755

*Abstract*

The present article deals with the formation ways of future preschool teachers' professional readiness for esthetical training of children by means of intensive educational technologies during the Fundamentals of Fine Art with Methodology classes, the lessons of Decorative Arts with Methodology as well as the Artistic Production and Design basics sessions. The objectives of the article are to reveal the peculiarities of intensive educational technologies implementation in the process of future preschool mentors' training and experimental checking of its effectiveness in the realm of children's artistic and aesthetic education. The professional readiness of a preschool teacher is considered to be an integrated personality formation that aims at efficient solving of educational tasks according to the formed system of psychological, pedagogical, artistic and methodological knowledge along with skills, motives, values and vocational qualities of an educator.

To detect the level of professional readiness of preservice teachers for the artistic and aesthetical preschool education, the pedagogical research on the basis of the Ukrainian higher educational institutions was implemented. The total number of 602 students were involved in the experiment. At the first stage of the pedagogical research, the level of professional preparation to the children's artistic and aesthetical education among future teachers was estimated according to the benchmarks and indicatorse laborated.

The results of the experiment brought about a need for the intensive technologies introduction into the process of future preschool educators' training that must be performed in three stages: adaptive-informational, action-technological, and reflective-creative.

© 2018 Published by Future Academy [www.FutureAcademy.org](http://www.FutureAcademy.org).UK

**Keywords:** Preservice preschool teachers' professional readiness, intensive educational technologies.



## **1. Introduction**

### **1.1. What are intensive educational technologies?**

N. Panina (2006) claims that the intensive educational technologies are based on interaction of educational process members and are aimed to form metacompetence of personality, which is a set of partnership skills, ability to learn throughout lifetime, to form a positive image of yourself, to adapt to changing circumstances, and to make collective decisions. Evocative education is the centre of the process of training a future teacher, argue Clelland & Mansfield (1973), Raven, Hoffman & Linard (1977), Silver (1998), Slavin (1989).

Scientists prove that intensive technologies in the professional training of the teacher solve important goals and objectives:

- creation of students' solid view of professional competence and meta-competency, their dynamics and place in real activity;
- acquisition of social experience, interpersonal and group interaction for collective decision-making, cooperation in the field of professional activity;
- the development of vocational, analytical and practical way of thinking;
- the formation of cognitive motivation, skills of interaction in the professional field.

Panfilova (2012) suggests three types of innovative approaches to the classification of educational technologies:

- radical - the introduction of the possibility to rebuild educational material on the basis of computer technology, including training through the Internet, distance learning, virtual seminars, conferences, games;
- combinatory - a combination of previously known elements, for example, a new method and previously known techniques, (lecture-dialogue with the analysis of pedagogical situations).

## **2. Problem Statement**

In other research studies there had been disclosed various vocational training aspects of 012 "Preschool education" students. The concept of artistic and aesthetical preschool education by means of intensive method, however, was not thoroughly examined.

## **3. Research Questions**

1. Is the intensive educational method effective in the process of preservice preschool teachers' vocational preparation to teach children aesthetic and artistic values?
2. What kinds of intensive strategies are the most efficient regarding the professional formation of future preschool teacher?
3. Will the implementation of intensive educational technologies evolve in recession of qualitative index concerning the preservice preschool teachers' vocational readiness to aesthetical education in preschool institutions?

## **4. Purpose of the Study**

The aim of the study regards checking the efficiency and the formation ways of future preschool teachers' professional readiness for aesthetical training of children by means of intensive educational

technologies during the Fundamentals of Fine Art with Methodology classes, the lessons of Decorative Arts with Methodology as well as the Artistic Production and Design basics sessions.

## **5. Research Methods**

In the course of examining the problem, we used such methods as analysis and synthesis of psychological-pedagogical and art sources, studying and generalization of the current state of professional training for future preschool teachers in the field of artistic and aesthetic education; comparison and classification to determine the essential characteristics, criteria and levels of future preschool teachers' readiness to provide the artistic and aesthetic education; pedagogical experiment with farther qualitative and quantitative analysis of the results, Kolmogorov–Smirnov test in particular.

### **5.1. Subjects (cases)**

The subjects under test were 20-22 year-old students on their 3rd, 4th, 5th, 6th year of studying at specialty 012 "Preschool Education". In total, 602 students were involved in the experiment, 294 of which were considered as the experimental group and 308 - as the control group. The Ukrainian universities participation was introduced by the Glukhiv National Pedagogical University named after Alexander Dovzhenko, Zhytomyr Ivan Franko State University, Kremenets Regional Academy of humanities and pedagogics named after Taras Shevchenko, PHEI International university of economics and humanities named after academician Stepan Demianchuk Rivne, Lesya Ukrainka Eastern European National University (Lutsk), Khmelnytsky Academy of humanities and pedagogics and Yuriy Fedkovych Chernivtsi National University. In the professional training of the experimental group of students, we implemented a complex of intensive educational technologies that hypothetically had an impact on the increase of qualitative and quantitative indicators of future preschool teachers' readiness to educate children art and aesthetic.

### **5.2. Procedure**

Stages of the experiment.

An introduction of the intensive educational technologies was implemented in three stages: adaptive-informational, action-technological and reflective-creative one.

The aim of the first, adaptive-informational stage (III year students) was to give a notion about the future profession of a preschool teacher, about the specifics of artistic and aesthetic education and the assimilation of the system of psychological, pedagogical, methodological and artistic knowledge.

Conditions for the successful implementation of this aim were provided. An innovative environment for training preschool teachers which was aimed at self-realization of the future specialist on a basis of the application of intensive educational technologies was created: dialogical, contextual and informational-communicative. The interdisciplinary connections between psychological, pedagogical, methodical and artistic components of the training were provided; the scientific and theoretical knowledge, intensification of the independent work and scientific research of students has been formed; educational and methodological complex of "Elements of the fine arts and teaching methodology" disciplines has been updated in order to reach the goal of the adaptive-informational stage.

The aim of the second, action-technological stage (IV-V years of study) was to form the students' ability to realize the functions of artistic and aesthetic education, both general pedagogical and specific artistic and creative technologies.

In order to achieve this goal, we combined theoretical and practical training components to prepare the students of specialty 012 "Preschool education", to help them gain the general professional competencies, such as pedagogical, psychological, methodological, and artistic. We integrated the psychological-pedagogical and methodical-artistic, theoretical and practical training components of the future educators and carried out the monitoring of their training. The active use of intensive, contextual, integrative, artistic and pedagogical technologies was introduced during the study of the special course "Decorative art with the methodology of teaching". We created artistic and cultural context of students' learning, optimized their independent and research work along with the implementation of active teaching lectures, seminars, practical and laboratory classes in the form of discussions, game design, master classes and creative workshops.

The aim of the third, reflexive-creative stage (VI year of study) was to form the future educator's ability to reflect their own professional experience, to improve their abilities and skills of artistic and aesthetic education in the conditions of the institution of preschool education.

This goal has been achieved by stabilization and correction of the formed psychological, pedagogical, methodological and artistic knowledge and skills of students of the specialty 012 "Preschool education", by forming the individual style of professional activity in the field of artistic and aesthetic education, the ability to assess and self-assess the gained experience, by consolidation of skills and abilities of independent and research work. Special professional course "Artwork and the basics of design" which involved the innovative technologies and integrated pedagogical, methodical and artistic components of training was developed. In order to achieve our goal we used professionally oriented technologies (contextual learning with combination of intensive technologies, artistic project activity, master classes on the basis of folk art, artistic techniques mastering, pedagogical experience exchange, "Creative workshop of students' arts education", pedagogical portfolio).

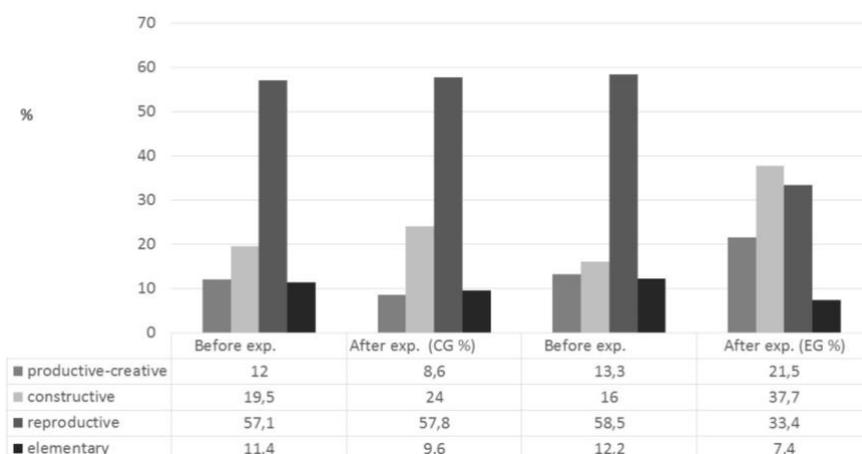
At every stage of the research, interactive methodological complexes of academic disciplines of professional training (printed materials, video materials, computer training programs, distance learning courses) and informational and methodical resources (electronic and multimedia manuals, information systems, training programs for knowledge consolidation, control programs) were used. We applied Microsoft Word, Excel, Microsoft Power Point, Corel Draw, Open Office, Teach Book Constructor and other software packages to develop those programs.

## **6. Findings**

Having completed the experiment, we traced the positive dynamics of increasing the professional readiness level of EG students, while in the CG these changes were less significant. The results of the control section (Table 1, Figure 2) showed that the EG of students, to which we implemented the intensive educational technologies demonstrated statistically significant shifts towards the growth of the integral professional readiness of future primary school educators.

**Table 01.** The dynamics of preservice preschool teacher s' professional readiness to esthetical training of children by means of intensive educational technologies

Stages	CG				EG			
	Before exp. (n=308)		After exp. (n=308)		Before exp. (m=294)		After exp. (m=294)	
	f	%	f	%	f	%	f	%
Productive-creative	37	12	26	8.6	39	13.3	63	21.5
Constructive	60	19.5	74	24	47	16	111	37.7
Reproductive	176	57.1	178	57.8	172	58.5	98	33.4
Elementary	35	11.4	30	9.6	36	12.2	22	7.4



**Figure 01.** The distribution of respondents according to the level of preservice preschool teachers' professional readiness to esthetical training of children before and after the experiment

## 7. Conclusion

Reliability of the data obtained during the development stage of the pedagogical experiment was verified using the statistical criterion of Kolmogorov-Smirnov.

The positive dynamics of the formation of separate components of professional readiness shows the effectiveness of innovative technologies in building the structural and functional model of the training process for the future teachers of elementary school in the field of artistic education. This statement is confirmed by the results of quantitative and qualitative analysis of the readiness of students of higher educational institutions to perform in the indicated type of a professional activity. We believe that the training process of future educators in preschool establishments improves, provided that the following intensive technologies are implemented: active educational lectures, seminars, practical and laboratory classes in the form of discussions, game design, master classes and creative workshops.

## Acknowledgments

Positive results of the research were achieved due to the implement of innovations to the process of future preschool teachers' professional training.

## References

- Clelland, D. Mc. and Mansfield, B. (1973). Testing for competence rather than for «intelligence». American psychologist. San Francisco.
- Panfilova, A. P. (2012). Innovatsionnyie pedagogicheskie tehnologii: Aktivnoe obuchenie : uchebnoe posobie dlya studentov uchrezhdeniy vysshhego professionalnogo obrazovaniya. Moskva: Izdatelskiy tsentr «Akademiya».
- Panina, T. S. (2006). Sovremennyye sposobyi aktivizatsii obucheniya : uchebnoe posobie dlya studentov vysshih uchebnyih zavedeniy. Moskva: Izdatelskiy tsentr «Akademiya».
- Raven, D., Hoffman, T. and Linard, M. (1977). Education, values and society: the objectives of education and the nature and development of competence. London, New York: The psychological corporation.
- Silver, H. (1998). Innovations in Teaching and Learning in Higher Education. University of Plymouth. Douglas Avenue. Exmouth EX8 2AT.
- Slavin, R. E., (1989). Research On Cooperative Learning: an international perspective. Scandinavian Journal of Educational Research, № 4, p. 476–484.