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## Personality Characteristics and Their Contribution to the Development of Professional Skills of Future Fine Arts Teachers

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### Abstract

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The article describes the personality features of future fine arts teachers. The author analyzes the contribution of personality traits in the development of professional skills. It describes the relationship of components of artistic and pedagogical abilities of the future fine arts teachers with personal qualities that contribute to the success of professional work. The author distinguishes the professional types that appear during the training in high school: the expressive-active and judicious-passive types, artistic and creative, creative and teaching types, teacher-artist and teacher-intellectual, artistic and pedagogical types, and the type, updating to various degrees artistic and pedagogical abilities, depending on the task activity. It justifies the need to take them into account during the training of future fine arts teachers in the current conditions. The study was conducted in all groups of personal characteristics, socio-psychological qualities, artistic and pedagogical abilities with the help of psycho-diagnostic methods. The empirical findings of the study showed the relationship of artistic and pedagogical skills with personal characteristics.

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**Key words:** Professional abilities of future fine arts teachers; personality traits; personality development; professional type.

### 1. Introduction

The changes taking place in today's society (computerization, globalization, etc.) led to changes in the education system, to the requirements applicable to personality and professional activity of the teacher of a new type. At this stage, it is important to study the psychological factors and psycho-pedagogical conditions of formation of the teacher's personality. Preparation of the teacher of fine arts in the modern information space has its own characteristics and requires scientific understanding.



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Objective of the research: to identify the features of personality traits and their contribution to the development of professional skills of the future teachers of fine arts.

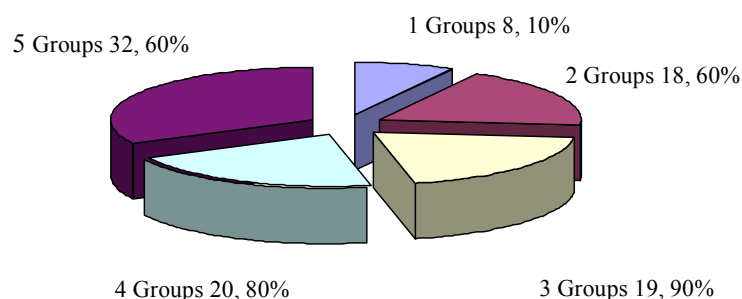
## 2. Research methods

The following methods were used during the research: theoretical analysis, system analysis method, expert analysis method, psychological diagnostic methods. The experts were 20 teachers of Art faculty. Among pedagogical abilities they distinguished the following: expressive, didactic, perceptual abilities, empathy, communication and organizational skills. Among artistic abilities: creative thinking and imagination, visual memory, sensory-motor qualities, emotional attitude, the ability to see (nature). Using the method of expert analysis, we have allocated five groups of subjects: respondents with a high level of artistic and pedagogical skills; with a high level of artistic ability and an average level of development of pedagogical abilities; with a high level of teaching and the average level of development of artistic abilities; with an average level of development of these abilities; with low levels of artistic and pedagogical abilities (Fig. 1).

We conducted a study in all groups of personal characteristics, socio-psychological qualities, artistic and pedagogical abilities with the help of psycho-diagnostic methods. Then with the help of correlation analysis we showed statistically significant correlations between the components of artistic and pedagogical abilities in all samples, the structure of abilities which allow the implementation of this professional activity successfully.

## 3. Findings

R. Cattell's 16 PF questionnaire was used to study the relationship of personality traits with the abilities of future fine arts teachers (Cattell, 1971; Eliseev, 2001) and selected by us a set of techniques for the diagnosis of the structure of art and pedagogical abilities (Morozikova, 2007). Data processing was performed using the computer program Statistica 5.5. Factor analysis of the relationship of components of abilities of future fine arts teachers was conducted with the personal properties (using the method of principal components with variance max rotation), that is: dominance, emotional stability, courage, good imagination, diplomacy, non-conformism, anxiety, suspiciousness, sensitivity, expressiveness, sociability. The respondents were senior students of Art faculty of Smolensk state university with the specialty "teacher of the fine arts" - totally 307 people.



**Fig. 1.** Types identified in groups of students with different development levels of art and teaching skills

Groups and types: 1. The group with a low level of artistic and pedagogical abilities: 1) the expressive and active type; 2) judicious-passive type.

2. The group with a medium level of development of artistic and pedagogical abilities:

1) artistic and creative; 2) creative and pedagogical style. 3. Group with a high level of teaching and the average level of development of artistic abilities:

1) teacher-artist; 2) teacher-intellectual. 4. Group with a high level of artistic ability and an average development level of pedagogical skills:

1) artistic type; 2) Normal type. 5. Group with a high level of artistic and pedagogical abilities: type, updating to various degrees artistic and pedagogical abilities, depending on the task activity.

#### **4. Results**

The results of factor analysis showed that there are certain relationship of personality characteristics and components of art and pedagogical abilities. In the group with a high level of artistic and pedagogical abilities 8 factors were identified: working capacity with the desire to achieve goals; the ability to accurately perceive and organize information; freedom in the interaction; self-sufficiency; empathy; belonging to the "people-person" type or "man - an artistic image"; diplomacy; ability to reduce the execution time of action, combining 12.2%, 7.8%, 8.6%, 9.3%, 8.6%, 6%, 7.2% and 6% of the dispersion.

Thus it is necessary to note such personal qualities as emotional resilience, developed imagination, dominance, courage, nonconformity and diplomacy that contribute to the personal development of the future teachers of fine arts and form a relationship with the artistic and pedagogical abilities. They contribute to the success of the activity. You can select a definite type that can be described as self-sufficient, hard-working, active, bold, trying to achieve, status, relying on the interaction and the ability to "accurately perceive and structure the information." It should be noted that the characteristics of the bipolar personality by a factor of belonging to a "people-person" type or "man - an artistic image," thus is a clear gradation - it belongs to the "teacher" type or "artist". In accordance with this, future teacher actualizes in varying degrees of artistic and pedagogical abilities, depending on the professional tasks.

Thus, the empirical data received make it possible to allocate the types of professional training already during the training in high school: the expressive-active and judicious-passive types, artistic and creative, creative and teaching types, teacher-artist and teacher-intellectual, artistic and pedagogical types, and the type, updating to various degrees artistic and pedagogical abilities, depending on the task activity (Fig. 1). In the group with a high level of pedagogical and artistic abilities - this type is actualized to various degrees of educational and artistic abilities, depending on the task activity.

In the group, characterized by a high level of teaching and the average development level of artistic abilities, we revealed a certain relationship of personality characteristics and components of art and pedagogical abilities. Three factors were identified: internal control of behavior - standards of

conduct; tendency to the type "man - an artistic image" - "man-man"; sensitivity, imagination - the dominance, rationality, combining 39%, 30.8% and 30% of the variance.

In the group, you can mark the belonging to the type "teacher-artist" or "teacher-intellectual". Subjects relating to the type "teacher-artist", possess artistic ability (the ability to "see") and tend to professions such as "man - an artistic image", which are combined with such personality traits as courage, sensitivity, diplomacy, high normative behavior.

The type "teacher-intellectual" is characterized by pedagogical skills (didactic, expressive) and seeks to professions such as "man-man". Their intelligence is combined with the individual properties such as dominance, anxiety, high self-control behavior.

Thus, in the group with a high level of teaching and the average level of artistic ability, it is necessary to note such personal characteristics as high self-control, emotional stability, non-conformism, sociability, tension, suspicion, expressiveness, high normative behavior, radicalism, courage, sensitivity, diplomacy, dominance, anxiety.

The research results showed (Morozikova, 2007), that various groups of subjects have certain relationship of personal characteristics and abilities components. Herein, the higher the development level of abilities is, the less individual properties are involved in the relationship. At the same time an increase of the total number of factors with the increase of the skills level in all the groups can be observed. In addition, the development of any - or special (arts and pedagogical) skills above the average level leads to a clear gradation - a tendency to the type "man - an artistic image" or "man - man", respectively. This determines the interest in a particular area of activity to a greater extent.

These empirical findings reveal the relationship of artistic and pedagogical skills with personal characteristics, to determine the contribution of personality traits in the development of professional skills. Dedicated abilities and personality traits can be considered as common. They form the core of the individual and contribute to the success in the artistic and educational activities.

In preparing future teachers of fine arts, it is necessary to consider the nature of the relationship of artistic components of pedagogical skills with personal characteristics as "internal time" multi-level process professionalization. Development of programs and organization of psychological and pedagogical support for the abilities development of future fine arts teachers in the context of the identified features will contribute to the effectiveness of the training of the modern teacher.

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