

**PEDAGOGIKA ARTYSTYCZNA W SYSTEMIE PROFESJONALNEGO PRZYGOTOWANIA  
WYKŁADOWCÓW SZKÓŁ MUZYCZNYCH UKRAINY**

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**ART PEDAGOGY IN THE SYSTEM OF PROFESSIONAL TEACHER TRAINING FOR MUSICAL  
SCHOOLS OF UKRAINE**

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**АРТПЕДАГОГІКА У СИСТЕМІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ВИКЛАДАЧІВ  
МУЗИЧНИХ ШКІЛ УКРАЇНИ**

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**Streszczenie.** W artykule omówiono zagadnienia dotyczące konieczności modernizacji oświaty artystycznej. Zaznaczono niezbedność stosowania różnych rodzaj sztuki na lekcjach w szkołach muzycznych. Scharakteryzowano pedagogikę artystyczną jako innowacyjną dyscyplinę naukową w programie fachowego przygotowania wykładowców szkół muzycznych.

**Słowa kluczowe:** terapia artystyczna, pedagogika artystyczna, integracja sztuk, pedagogika muzyczna, rozwój osobowości, synteza sztuk.

**Abstract.** The article highlights the need for modernization of artistic education. It is emphasized on the expediency of using different kinds of arts at music schools. The Art Pedagogy as an innovative educational discipline in the program of professional training of music school teachers is described.

**Key words.** Art therapy, art pedagogy, integration of arts, musical pedagogy, development of personality, synthesis of arts.

**Анотація.** У статті висвітлено питання необхідності модернізації мистецької освіти. Наголошено на доцільності використання різних видів мистецтв на уроках в музичних школах. Охарактеризовано артпедагогіку як інноваційну навчальну дисципліну в програмі фахової підготовки викладачів музичних шкіл.

**Ключові слова:** арт-терапія, артпедагогіка, інтеграція мистецтв, музична педагогіка, розвиток особистості, синтез мистецтв.

Formulation of scientific problem and its significance. As noted in the Statement about primary specialized art school (school of aesthetic education) [1], the main tasks of the institution include the creation of conditions for creative, intellectual and spiritual development; satisfaction of creative self-realization needs, development and support of abilities and talents ; satisfaction of spiritual and aesthetic needs of citizens. The fulfilment of these tasks in the conditions of reforming the education system in Ukraine at all levels is impossible without the search for new forms and methods of education and training. One of the effective ways of modernizing primary art education is the use of teachers of primary art schools not only in music, but also in other arts. We agree with the opinion of scientist B. Yusov, who believes that "the integration of arts is not the compilation of information on the external formal sign, but that that is disclosure - the colours - in sounds, sound in space, space in the lines of poetry, that is, bringing this kind of art to the entire range of polyphony "[2, p.29]. It should be noted that the interaction of arts surrounds contemporary children and teenagers constantly in everyday life in the form of various information carriers - television, smartphones. Computer games, cartoons, video clips, and movies are perceived simultaneously by several analysers - most often visually and editorially, which makes the information more attractive and leads to the subsequent interest of the recipient.

Analysis of researched problem. By studying trends in the development of musical education of the 21st century, the researchers focus on the integration of various types of arts in music lessons. The conceptual foundations of integration processes in artistic education are

covered by Ukrainian scholars N. Danko, S. Kovaleva, L. Masol, O. Mihailichenko, O. Otich, H. Padalka, O. Rudnytska. H. Nicholaji points to the relevance and expediency of methodological searches in the field of art education, the strengthening of interdisciplinary connections within the subjects of arts and aesthetic cycle and the emergence of a new educational field - artistic education, the integration of musical cultures as a result of European integration at all levels. An important trend in the development of artistic education, the scientist sees formation of art-therapeutic and social-rehabilitation competences of future teachers of artistic disciplines [3, p.3]. The idea of the introduction of methods and means of art therapy in the program of professional training of pedagogical personnel of the artistic direction and the separation of the new educational field - art-pedagogy is supported by researchers O. Voznesenska, O. Derkach, J. Kartashova, O. Kondrytska, L. Lymarenko, L. Lichitska, Yu. Merezhko, O. Otych, R. Rybina, K. Suprunenko, S. Tarasov, O. Taranova. The experience of reformed artistic education in Poland is described in their works by A. Vilchkovska, H. Nikolaji, A. Sukhar.

The purpose of the article is to highlight the issue of Art Pedagogy in the system of training music school teachers.

Presentation of the main material and the substantiation of the results. The formation of a creative musician-artist, as well as a personality that develops in the present, is the main task of musical pedagogy. It is difficult to overestimate the importance of musical creativity in the development of children, but for this study in the modern music school should be interesting and exciting. The educational process in the musical school has its own specifics. The musical school should identify and develop the creative tasks of children, and also cultivate a complex of the most important practical skills: a game of hearing, a game in the ensemble, the ability to accompany, a letter from a letter, etc. It is possible to achieve this only through hard work that is not always attractive to the child and to which it is not always ready psychologically. In the process of learning it is important to educate the student in the discipline of work, organization, ability to overcome difficulties, purposefulness, determination, and ability not to be lost in conditions of a stressful situation - stage performance. The long-term goal - learning to play a musical instrument - rarely stimulates the child to study. For her, more important is the process of knowing the new one, communicating with the teacher, as well as a sense of success from a successful performance. One of the most important tasks of modern musical pedagogy is the discovery and development in the process of learning the student's individuality. The teacher must not only teach the child to have a musical instrument, but also to develop an artistic thinking, creative imagination, teach them to understand music, to enjoy it, to implant artistic tastes. Thus, the teacher of music school faces the need, on the one hand, to develop the creative potential of the child, and on the other - to educate moral and volitional qualities. It is important to make the learning process as attractive as possible and at the same time effective for the student.

Learning to play musical instruments or singing, listening to or playing music produces several sensory organs in the students - hearing, sight, touch, feeling of movement, and due to the interaction of sensations - synaesthesia - possibly taste and smell. Note that the perception of music is a complex process involving different mental processes - sensation, thinking (analysis and synthesis), memory, imagination, and attention. An important role in this process is apperception, ability and motivation of the listener. Since the components of the musical work are the sound material, the rhythm and the meter, which materialize the artistic image that the composer created in his imagination, naturally, in our opinion, that the music is perceived as a rumour, it can be reproduced by motions, as well as visualize an image that, in its turn, can be perceived by different analysers - by the touch, the taste, the smell. Improvisational fine arts, dance, performance, making tales in the process of studying musical works increase the brightness of music perception and cause students' interest and their motivation for further work, and spontaneous, invaluable artistic creativity increases their self-confidence. These peculiarities of children's perception of music are the basis of the reform of artistic education in Poland and the introduction of the integrated course "Art" in secondary schools, which combines various arts, in particular, musical, choreographic, fine arts and theatrical, into didactic and methodological bases [4, p.161]. Therefore, it is quite legitimate to assert the relevance and expediency of the synthesis of arts in the educational process in musical schools.

However, today, in the programs of professional teachers training for musical schools of the vast majority of Ukrainian educational institutions of the artistic direction, there are no academic disciplines that prepare students for the use of different kinds of arts in music lessons. We agree

with the position of L. Lihitskaya, who believes that the primary task of musical and pedagogical education of the present is the formation of a versatile personality of the future teacher of music, capable not only of demonstrating their pedagogical abilities, but also presenting the progressive style of the pedagogical leadership of the highest level [5, p. 89]. In our view, this task may be accomplished by introducing new educational subjects that would give students the knowledge about the use of means of art in order to harmonize the child's inner world, education and development, and form appropriate skills and abilities. In our opinion, it is extremely resourceful to use in the work with students of musical schools the means of art pedagogy, which in recent years has proven its effectiveness in the educational process.

Art Pedagogics is a pedagogical direction of art therapy, which is regarded as an innovative technology of personally oriented teaching and education. The term "Art Pedagogy" contains two concepts. The first - "art" (from the English "art") - literally means art, craftsmanship, crafts; the second - "pedagogy" (from the Greek *paidagōgía* which means a child's tutor or "to lead a child") - a science of education, training and development of man. Combining these two terms-elements, art pedagogy is a whole, a new concept that is not limited to a set of its constituents. Literally Art Pedagogy is the art of pedagogy; education, upbringing and human development by means of art. One of the founders of "education through art" - G. Reed attached particular importance to this term. According to his concept, in the combination of concepts "art" and "pedagogy" there is a conscious transition from "processes of education" in their commonly accepted meaning to a living constructive union of a child and an adult in the space of art. This definition "prevents any authoritarianism in the sense of education. Not upbringing in art, there is not a place of art in education, but a humanistic way of education through art "[6, p.8]. H. Reed identified art as the only way of education, putting him at the forefront of comprehensive activities.

Unlike Art Therapy, Art Pedagogy has a non-clinical orientation and involves working with a healthy person by organizing a living constructive union of a child and an adult in a cultural and artistic space in order to realize the tasks of development, education and socialization of the individual, namely: development of the emotional-volitional sphere of the individual; development of creativity as ability to create and the need for creative self-expression; psychological hygiene (caring for the student's mental condition, reducing the level of anxiety and aggression, mastering the skills of emotional self-regulation by means of artistic and creative activity, etc.); the formation of a positive "I-concept" on the basis of self-knowledge and self-perception; provision of socio-cultural adaptation of schoolchildren (mastery of behavioural models in accordance with socially acceptable moral and ethical standards, formation of communicative culture and development of empathic abilities); harmonization of personal development of personality in the context of the triad "nature – Me - society". Means of art pedagogy are available for the development of their teachers, are interesting, effective in working with children, gently, ecologically help to solve problems of failure or incomplete self-realization. Art pedagogy is based on the traditional directions of art therapy, which are used as separate types of art (drama therapy, dance-movement therapy, narrative therapy (reading therapy, fairy tale therapy), musical therapy) and their combinations (multimodal art therapy).

We draw attention to the fact that elements of Art Pedagogy are widely used in pre-school, primary, as well as special (correctional) education in Ukraine, which obviously confirms their effectiveness. However, unfortunately, teachers of musical schools and educational institutions equated with them are almost not familiar with this technology, although, according to our deep conviction, art pedagogy organically supplements and enriches the palette of methods and means of musical education through its artistic direction.

*Conclusions* and prospects of the research. The phenomenon of the interaction of arts in modern education is an important means of aesthetic personality development, which is aimed at solving such important issues as the development of the creative personality of the future teacher, the formation of pedagogical skills and the acquisition of aesthetic experience. The prospect of further scientific research is the creation and implementation of an educational program of Art Pedagogy for college students of the artistic direction.

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