

CONCEPTUAL MODEL OF DIDACTIC SYSTEM OF GRAPHIC-ART PREPARATION FOR FUTURE TEACHERS OF THE FINE ART

Al-Fawadi, Hutham Mezaal Salih

Tverdokhlebova Yanina Nikolaevna

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Al-Fawadi, Hutham Mezaal Salih,
E-mail : Hutham.salih@uomustansiriyah.edu.iq
Lecturer at the College of Basic Education
Al-Mustansiryya University
Baghdad, Iraq

Tverdokhlebova Yanina Nikolaevna,
Izograf54@ukr.net
Lecturer at the Department of Theory and Methodology of
Arts,Crafts and Graphic,
State of Institution South Ukrainian National Pedagogical University,
Named after Ushinskiy, Odessa, Ukraine

Abstract:

The article reveals the essence of the content of the conceptual model of artistic and graphic preparation of future teachers of the fine arts. Based on a review of scientific studies on this issue are marked new conceptual ideas, pedagogical views of scientists on the theory and practice of art education of students in pedagogical universities. Sub-theoretical construct performs scientific and educational potential of art pedagogy and its component - art didactics. Construct model of didactic conditions of artistic and graphic preparation of future teachers of fine arts in the article is viewed as structural and logical system of artistic and educational interaction between teacher and students.

Regarding the nature of cognitive and practical ways of graphic activity of students, the author designed a didactic system that is purposeful on the decision of educational problems of vocational training in the field of graphic arts. Designated article mechanisms of cognitive and creative activity of students in the field of graphic art are due to the basic psycho-pedagogical and didactic regularities of the process of "cognition - teaching – learning - creativity".

A priority area in the contemporary socio-economic, spiritual and cultural development of Ukraine, which is part of the European democratic community, is education. Areas of the state policy in the sphere of education are defined by the Constitution of Ukraine Logical-semantic content of the conceptual model of artistic and graphic preparation of future teachers of fine arts combines multiple components in a designated process expedient didactic design with its methodological features.

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The presented conceptual model consists of the leading components of the professional training of students in the field of graphic art - theoretical and practical, where the second unit have a major role; didactic conditions and stages of the flow of the pedagogical process, forms and methods of their implementation.

Keywords: conceptual model, graphic arts preparation, teaching art, art didactics, cognitive, educational and creative activities.

Relevance:

A priority area in the contemporary socio-economic, spiritual and cultural development of Ukraine, which is part of the European democratic community, is education. Areas of the state policy in the sphere of education are defined by the Constitution of Ukraine (254k / 96-VR). Laws of Ukraine "On Education" (1060-123), "On Higher Education" (2986-14), "The National Doctrine of the Educational Development" Changes in educational paradigms in the modern education system, including in the system of artistic and pedagogical training of future teachers of the fine arts, outline a number of urgent tasks. Bologna Agreement (1999), and international instruments «Key Competences for Lifelong learning: A European Reference Framework «IMPLEMENTATION OF EDUCATION AND TRAINING 2010» Program, Working Group B « Key Competences » (2004) also require the adoption of measures to improve the professional training system with a high level of key competences, including teaching staff - teachers of graphic activity of school. Posing the question reinforces the "Standard for secondary school" (2011), the program "Personality of XXI Century", and a new directive order of the Ministry of Education and Science of Ukraine on November 06. 2015. №1151 «The list of specialties and areas of expertise, for which the preparation of higher education applicants" (2015).

New international educational conceptual paradigms of national education standards and policy and regulatory requirements have not yet found sufficient scientific display the content of artistic education. As the urgent need to revise the traditional didactics and methodology of art education, based on the analysis of an array of scientific views on this issue, the modern concept - model of the graphic arts of preparation of teachers with its didactic training system. This statement of the problem determines the relevance of scientific research "Didactic conditions of graphic-art preparation of the teacher of fine arts".

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Analysis of studies and publications:

The concepts of human education in different historical periods were constantly changing. In every society, at a certain stage of its development there were different ideas and views. Normative installation and educational ideas have been the subject of study by many philosophers since antiquity (Socrates, Plato, and Aristotle), scientists of the Middle Ages and the Renaissance (P. Abelard, A. Aurelius, F. Aquinas, G. Bogoslov, M. Kuzansky, F. Paracelsus, Kant, Fichte, Hegel, Comenius, F. Schelling, G. Skovoroda). A further, at the time of great pedagogues J. A. Comenius, I. G. Pestalotsi, I. F. Gerbert, G. Spencer, Dewey, pointed out that the main factor in successful learning are the learning activities of students in an organized and controlled education system, and a tolerant attitude towards pupils. The great Chinese sage Confucius stated: "When a noble man teaches and educates, he leads, but does not pull, inspires, but does not force, indicates the path, but allows the student to go himself".(4. p.121)

Analysis of educational theories and didactic ensuring of the learning process, show that their differences are determined by the generalized teaching purposes. However, according to N. F. Leonov, that for two and a half thousand years, mankind has failed to heed the ideology and a clear sense of competent construction of the educational process and further emphasizes: "The organization of training has not changed since Y. A. Comenius 1632. Since then, inertia chaos has been observed in pedagogy, aimless trampling in one place. Modern pedagogical technology is unreasonably complicated and continues to grow more complicated". (6. P.6)

The scientific and conceptual foundations of pedagogical technologies, formed in the educational space of the 21st century, are considered by GK Selevko [15]. They studied more than 500 learning technologies, which can be traced through a combination of three main interrelated components: academic, formal and descriptive and procedural efficiency. However, practically unexplored mechanism of artistic didactics in the training of teachers of the fine arts. Have really realizing the problem of artistic and pedagogical education in the training of future specialists for secondary school is possible on the basis of the modern conceptual model of integrated didactic system determined appropriate conditions, forms, means, methods, techniques. Rethinking the concepts of traditional didactics of high school due to the new socio-historical conditions, the philosophical views as a methodological basis of training and education, as well as psychological and pedagogical search of innovative technologies. In modern psychological-

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pedagogical science and practice of professional education on the important role of the educational process of the folded system indicated the representatives of different scientific views.

Thus, at the present stage of artistic practice (in the words of Professor O.P. Rudnitskoy) "the key issue is to ensure knowledge of pedagogy of new theories and innovative techniques and lighting the best historical heritage in the teaching of art species [12, P.8]. Artistic practice in the system of pedagogical universities requires theoretical analysis and rational ordering of components of the process of preparation of the future teachers of fine arts. Filling this process, appropriate didactic conditions providing educational trajectories of individuality in the acquisition of high-grade of art education becomes the most important task of a new tolerant didactics with its artistic and aesthetic semantic content.

Artistic preparation of future teachers in the field of graphic art is an actual problem of pedagogical universities. The need for a professional art-graphic preparation of higher education applicants is also due to the requirements of the school for the fine arts program in which 40% of the time is devoted graphic activity of students. To ensure the process of teaching students the basics of graphics art, teacher must be professionally trained and have enough qualitative level of the subject competence. The educational system needs in the scientific examination of pedagogical problems of the professionalization of the future teacher in the field of graphic arts. In addressing problems outlined a significant place is given to the development of modern educational technology based on advanced conceptual ideas of modern didactics. In the basis of the solution of the indicated problem, we put special didactic conditions, methodological settings, other than stereotypes. Their content is framed in the conceptual model of the didactic system of artistic and graphic training of applicants for higher education as a value orientation for future professional activity. The indicated problem is the most important for considering the didactic conditions of artistic and graphic preparation of future teachers of fine art for a credit-modular system of artistic training.

Generalization of the historical and current experiences in the field of artistic and pedagogical education, as set out in a significant number of scientific and theoretical research suggests different approaches in teaching art to the solution of training tasks. Methodological and theoretical aspects of the outlined problems are embodied in the works of philosophers, scientific reserve representatives of psycho-pedagogical and art schools of different

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periods of artistic and pedagogical education. In the array of scientific works of scientists Yu. Azarova, Yu. Babanskovo, V. Bondarya, V. Bondarevskoy, B. Gershunskovo, V. Zagvyazinskovo, V. Zinchenka, I. Zyazyuna, S. Konovets, N. Kichuk, V. Kuzina, O. Rudnitskoy, S. Simonenko, M. Potashnika, A. Chebikina, O. Scholokovoi et al. highlights the different approaches to solving the problems of modern didactics. They are certain basic aspects of psychological and pedagogical conditions of the organization and implementation of vocational training of pedagogical students of high education. The social and philosophical substantiation of the content of the general cultural development of the future teacher is considered by L. A. Khomich. The scientist emphasizes that the content of education should be interconnected with the content of the general cultural development of the individual and satisfy such needs: respond to the social order of the society, the needs of students, the criteria for selecting the content of education (scientific and practical significance, compliance with the individual capabilities of students, the availability of educational and methodological and material resources). [19].

The study of this problem in the field of high school were engaged with A. M. Aleksyuk, G. G. Vashchenko, N. V. Kuzmina, Z. N. Kurland, O. G. Moroz, N. G. Nichkalo, V. L. Ortinsky, O. S. Padalka and others. The analysis of scientific papers are convinced that the success of cognition, teaching, learning and creativity of students depends not only on the teacher effort or student but also on their cooperation in the educational process, which provided appropriate didactic conditions of its occurrence.

The problems of didactic support of the composite pedagogical system aimed at the process of artistic training of specialists were dealt with by scientists, artist-educators A. Bakushinsky, M. Bezchastny, Deineka, D. Kiplik, B. Nemensky, N. Radlov, V. Suhanenko, I. Tumanov, V. Favorsky and P. Chistyakov. An important consideration for the scientific issues have been designated scientific works of scientists and teachers of art-graphic faculties of teacher training institutions (G. Beda, S. Ignatov, S. Lomov, A.O. Melik-Pashayev, V. Orlov, I. Pastyr, N. Reznichenko, O. Ryndin, V. Scherbina, E. Shorohov, B. Yusov, O. Yashuhin). In their scientific and methodological papers reveal different didactic approaches to the process of artistic and pedagogical training of future teachers of the fine arts.

The system of artistic and pedagogical education began to appear different new pedagogical trends, technologies, which are the subject of discussion in the community of experts- practitioners and academics. In

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teaching science, scientists of different directions and scientific schools are considering new theoretical concepts, didactic approaches to the process of artistic training in vocational schools and in educational institutions (S.V. Konoye's, L.M. Mason, B.M. Nemensky, V.F. Olav, I.P. Radchenko, I.M. Tumanov et al.). Scientific and methodical aspects of artistic and graphic preparation of students of pedagogical universities are considered by N. Reznichenko [10]. His ideas and practical aspects became the subject of study for our research on the topic "Didactic conditions of artistic and graphic preparation of future teachers of fine arts."

The study of scientific achievements indicates that domestic practice of art education of the XXI century. It uses a conceptual ideas L. K. Gavrilina ("Pedagogical art communication", 2007), V. G. Lysenko (2007), B. M. Nemensky (2007), O. P. Rudnytska (2005) "Pedagogy of art" and "art of pedagogy" – T. A. Kopilova (2006), V. M. Rosina (2005). In general, modern psychological and pedagogical science considers artistic and pedagogical training of future teachers as a didactically organized process of purposeful thinking, practical methods of operation of graphic activity of personality based on the assimilation of the existing richness of artistic culture [3, 11, 13, 16, and 18].

However, as certified by the results of the pilot study, didactic principles of artistic pedagogy are used in the pedagogical practice of teachers of artistic disciplines, mostly not systematic and fragmented. This became the basis for providing a more contemporary content of the concept model that shows the structural basis of the content of didactic system of conditions of artistic and graphic preparation of future teachers of the fine arts.

Recognition of the educational potential of scientists of art didactics, insufficient degree of critical reflection and transformation of its scientific life to the modern problems of artistic and pedagogical education, provide an opportunity to review the theoretical issues of didactic conditions of the process of artistic and graphic preparation of future teachers of the fine arts.

When developing the content of the conceptual model, we relied on the advanced ideas of didactic pedagogical search patterns and the essence of teaching conditions (B.S. Gershunsky, V. V. Kraevsky, I. P. Podlas), on the theory of a common system of didactic principles (Y. K. Babanski, Vladimir Bondar, M. O. Danilov, V. I. Zavzyaginsky, I. P. Skatkin); the structure and content of training principles (L.V. Zankov, M.O. Danilov), and others. [1,4,6]. Essential to address the issue are scientific positions V. O. Slastenina

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about modeling of structural and content parameters of the educational system in the direction of its functioning and self-development [14], the conceptual ideas of the pedagogical design of the system of the educational process Y. G. Tatura [15]. Were the important developments in the pedagogical process control theory (N. F. Talyzina, O. S. Anisimov, I. E. Mashbits, and V. A. Yakunin).

Semantic content of the content of didactic conditions of the educational process began scientific work in higher school pedagogy Moroz O. G., Padalka O. S., Yurchenko V. I. [9]. Philosophical and pedagogical views I. A. Zyazyuna laid him in the book "The Philosophy of educational action," in which he outlines the value of the teacher training priorities. How to build a system of practical tasks of exercises for the assimilation of the content of the subject "Theory and practice schedules."

In the theory of art education affirms the idea of didactic multidimensional understanding of pedagogical practice of training specialists [2,4,7,9,12], gradually concretized psychological structure of personality in five stages of its specificity didactic process of art-graphic preparation of students of the South Ukrainian National Pedagogical University (Odessa). This has allowed us to develop and implement a conceptual model of a didactic program determined the optimal conditions of the process of professional training of future teachers. In solving problems of this conceptual idea of the important role, of course, is given artistic didactics. Of particular interest to the modern theory and practice is a new concept of "scientific and educational potential of art pedagogy" sub-theoretical construction which is an art didactics [8]. V. Sukhomlynsky emphasized at the time about the use of the principle of artistry. He was followed by the academician B. Nemensky noted that humanization and humanization of education at the end of twentieth century without recognizing the didactic principle of artistry as the equivalent of a didactic principle of scientific, visibility are not possible, because "Any system of knowledge not built by on a foundation of emotional use of art from childhood, doomed to failure"[8, p.123]. Priorities art didactics in the system of art education and the conceptual provisions set out in the educational technology B. Nemensky in this instrumental sense: the law of artistic assimilation is regarded as the main law of artistic perception in conjunction with the creative freedom of the individual; the principle of assimilation of mastering on the basis of integrity, emotional mastery of visual experience of the unity of life and perception of art and creation in practice of graphic

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activity of personality; reliance on the principle of the Apogee events in the art for the detection and awareness, as the graphic reading and writing, and the content of its artistic language.

Formation of professional, artistic and aesthetic perception, as a form of comprehensive knowledge and understanding of the world depicted Fine modes of action, there is also an important task of art didactics, Lomov B. F. noted that a conscious and at the same holistic perception is possible when a person takes possession of knowledge about the basic methods of image, the basic elements of the structure of the content of the graphic leaf pattern and habits of work in the material. And further emphasized that sensory perception is necessary to relate to the work on the form, to the top of the graphic images ideally provide this image on a blank sheet of paper.

The analysis of the scientific and methodological developments enabled us to identify the main determinants of the logical-semantic content of didactic conditions of artistic and graphic preparation of future teachers of fine arts in modern conditions of development of national education of Ukraine. Thus, on this basis, we have outlined the content of the concept model of teaching the basics of artistic and graphic preparation of the future teachers of fine arts.

Results of the study:

Among the many factors of training and professional development of the creative potential of the future teachers of graphic activity of children is extremely big role belongs to the art of drawing. Based on the above indicated provisions, we determined that the process of formation of art and graphic image that has little contrast to the process of forming an image by means of other types of fine arts (painting, sculpture), determined by the peculiarities of the three levels of knowledge in the process of mental and practical art-graphic activity . First - the perception, second - an idea, as psychological methods of action, and the third as a practical way of technical and technological display of motive, its image on the pictorial level in compliance with certain content programming tasks (graphic exercise system- technical, formal, compositional, creative and educational creative).

We consider art and graphic preparation of future teachers of the fine arts, as an integrated didactic model, structurally constructed as follows: in the first stage the artistic idea of the art graphics and a system of knowledge, in the second stage the artistic thinking, thinking in the material, compositional thinking and the third - the foundations of culture. These didactic conditions are the basis for understanding the basics of artistic and

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imaginative graphic language, which are transformed into educational and creative activity the student. The integrity of the didactic concept model provides for goal setting, due to the modern conceptual idea and specific learning objectives, namely: the amount of information (from the teacher and didactic tools), which deals with the concept, patterns of graphic art and provides art-graphic content of education; suitable teaching methods and forms of training (frontal, individual, group, with the help of electronic media); didactic training tools (manuals, presentation, guidelines, structural and logical maps), as well as the structure of employment within the meaning of modular software tasks.

Pedagogical management of the technology of education provides for qualitative and quantitative control of the results of educational and creative activity, i.e. evaluation of the student's achievements according to the evaluation criteria for the standing ECTS system; analysis of results (review of works, discussion of results, reflection). Essential to the process of solving the tasks of teaching the art of learning the basics of graphic art is a mandatory sequence and duration of the sessions during the semester. This makes it possible to learn in practice the program material is for informative modules, which provide for a system of exercises and tasks, as well as individually to perform a creative project, as evidenced by the results of the formative experiment.

An important component must be the necessary conditions for the flow of teaching and creative activity of students (Specialized shop with all the equipment and materials). And the most important condition for the effective solution of problems of the program is the figure of the teacher-artist who is capable of professional competence and personal culture to organize and implement the process of art-graphic preparation of future teachers of the fine arts. Such a system-integrated didactic approach provides the ability to more appropriately manage the pedagogical process, to obtain qualitative indicators of the results of training and education of the person.

These circumstances cause the content of composite structural and functional concept model of teaching the basics of artistic and graphic preparation of future teachers of fine arts in teacher education system. An important it is primarily a visual method of teaching, in which the nature of the content is determined by a process of formation and development of the art analytical and artistic and creative thinking person in the performance of tasks and exercise system based on informed theoretical material.

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Contoured conceptual priorities become starting points for our pedagogical research and scientific review of the content of the concept of composite models of teaching the basics of artistic and graphic preparation of future teachers of the fine arts. These components primarily a theoretical and practical, visual-methodical material, the content of which is aimed at:

- a) Consciously perceive the theoretical positions of graphic art;
- b) Understanding of the formation of peculiar language of graphic arts, i.e., the formation of thought in the material;
- c) A profound assimilation of the composition dependence of the type adopted pictorial surface and means of artistic expression by means of graphs;
- d) The assimilation of psychological patterns of visual perception and the ways to use them to create art-shaped structure graphic composition in its functional relationship with the use of a variety of techniques and graphic art materials receptions (thinking in the material);
- e) Mastering the principles of creation (from conception to reproduction of the artistic image in the final stage) graphic composition based on strong knowledge of technical and technological processes and practical skills to use figurative-expressive means of various graphic techniques, discovering their features in the creation of creative works.

The draft concept model put quite a lot of experience gained by the author and the Odessa Art and School of Education. In accordance with the nature of cognitive and practical graphic activity of students, we provide a system of ways and means to address the teaching and educational tasks, deterministic basic didactic, psychological and pedagogical patterns of the educational process. They provide a conceptual model of the process of "training - teaching - teaching - creativity" students on academic discipline sessions "Theory and practice schedules" didactic and meaningful lines.

Delineated mechanisms of cognitive activity were allowed to classify oriented graphic system of exercises in conjunction with educational and creative tasks and the severity of the lesions, which are created during the perception and reproduction of reality by means of graphic arts at different levels of artistic and cognitive activities. The basis of constructing a system of exercises put regularity ratio reconstructive and creative activity. Reconstructive knowledge acts as a preparatory element, and creative - as the main ways to fine actions. Inside there are always elements of the reconstruction work, and inside work - the reconstruction of the elements.

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Each exercise provides a solution to a particular problem and creative by using different forms of analysis and synthesis.

The didactic model is art-graphic preparation of future teachers of fine art we exercise system was introduced at levels of educational and informative activities:

- 1) Playback level teaching and learning activities: formal installation, technical exercise;
- 2) Interpretation level of artistic and cognitive activities: teaching and educational, support, and more divergent exercise;
- 3) Problem compositional and creative exercises and assignments.

The construct of the model provides for the process of "cognition – teaching - learning - creativity" of didactic conditions under the structure, logic and levels of artistic knowledge. Different levels of cognitive (mental) and practice it is advisable to complement each other and serve as a guide for a specific and targeted review of didactic means of artistic teaching students the basics of graphic art. To ensure the process is art-graphic preparation of students we have developed a system of didactic material for each phase. According to the selected organizational-methodological forms of the process of "training - learning - teaching - creativity" We use a variety of visibility (works of graphic artists, graphic works of students and pupils, the table on the basics of graphic language, structural and logical maps of technical-technological and diverse methods and techniques, textbooks and educational publications of national and foreign authors, reproductions of works of graphic artists.

Practical work on the first stage of the process of "cognition – teaching - learning – creativity" aimed at the knowledge of the fundamental laws of art revealing the image through the mastery of formal composition in the aggregate of all its constituents through formal exercise program. An important didactic condition is the study and use of the graphic palette of representational resources (line, bar, spot, dot, zigzag, stroke) in the organization of all the components of the formal, i.e., non-objective compositions of linear, tone, and the combined solution. Quest exercises allow for the consideration and awareness of the concept of "harmony of the art form in the composition," i.e., a set of mental and practical modes of action should be directed to the organization format pictorial plane through the equilibrium of forms and their proportionality. It provides the stage

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technique of visual exercises (illustrative-explanatory display by a teacher) for the didactic content lines (composition, shape, space, color, artistic technique with its expressive techniques and methods of forming) and structural and logical sequence in the propaedeutic level. This allows students to master the graphic palette image formats and pointless formal composition in the format of the paper as a graphic and artistic plane.

Search experiment of our study confirmed the efficiency of the developed conceptual model of didactic art-graphic preparation of students, which was based on an artistic principle "not to draw the shape, and to express her creative idea to invest in a way." The main creative method for creating graphic work developed methods of teaching the basics of the art of the original graphic art reproduction have plasticity forms, which composition provides a richness and significance in figurative terms. Based on analysis of the issues that are raised in a lecture course, we have also identified priority didactic conditions.

They primarily target-oriented to the disclosure provisions of the general theory of composition, the content of which is considering: art as a form of artistic perception of the world; spatiality, depiction; dialectical contradiction of the motor and visual perception; structure and composition of the schedule, the types of graphic surfaces (the tangent-motor, motor-visual and visual); system design spatial environment, depending on the type of graphic surface; Historical review of the development and modification of system design on the visual surface (from wall paintings to the original graphics of modern masters), as the most important factor, which forms the inner form of art, and thus the composition as the main structure of form); laws principles and means of the composition; compositional structure (harmony of the composition) by the "golden section".

An important condition for the consideration of the didactic methodology of art education within the meaning of the concept model has a job that related to graphic art techniques and technical and technological operations (methods and techniques expressive image, creating an image), i.e., creating artistic graphic work. Lectures and practical content informative, educational and creative material provides a review of methodological issues about artistic methods of creating graphical compositions, namely:

- a) Identification and selection of composite principles and tools that allow you to create the most bright artistic image ("thinking in the material");
- b) Creative and technological features of various types of charts;

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- c) The limitations and specificity of graphic pictorial means and their influence on the transformation of the composition relative to the graphic arts theory;
 - d) The specific methods of forming the graphic style in the product;
 - e) Functional and structural analysis of graphic compositions, as well as the question as to solve the problem of space-time relations in the graphic composition and geometrically opposite picture in the chart according to their specific application

The main difficulty in mastering the graphic techniques and fundamentals of graphic composition is not in a lecture course and practical classes, as the single method of working out "thinking in the material" - is the systematic implementation of practical exercises and activities that reinforce the theoretical course. The concept of "thinking in the material" - is not that other, as an opportunity to provide the final result in the form of graphic compositions, which can be created only if the service life of conscious action, when the creative process is aimed at the student's self-expression, not constrained concern craft quintessential image.

Professionally-trained to automatism hand helps to capture the nuances of fine movement of thought, does not slow down the process of thinking, opening it within the capabilities of the selected material. The increasing complexity of the tasks of the composition enables the student to learn the theoretical principles, not only through education, but also in the course of creation, i.e., realize the whole process from the inside. For the development of the artistic features of the graphics, we have developed a program in which the modules are considered meaningful for not only theoretical questions, but also the graphic arts practice (sequential execution of exercises and tasks) for the study:

- a) Technical and technological methods and techniques of graphic work in such techniques as the ink-pen, ink, brush, sepia, charcoal, pastel, in which to form the thinking in the material using different techniques and methods of graphic;
- b) The basics of graphic compositions, for the purpose of formation of students' artistic and creative thinking.

Effective implementation of the considered concept model possible through the use of modern pedagogical process control theory. To ensure the quality level of artistic and graphic preparation of future teachers of the fine

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arts, we have developed a structural model of management of pedagogical process with didactic content appropriate conditions.

The structural model of the process of control art-graphic preparation of future teachers of fine arts (didactic aspect).

Goals

- Determination of the complex artistic and pedagogical knowledge and skills levels of technical and analytical development of the foundations of drawing and artistic and creative thinking in each module of content and as a whole.
- Develop a system of didactic conditions of the process of artistic and graphic preparation of students.
- Develop new methodological tools, their complexes have a structural content and working programs with the release of the student under the guidance of the teacher-artist on individual project
- Development of criteria for training and creative achievements of students and professional performance as competent in the field of graphic arts.
- Development of individual achievements of incentive systems in the graphic arts activity (qualitative level of knowledge, practical skills).
- Identify effective ways of pedagogical interaction in system "teacher - student, students."
- Develop a system of self-control students of their cogitative practical actions and results, to ensure the objective assessment of the impact of the planned didactic conditions and correction of pedagogical management process of artistic-graphic preparation of students.
- Develop a system of flow control measures implementation.

(Implementation of pedagogical influence)

- Provide a systematic use of didactic conditions in the pedagogical management of educational and creative art-graphic activity of students..
- Ensuring the system in the process of "cognition- learning- teaching- creativity" targeted psycho-pedagogical and methodological activities.
- Implementation of the basic teaching of correct actions.
- Ensuring the process of mastering the amount of knowledge about the art graphics

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and productive practical realization of their educational and creative activity of students.

- Implementation of pedagogical training and visual training in the form of master classes and others.
- Provide students perform coursework, individual creative projects, research and creative activity and perform a qualifying work.

Control

- Control actions of organizational forms and methods of art-graphic preparation of teachers.
- Objective assessment of efficiency used in pedagogical process of teaching resources.
- Identify individual and group performance medium of teaching and creative achievements of students on the basis of correct evaluation criteria.
- Identifying effective pedagogical impact assessment of the level of competence and form the subject of the whole complex interactions.
- Self-control and self-esteem level of personal training and creative achievements.

Correction

- Analysis of monitoring results of the educational process.
- Identify reasons for rejection of qualitative and quantitative abnormalities in-line results of pedagogical process on goals and objectives identified at the stage of planning for each module and the whole (aggregate).
- Analysis of the results of self-checking of personal teaching activities and the activities of colleagues.
- Synthesis and correlation analysis of materials.
- Development of corrective factors and monitoring their effects on the planning and implementation stages of control.

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Thus, as confirmed by the results of research, we came to the conclusion that in the process of learning of graphic activity the person knows not only the reality but also objectified knowledge, accumulate professional experience in the form of artistic skills which are in the process of teaching - learning - creativity formed not empirically, but in the form of academic preparation. The targeted acquisition of knowledge generated by the practical skills at the professional level allows to use technical and analytical, artistic and imaginative ways of action in of graphic activity. Technical and analytical preparation and art-figurative cognition, successful mastery of the art graphics students, initially should be based on theoretical knowledge based on graphical composition image of rules of graphics tools, knowledge bases of the formation of the artistic image, in the understanding of the art graphics as an academic discipline and process imagery knowledge and adequate reflection of reality in the system of artistic images. Determining the mass of the didactic environment provides the basis for a productive cognitive, educational and creative activity of students, the result of which there is a sufficient level of quality of fine achievements in the field of graphic arts.

Logical-semantic content of the conceptual model aimed at the didactic consideration of the appropriate conditions, the components of the multidimensional pedagogical technology of art education in the field of graphic arts. Logical-semantic content combines multiple components of a specific process in the figurative-conceptual didactic design with its methodological features that allow higher quality control of the process to implement pedagogical art-graphic preparation of students at bachelor level.

Conclusion: An integrated approach to the determination of the essential characteristics of art-graphic activity of students in the process of cognition – teaching - learning – creativity, allowed to investigate, substantiate and formulate the basic didactic conditions of realization of the program content of the subject "Theory and practice of graphic." Structuring a system of didactic conditions of artistic and graphic preparation of future teachers-artists on the stage of master degree is a further objective of study.

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النموذج المفاهيمي للنظام التصويري لإعداد الجرافيك الفني للمعلمين المستقبليين للفنون الجميلة

المستخلص

يهدف هذا البحث الكشف عن جوهر محتوى النموذج المفاهيمي للإعداد الفني والطباعي لمعلم المستقبل بتخصص الفنون الجميلة معتمدا الدراسات العلمية حول هذا الموضوع ، التي تشير الى أفكار مفاهيمية جديدة ووجهات نظر تربوية للعلماء حول الجوانب النظرية والممارسات العملية للمتعلمين في الجامعات التربوية. هذه النظريات الفرعية تحوي عروض علمية وتربوية للتربية الفنية ومكوناتها - حيث ان فن التعليم. يعتبر بناء نموذج للظروف التعليمية للإعداد الفني والكرافيك لمعلمي المستقبل للفنون الجميلة في البحث بمثابة نظام هيكل ومنطقي للتفاعل الفني والتعليمي بين المعلم والطلاب.

فيما يتعلق بطبيعة الطرق المعرفية والعملية للنشاط للطلاب صمم الباحث نظاماً تعليمياً هادفاً لاتخاذ قرار بشأن المشكلات التعليمية للتدريب المهني في مجال الفنون الرسومية. وترجع آليات المادة المعينة للنشاط المعرفي والإبداعي للطلاب في مجال الفنون الرسومية إلى الأشكال التربوية والنفسية التربوية الأساسية لعملية "الإدراك - التدريس - التعلم - الإبداع".

ومن اجل تحقيق مساحة التطوير الاقتصادية والثقافة المجتمعية لدولة اوكرانيا التي هي جزء من منظومة الديمقراطية المجتمعية الاوربية ضمن حيز التربية العالمية التي هي ضمن مؤسسات اوكرانيا .

المحتوى المنطقي الدلالي للنموذج المفاهيمي للإعداد الفني والرسومي لمعلمي الفنون الجميلة في المستقبل بين مكونات متعددة في تصميم تعليمي مناسب للعملية العملية مع ميزات المنهجية.

يتكون النموذج المفاهيمي المقدم من المكونات ارشادية في التدريب المهني للطلاب في مجال الفنون الرسومية - النظرية والعملية ، حيث يكون للوحدة الثانية دور رئيسي ؛ الظروف التعليمية ومرحلة تدفق العملية التربوية والأشكال وأساليب تنفيذها.