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## **METHODOLOGICAL APPROACHES TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS OF ARTISTIC DISCIPLINES**

**Abstract.** The article deals with the problem of formation of communicative competence of future teachers of artistic disciplines in the context of modernization of modern educational system. The methodological approaches and conceptual foundations have been outlined; the use of certain approaches to the formation of communicative competence of future teachers of the artistic field has been substantiated.

**Keywords:** communicative competence, future teachers of artistic disciplines, methodology, methodological approaches, conceptual foundations, system of education.

**Formulation of problem.** The priority direction of modern education is training of qualified specialists capable of active interaction in the conditions of global information and communication development. Expansion of the possibilities of direct and indirect contacts at different levels of communication (academic, artistic, and medial) places new requirements for determining professional competence of future teachers of art, including his/her communicative abilities. Formation of communicative competence of students in the environment of academic education of the artistic direction provides the necessity of substantiation of scientific foundation, on the basis of which the basic pedagogical notions and phenomena will be treated, the main regularities of the process of acquiring educational experience will be revealed. The given task requires orientation to the starting positions of science studies, philosophy of education, educology, especially as regards the definition of methodological guidelines. Such as in modern national didactics there is no concrete algorithm of formation of communicative competence of future teachers of artistic disciplines and no particular methodological framework,

on which the complex process of multifaceted interaction will be built up, therefore we consider the problem of the methodological approach to the formation of the indicated competence relevant and important.

**Analysis of studies and publications.** Theoretical analysis of literature has testified that the problem of methodological scientific activity is widely covered in the works of O. Antonova, L. Baranovska, O. Vozniuk, O. Dubaseniuk, V. Zakharchenko, I. Kozlovska, M. Lazarev, H. Nikulina, V. Podoliak, D. Chernilevskyi, V. Shevchenko, N. Yaksa and others; methodological foundations of didactics, in particular the content and technology of comprehension of pedagogical knowledge, were substantiated by M. Vasylieva, I. Havrysh, N. Huzii, V. Zahviazynskyi, I. Zaichenko, I. Malafik, H. Onkovych, V. Ortynskyi, L. Rybalko, T. Rohova, V. Sydorenko, R. Stakhanov, H. Tereshchuk and others. Theoretical and methodological principles of reforming the content of humanitarian education in the high school of Ukraine developed K. Balabanova, N. Demianenko, N. Divinska, H. Lesyk, H. Onkovych and others. The authors of the Institute of Higher Education of the

National Academy of Sciences of Ukraine under the direction of H. Onkovych defined the main tendencies of internationalization of higher education, emphasizing the leading role of interactive (media educational) technologies in the conditions of nowadays. The priority ways of modernization of higher artistic education, conceptual approaches to its development were outlined by O. Volosheniuk, O. Haidamaka, O. Komarovska, L. Masol, O. Oleksiuk, O. Prosina, O. Rudnytska and others. The aspiration of national science in the direction of forming a new educational paradigm is enhanced by understanding the regularities of the formation of human integrity, the return to the inner, spiritual world of man.

**The purpose** of article is in revealing the essence of specifics of methodological approaches (dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial) to the problem of formation of communicative competence of future teachers of artistic disciplines.

**Basic materials statement.** The content, forms, methods, principles of formation of cognitive activity, and also components of study – object, subject, tasks, set of research means – in their structured integrity is understood as a scientific instrument (general system of theoretical knowledge and ways of actions on the knowledge of a particular industry) that is a method-

ology of science, and “the set of theoretical positions on pedagogical cognition and transformation of reality” [4, p. 22] – as a methodology in pedagogy. The theory and methodology of scientific cognition are closely interconnected: if the theory of cognition studies the process of cognitive activity, its content side, then the methodology focuses on the methods, ways of obtaining scientific knowledge [7, p. 66].

Formation of communicative competence of future teachers, including art teachers, is a pedagogical problem, the solution of which is in the area of didactics with its specific methods and ways of cognitive actions that are organized in the appropriate system (methodology). Choosing by researcher various approaches for solving a particular pedagogical task occurs in the manner of setting up spotlights (a complex of light devices) by a technologist before a theatrical performance with a purpose to identify certain subjects and objects of theatricals, in order to comprehend in detail the meaning of the whole action. The art concept “put the light” is consonant with the statement of L. Kostenko “to place own optics, own mirror system” in the development of humanitarian paradigm and national system of values [5, p. 13] and with creation of author’s concept of scientific research that includes methodological approaches for solving concrete didactic tasks.

Table 1. – Methodological system of formation of communicative competence of future teachers of artistic disciplines

Approach	Conceptual foundations	Substantiation of the choice of approach
1	2	3
Dialectical	Is based on the principles of dialectical laws – general forms of interaction of system elements, dialectical unity of theory, experiment and practice, universal method of cognition (connection with the system approach), interdisciplinarity. It serves as the basis for the dialogue of cultures.	Creates a basis for comprehensive understanding of the essence and content of the problem of formation of communicative competence, dialogical nature of communication, mutual determination of speech forms and genres; allows to consolidate theory and practice on the basis of communication of the educational process subjects; to describe the properties of objects and phenomena by identifying regular relationships between them and other formations. Forms the cognitive experience of student through the interrelation of language, consciousness and activity. Contributes to the formation of human culture.

1	2	3
Hermeneutic	Phenomenon of understanding as a basis of interpretation theory (processes of perception and explanation). The rule of «hermeneutic cycle» (H.-G. Gadamer), which is reduced to the understanding of the whole through the understanding of its parts, and the understanding of parts through the understanding of the whole. Dialogical interpretation of psychological mechanisms (The Dialogue Imagination by M. Bakhtin), communication as the recipient's intercourse with the world of culture in the form of dialogue. Interpretation is seen as reflection of understanding (O. Oleksiyk), act of understanding appears as a reconstructive implementation of creative process (M. Lanovyk) with awareness of context.	Observation, fixation and analysis of objective semantic structures of interactions (as the basis of social reality) that are manifested in the process of communication. Provides the formation of new meanings (valuable orientations) of personality in the process of interpretation of fiction texts based on their interaction (intermedial aspect). Leads to the adoption of non-standard solutions in solving communication tasks. Stimulates to cognitive work, creative activity, self-development.
Systemic	Integrated, complex (hierarchical according to the structure) and organized process, is associated with the synergy of dynamics and integrity of the interconnected elements of phenomenon or object. Formation of communicative competence as a systematically organized pedagogical interaction of teacher, students and other subjects and objects of activity through a communication of certain content (message) by adding to the intermedial discourse.	Understandable for student and teacher collaboration algorithm. Providing student instruments (intermedial technology) for solving standard and non-standard communicative and pedagogical tasks. Includes systemic methods and procedures: analysis/synthesis, abstraction/concretization, induction/deduction, argumentation/counterargumentation, structuring/restructuring, modeling, collaboration, assembling, algorithmization, experiment etc.
Competence	Scientifically substantiated categories of key competencies (autonomy activity, interactive using of means, ability of functioning in socially heterogeneous groups) of vocational training future teachers of artistic disciplines in accordance with a certain educational qualification level of a specialist of the specified specialty as a strategic direction of state policy in educational field.	Oriented at regularity and consistent with dialectical and synergetic approaches, caused by the global expansion of the information space and the emergence of new forms of communication in various fields of activity, including education. Facilitates the receipt of the programmed measurable result of professional, in particular the communicative competence of future teacher, by integrating three levels of formation – axiological, cognitive and personal-active. Determines the assessment of levels of communicative competence by the results of activities and personal characteristics.
Cultural-ological	Experience of assimilation by human scientific and artistic picture of the world. The principle of cultureconformity (relation of education and culture), according to which pedagogy is regarded as a science that forms the person of culture.	Contributes to the transformation of aesthetic ideas into culture through the artistic and educational means, integration of knowledge and intellectual abilities that makes it possible to study the relationships of phenomena and processes in the socio-cultural space, exchange and use of the received professional knowledge in future vocational and pedagogical activity.

1	2	3
	<p>The idea of integrated harmonious development of personality, associated with the formation of a system of value settings. Understanding of communication as a phenomenon of culture, which at a new stage of history acquires new meanings. Mediature of society as a set of created by humanity in the process of historical development of material and spiritual values in the sphere of media, information and communication facilities; mediature of personality as a level of development of personality from the point of view of its ability to interact effectively with mass media (O. Baryshpolets).</p>	<p>Expands the outlook of future teachers of artistic disciplines on the basis of national and general human culture, leading to an increase of the culture of thinking, hence the communicative culture of individual.</p> <p>Promotes adequate behavior in the information environment, social networks.</p> <p>Develops the ability to perceive, to analyze, to interpret, to process information, creates conditions for active participation in media discourse.</p>
Communicative	<p>The effectiveness of learning depends on the constructive interaction of those who are studying and those who teach. Communication is considered multifaceted: as communication, as a dialogue (polylogue), as an interaction (human – nature, human – human, human – machine, human – sign system, human – artistic image), as a way of communication, as an information channel (media), as a game, as a process of education, as reflection (intrapersonal communication) etc. Adherence to the principle of integrated study of language and speech, practical orientation of the content of communicative preparation, intellectual, spiritual, ethical, aesthetic development of personality.</p>	<p>Contributes through action (interaction) mastering the principle, norm, methods and abilities of communicating on a humanistic basis.</p> <p>Allows realizing pedagogical communication at three levels: perceptual (apprehension of a partner, prediction of further interaction), communicative (exchange of information, meanings), interactive (interpenetration of subjects and their interaction with the object of study). Stimulates communicators to active study and creative activities, as a result of which a personal communicative strategy is formed.</p>
Intermedial	<p>Intermediality as a semantic interaction of different types of art in a single artistic whole, as well as the interaction of scientific and artistic discourses in the art of the XX century (N. Tishunina). Intermediality as a specific form of integration, which is manifested in the unity of perception by human various types of communicative means (media).</p> <p>Intermediality as an interaction of semiotic codes of homogeneous and/or heterogeneous structures in the space of culture (media space).</p> <p>Intermediality as a universal principle of communication, individual communicative strategy of teacher, in particular the future teacher of artistic disciplines.</p>	<p>Puts the foundations of integrated imagery of nature, culture, art, education, communication, forms own attitude to the laws of their development. Realizes the interdisciplinary character of communication, combines pedagogical personal-developing technologies according to the principles of inter-artistic interaction. Makes possible training of teaching staff in the field of arts education, owing an intermedial technology of producing texts (study, fiction, sociopolitical), constructed on the principle of interaction of semiotic codes of various sign systems. Provides the interactive platform for cooperation of teacher and student in the mode of direct and indirect communication (traditional academic or online) for realizing the scientific, educational, artistic projects. Creates conditions for participation in pedagogical-artistic discourse.</p>

The determined methodological levels (philosophical, general scientific, specifically scientific) include common principles of cognition and categorical composition of science in general, theoretical concepts applied in scientific disciplines, methods and technologies used in a particular field of knowledge. To our mind the process of formation of communicative competence of future teachers of artistic disciplines should be based on several interrelated scientific approaches: *dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial*, which form a system, within which all hierarchically subordinate components are in close interaction. The described approaches, conceptual foundations, peculiarities of their use with a purpose of formation of communicative competence of future teachers of artistic disciplines are illustrated in the table (see Table 1).

**Results of research.** Communicative competence of future teachers of artistic disciplines understand as the capability of a person to direct or indirect constructive intercourse with other subjects (mediasubjects) and objects (mediaobjects) of artistic and creative activity based on the own psychophysical resources and complex knowing the laws and principles of communication. It is obviously

that the necessary condition of formation of that student's ability in conditions of pedagogical university is the substantiation of methodological principles as a basis of focused pedagogical process with clearly defined orientations and results. Among the wide spectrum of methodological knowledge we have chosen those, which correspond to the philosophical, general scientific, specifically scientific levels and can be realized in such approaches: dialectical, hermeneutic, systemic, competence, culturological, communicative, intermedial. The results of research are presented in the table, which describes the following aspects: approach, conceptual foundations, substantiation of the choice of approach.

**Conclusions.** The comprehension of the essence of the problem of formation of communicative competence of future teachers of artistic disciplines is possible under the condition of clear definition of the concept "communicative competence" and substantiating the conceptual foundations of specific methodological approaches. The consolidated overview of conceptual foundations and peculiarities of using each of the above-mentioned approaches creates the integrated picture of understanding the didactic problem of formation of communicative competence of teacher of the educational field of "Art".

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