

Kuzenko Petro Yaroslavovych  
Candidate of Art History, Associate Professor  
Department of Fine and Decorative Arts and Restoration  
Educational and Scientific Institute of Arts, VasylStefanykPrecarpathian National  
University  
[orcid.org/0000-0003-4384-7650](https://orcid.org/0000-0003-4384-7650)

## **FORMATION OF READINESS OF FUTURE ARTISTS TO WORK IN OUT-OF-SCHOOL ART EDUCATIONAL INSTITUTIONS**

The article substantiates the need to form future artists' readiness to work in out-of-school art schools. It is emphasized that the processes of modernization of the educational system of Ukraine necessitates the need to update the training of competitive in the modern labor market specialists in the sphere of art. An important area of modernization of professional training of applicants for the first (bachelor's) level of higher education, field of knowledge 02 "Culture and Art", specialty 023 «Fine Arts, Decorative Arts, Restoration», according to the Standard of Higher Education, along with artistic training became the ability to teach professional disciplines in specialized art and educational institutions.

The accession of the national educational system to the European educational space necessitated a radical rethinking of the content and final results of professional training of Ukrainian specialists in the field of art. The introduction of a competency-based approach in art institutions of higher education is aimed at mastering art specialties, knowledge, skills and abilities necessary for effective practical activities, forming the ability to solve professional tasks according to social order. Therefore, the latest requirements for the final characteristics of their competence have been updated, in particular, there is a radical change in the content and diversification of professional activities of specialists; dynamics of labor market development, lack of its predictability; increased competition; cancellation of the state work places. Taking into consideration these processes, students must acquire professional skills not only in a particular field, but also to be universal specialists, characterized by the diversification of their professional competence. Under such circumstances, competitiveness in the labor market of

university graduates is ensured. Generalization of scientific approaches of researchers to the formation of readiness made it possible to emphasize that the formation of readiness of future artists to work in out-of-school art educational institutions is a holistic sustainable formation, which is based on studying the cycle of psychological, pedagogical and professional disciplines. Students' readiness for pedagogical activity is formed in the process of studying at higher education institutions, so the system of professional and pedagogical training should ensure the formation of a set of professionally significant personal traits that provide a high level of professionalism of future teachers and directors of art studios.

Extracurricular art institutions that provide artistic training for children include centers for children and youth creativity, centers for artistic and aesthetic creativity, art schools, children art schools, as well as private art studios. In these schools, students study such special disciplines as drawing, painting, composition, sculpture, computer graphics, graphics, embroidery, batik, etc.

Formation of readiness of graduates of Vasyl Stefanyk Precarpathian National University, specialty 023 Fine arts, decorative arts, restoration for work in out-of-school art centers, is caused by curricula of educational programs: «Fine Arts», «Decorative Arts», «Restoration of Works of Art». In addition to many professional disciplines, students study subjects of psychological and pedagogical cycle, as well as write term papers and get practical experience in this direction.

The basis of psychological and pedagogical training of students are three compulsory disciplines «Psychology of Art», «Pedagogy (General and Art)», «Methods of teaching professional disciplines». Students receive primary pedagogical knowledge (the second year) studying the discipline «Pedagogy (General and Art)». The purpose of studying this subject is: mastering the structure of pedagogy and its conceptual and categorical apparatus; mastering the structure and content of art education; understanding the rights and responsibilities of the subjects of the educational process.

Students learn the methodological aspects of teaching art disciplines (drawing, painting, composition, embroidery, etc.) in out-of-school educational institutions while studying (the third year) of the subject «Methods of teaching professional disciplines». During lectures and practical classes, students form a systematic understanding of the goals, programs, forms, methods and principles of studying artistic disciplines. They learn to use and make necessary visual aids: diagrams, tables, models, etc.; demonstrate techniques for performing creative work; to stimulate pupils' creativity, to tactfully direct their work, to analyze and evaluate students' works.

Pedagogical practice plays an important role in the process of consolidating fourth-year students' psychological and pedagogical knowledge and skills. It takes place on the basis of out-of-school educational institutions of the city, in particular in Ivano-Frankivsk State Art School and the City Center for Children and Youth Creativity. During the internship, students get acquainted with the plan of educational work of the institution, carry out psychological and pedagogical surveys of students, attend and analyze classes, keep a diary of pedagogical observations and more.

In order to form future artists' readiness to work in out-of-school art educational institutions during classes with students, innovative artistic and pedagogical technologies are used, which form their professional and pedagogical competence. Modern technologies for the formation of professional readiness of future professionals in the field of art education include such as: interactive learning, game learning technologies, information learning technologies, credit-module learning technology, personality-oriented learning.

Thus, the formation of readiness of future artists to work in out-of-school art educational institutions is a holistic sustainable formation, which is based on the study of the cycle of psychological, pedagogical and professional disciplines. Readiness for pedagogical activity of students is formed in the process of studying at higher education institutions, so the system of professional and pedagogical training should ensure the formation of a set of professionally

significant personality traits, pedagogical competence of future artists-teachers of out-of-school educational institutions and art studios.