

учнів до умов початкової школи слід вважати сферу взаємин (стосунки з учителями, стосунки з ровесниками, стиль сімейного виховання). Доведено, що діагностування ознак обдарованості та педагогічних чинників адаптації є важливою умовою запобігання дезадаптації обдарованих учнів і вказує вірний напрямок у пошуку засобів педагогічної допомоги обдарованій особистості. Відтак, було розроблено алгоритм емпіричного дослідження дітей молодшого шкільного віку на предмет виявлення обдарованості та педагогічних чинників їхньої адаптації в освітньому середовищі початкової школи. На основі емпіричних даних, отриманих у результаті опитування батьків, учителів та пробної діяльності дітей, за ознаками обдарованості (пізнавальна активність і навчальна мотивація, кмітливість, творчість) виокремлено обдарованих дітей та визначено види обдарованості: інтелектуальну, академічну (математичну), художню (музичну, образотворчу, поетичну) і психомоторну (танцювальну, спортивну). В обдарованих учнів виявлено три рівні адаптації – адаптованість, неадаптованість, дезадаптованість. У вчителів та батьків обдарованих дітей, які застосовували демократичний стиль спілкування, зростали адаптовані діти, поєднання демократичного і авторитарного стилів призвело до неадаптованості дітей, а авторитарний стиль педагогічного спілкування спричинив дезадаптованість обдарованих дітей. Результати дослідження вказують на важливість психолого-педагогічного супроводу обдарованих учнів у навчально-виховному середовищі початкової школи, позаяк ефективне розгортання адаптаційних процесів у молодшому шкільному віці має важливе значення для формування творчої особистості, здатної активно взаємодіяти з соціумом.

Ключові слова: обдаровані діти, шкільна адаптація, неадаптація, дезадаптація, освітнє середовище, початкова школа.

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ART-THERAPEUTIC TECHNOLOGIES: ARE FUTURE PRIMARY SCHOOL TEACHERS READY TO USE THEM IN PRACTICE?

The article is dedicated to the analysis of practical aspects of teaching future primary school teachers to use art-therapeutic technologies. It aims to demonstrate the results of an empirical research focused on the evaluation of future primary school teachers' skills of using art-therapeutic technologies. The structure of the future primary school teachers' skills of using of art-therapeutic technologies presented by motivational-valuable, contextual, processual and creative components and, accordingly, motivational, cognitive, operational and creative criteria has been developed. The procedural component of future primary school teachers' readiness to use the art-therapeutic technologies in educational process is supposed to be the major. Its content is based on the acquisition of complex of art-therapeutic skills that will optimize the educational process in primary school. Future primary school teachers can demonstrate the creative, adequate, reproductive, low and initial levels of the procedural component maturity. Self-evaluation, expert evaluation and analysis of the results of students' individual research tasks were used to evaluate the level of characterized component formation. Research results show that most students demonstrate elementary, low and reproductive levels of the diagnostic component. Two special courses have been developed aimed at the improvement of the students' relevant skills.

Keywords: *art-therapeutic technologies, art-therapeutic technologies using; future primary school teachers' readiness; procedural component of readiness; operational readiness criterion.*

Introduction

One of the most important areas of pedagogical science is the future primary school teachers' training. Effectively organized educational process in higher educational establishments has a great influence on the process of adaptation of future primary school teachers to their first job conditions.

Primary school teacher is a teacher who has to deal with the youngest personalities at school so he/she has to be very attentive, tolerant and patient. Also it is important to be very creative and use different techniques in work with primary school students to fulfill their potential. Art therapy is a technology that helps to use different types of art techniques in classes for showing feelings and emo-

tions of children; for developing the individuality of primary school students through artistic and creative self-expression, self-knowledge and self-realization; for solving educational, psychological problems, making creative atmosphere for perfect learning, communication, group and family interaction.

Art therapy can be used as an effective preventive and correctional tool in helping children to adapt to the new environment; for psychosocial assistance to primary school students who have difficulties with learning; in the process of diagnosis and correction of the emotional states of learners.

Because of wide sphere of using art-therapeutic technologies in working with children it is very important for primary school teachers to know how to use them. That is why higher educational institutions which train future primary school teachers must apply art-therapeutic technologies (ATT) in the educational process. We believe that ATT will help future teachers to organize educational process at schools more effectively. ATT is an educational means, which contains a set of actions based on art-therapeutic diagnosis, design, implementation and analysis of the art-therapeutic process and provides comfortable conditions for students' development. Art-therapeutic technologies involve games, sand therapy, fairy-telling, music-, drama-, dance therapy, phototherapy, etc.

The concept of students' readiness for a certain kind of professional pedagogical activity is analyzed by Ukrainian and foreign researchers. Thus, the future primary school teachers' readiness for vocational and pedagogical communication (students' vocational and pedagogical communication skills) has been investigated by O. Ovsyannikova (Ovsyannikova, 2006), readiness for professional creativity (professional creativity skills) – by S. Rodionova (Rodionova, 2010); T. Berezhyńska (Berezhyńska, 2007) studied the readiness of future teachers for evaluating the educational achievements of primary school students (assessment skills); O. Yaroshenko examined the readiness of secondary school teachers to master the advanced pedagogical experience (Yaroshenko, 1987); N. Bakhmat (Bakhmat, 2011) focused on the formation of readiness of future primary school teachers for the pedagogical modeling (pedagogical modeling skills), etc.

We define readiness of future primary school teachers for using art-therapeutic technologies as an integrative personality formation consisting of motivational-value, content, procedural and creative components which is characterized by the presence of motivation for the implementation of art-therapeutic activities, as well as art-therapeutic knowledge, skills, personal and professional qualities, creative potential in order to optimize the educational process at primary school.

The structural components of readiness for using of art-therapeutic technologies at primary school have not been the subject of research of Ukrainian and foreign scientists. So, we are going to focus on its procedural

component, since it helps to understand the mechanism of transforming knowledge into an instrument of practical action that is based on a complex of art-therapeutic skills and will help to optimize the educational process at primary school.

The paper **aims to** reveal the content of the procedural component of future primary school teachers' readiness for using ATT and assess the levels of its maturity in them.

Objectives: 1) to determine structural components of future primary school teachers' readiness for using ATT; 2) to characterize the operational criterion, which corresponds to the procedural component of future primary school teachers' readiness to use ATT and determine its indicators; 3) to distinguish and characterize the level of future primary school teachers' readiness for using ATT due to the indicators of the procedural component; 4) to evaluate the level of maturity of the procedural component of future primary school teachers' readiness for using ATT; 5) to present the description of specially designed courses "The Foundations of Art Therapy" and "Art-therapeutic Technologies at Primary School" for the future primary school teachers.

Research methods

Experimental work was constructed according to the following scheme: firstly, we performed theoretical review of scientific literature on the issue (characterized the content of the following concepts "art therapy", "art-therapeutic technologies", "future primary school teachers' readiness to use art-therapeutic technologies", "art-therapeutic skills"); then we developed a methodology for conducting the assessment of the level of future primary school teachers' readiness to use ATT due to the selected components (motivational-value, content, procedural and creative), criteria (motivational, cognitive, operational, creative) and indicators (the presence of professional-pedagogical and special art-therapeutic skills, ability to use ATT when working with primary school students). In order to evaluate future primary school teachers' readiness to use ATT, we applied a specially designed method of internal diagnostics – self-assessment of professional-pedagogical and special art-therapeutic skills and the method of external diagnostics – expert evaluation of the developed and conducted art-therapeutic classes by the students. The operational criterion corresponds to the processual one and involves mastering the art-therapeutic and professional-pedagogical skills for the effective organization of art-therapeutic activities with primary school students.

The operational criterion of future primary school teachers' readiness for using ATT is represented by the following three indicators: professional-pedagogical and special art-therapeutic skills; skills of using art therapeutic techniques; the ability to use ATT in working with primary school students.

The evaluation of every indicator of the procedural component of future primary school teachers' readiness for the ATT using was carried out according to the fol-

lowing levels: creative, sufficient, reproductive, low and initial. The students with the lack of professional-pedagogical and special art-therapeutic skills demonstrate initial level of ATT skills maturity. The students with elementary vocational pedagogical and special art-therapeutic skills show a low level of ATT skills maturity. The students with a reproductive level of readiness have certain professional-pedagogical and special art-therapeutic skills. Future primary school teachers with sufficient professional-pedagogical and special art-therapeutic skills demonstrate high level of procedural component maturity. Students with a creative level of procedural component maturity demonstrate highly developed professional-pedagogical and special art-therapeutic skills.

In order to assess the future primary school teachers' readiness for using ATT we have designed a method of internal diagnostics – self-assessment of professional-pedagogical and special art-therapeutic skills and the method of external diagnostics – expert assessment of the development and conduction of art-therapeutic classes.

At the beginning of the experiment, we selected two groups of students: the first one was control (CG) and another one was experimental (EG). The EG involved 85 students of the Primary Education Department of the Institute of Pedagogy and Psychology, Ternopil Volodymyr Hnatiuk National Pedagogical University; the CG involved 79 students (39 students of the Pedagogical

Faculty of Izmail State University of Humanities and 40 students of the Faculty of Psychology and Pedagogy of Poltava V.G. Korolenko National Pedagogical University).

Professional-pedagogical and special art-therapeutic skills were assessed using the designed method of self-evaluation. The students were asked to evaluate a complex of professional-pedagogical and special art-therapeutic skills according to a 5-point scale (5 – the skills are mature, 4 – skills are sufficiently mature, 3 – skills developed at a satisfactory level, 2 – skills are insufficiently mature, 1 – the skills are immature).

The ability to use ATT was tested with the help of expert evaluation method. Primary school teachers and teachers-methodologists acted as experts in the study. The students had to conduct an art-therapeutic class using one of the art-therapeutic techniques (flashing, monotyping or fingering).

The necessity to use ATT in practice with primary school students was checked by means of the evaluation of an art-therapeutic class organized for children. Students had individual tasks: to choose a problem related to primary school students, and conduct an art-therapeutic class to solve it.

Research results and their discussion

The results of self-assessment of professional-pedagogical and special art-therapeutic skills are presented in Tables 1 and 2.

Table 1.

Self-Assessment of Professional and Pedagogical Students' Skills

Professional-pedagogical skills	EG	CG
	average point	average point
1. Ability to form a democratic system of interrelations in the children's team	3.65	3.89
2. Ability to establish and maintain a friendly relationship with students	4.30	4.37
3. Ability to organize collective creative activity with children	4.12	4.31
4. Ability to organize artistic-creative, theatrical aesthetic, sporting and other educational events	4.14	4.16
5. Ability to develop a creative initiative among students, plan group work, distribute assignments, train, coordinate and control group activities	4	4.07
6. Ability to predict student personality development: his qualities, feelings and behavior	3.62	3.79
7. Ability to find effective educational technologies in working with junior students	3.44	3.79
8. Ability to study and evaluate the peculiarities of the activities and development of students and class	3.57	3.89
9. Ability to find the optimal diagnostic toolkit	3.30	3.45
10. Ability to use the potential of different educational disciplines	3.36	3.88
11. Ability to find forms and methods of educational work with junior pupils due to the situation	3.87	4.21
12. Ability to develop young learners' potential	3,51	3.70
13. Ability to develop specific intellectual, volitional, emotional, physical abilities and qualities of junior schoolchildren	3.63	3.96
14. Ability to identify causes of school maladaptation in junior pupils and problems associated with it	3.29	3.75

Professional-pedagogical skills	EG	CG
	average point	average point
15. Ability to form the trust atmosphere with the child	4.14	4.29
16. Ability to use various forms of psychological and pedagogical therapy expediently and effectively	3.4	3.67
17. Ability to organize individual, group and collective preventive measures	3.55	3.92
18. Ability to promote a healthy lifestyle	4.02	4.37
19. Ability to make original decisions using innovative forms and methods of work	3.58	3.84
20. Ability to develop artistic culture and creative abilities of students	3.76	4.27

Almost all CG and EG students, according to self-evaluation, demonstrates vocational and pedagogical skills mainly at sufficient and creative levels. We connected this with the fact that most of skills (organizational, constructive skills etc.) are formed from the first year

of studying while taking such courses as “Fundamentals of pedagogy”, “Introduction to a specialty” and fixed during the practice at school, directly in the work with primary school students.

Table 2.

Self-assessment of the art-therapeutical students’ skills

Art-therapeutic skills	EG	CG
	average point	average point
1. Ability to conduct diagnostics of the emotional sphere of primary school students using projective graphic tests	3.15	3.79
2. Ability to participate in the creation and discussion of children’s drawings	3.64	4.15
3. Ability to interpret children’s drawings in a proper way	3.21	3.77
4. Ability to develop and test correctional and training art-therapeutic programs	2.56	3.06
5. Ability to conduct individual and group art therapy classes	2.72	3.41
6. Ability to use art therapy in combination with dance therapy, expressive therapy, game therapy, drama therapy, phototherapy and music therapy	2.76	3.34

The results of students’ self-assessment showed that both groups demonstrate mainly low and reproductive levels of art-therapeutic skills. This result is quite predictable because the students do not have profound knowledge of ATT use, as well as art therapy in general and its possibilities. We suppose that the students have overestimated their capabilities. Professional-pedagogical skills were better assessed by the respondents, which can be explained by the fact they are primarily formed on the

basis of theoretical disciplines study, though they were a little bit overestimated as well.

The expert evaluation method helped us to assess ATT skills according to which low and initial levels prevail in the students of both groups Organized by students art therapeutic classes for school children allow us to check the ability to use the ATT in primary school. We summarized all received results and presented them in Table 3.

Table 3.

Results of Operational Criterion Maturity of Future Primary School Teachers’ Readiness of Using ATT

Groups	Diagnostic methods	Levels of Students’ Readiness for Using ATT									
		Creative		Enough		Reproductive		Low		Elementary	
		Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%
CG	Self-assessment of skills	1	1.2	26	32.9	33	41.8	17	21.6	2	2.5
	Expert evaluation	–	–	8	10.1	12	15.2	38	48.1	21	26.6
	Art therapy lesson	–	–	8	10.1	12	15.2	38	48.1	21	26.6
	Summarized results	–	–	14	17.7	19	24.1	31	39.2	15	19
EG	Self-assessment of skills	–	–	12	14.1	30	35.3	21	24.7	22	25.9
	Expert evaluation	–	–	5	5.9	13	15.3	42	49.4	25	29.4

Groups	Diagnostic methods	Levels of Students' Readiness for Using ATT									
		Creative		Enough		Reproductive		Low		Elementary	
		Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%
	Art therapy lesson	–	–	5	5.9	12	14.1	40	47.1	28	32.9
	Summarized results	–	–	8	9.4	18	21.2	34	40	25	29.4

In Table 3 we can see that there is a significant difference between self-esteem, which is clearly overestimated, and expert assessments that describe the real state of the things. In the process of diagnosing the maturity of the operational criterion, it was found that 2nd-year students have an elementary (EG – 29,4%, CG – 19%), low (EG – 40%, CG – 39,2%) and reproductive (EG – 21,2 %, CG – 24,1%) levels of skills. Such an indicator shows the absence of the art-therapeutic and professional-pedagogical skills in the students.

To sum up we have to mention that the results of evaluating the procedural component of the future primary school teachers' readiness to use ATT show the necessity of creating special pedagogical conditions in the process of their professional training involving optimization of the educational process through deepening and systematization of art-therapeutic knowledge. To receive special art-therapeutic knowledge and form the appropriate skills we propose to implement a special course into the curricula of future primary school teachers' training. According to F. Kigrueva (Kigrueva, 2010), it will provide students with a fairly wide choice and possibility to specialize in the light of their own interests. They contribute to mastering the content of pedagogical education, which will help to modernize elementary school, support the culture of the nation and cultivate a high level of citizenship and morality in children.

In addition, we should take into account the opinions of Abdullina and Slastenin (Abdullina, 1990; Slastenin, 1992), who emphasize the benefits of a special course in comparison with other forms of organization of the educational process at higher educational institutions. We distinguish the following advantages of a special course used in the educational process:

- the content of the special course can be quickly updated, which enables future teachers to get acquainted with the latest achievements of science and practice in a timely manner;

- the construction of the content of the special course on an integrated basis enables to establish various interdisciplinary connections and realize continuity in the future teachers' training;

- it allows providing training for professional and pedagogical orientation. In the procedural standpoint, its advantage is that students can master the educational, semi-professional (quasi-professional) and scientific activities during their studying, that are complicated bit by bit and providing the systematization of knowledge, skills and abilities.

Taking into account the things mentioned above, we have developed two special courses “The Foundations of Art Therapy” – IV semester and “Art-Therapeutic Technologies at Primary School” – VIII semester. Our special courses are presented in the Moodle system that allows each student to get personal access and use the teaching materials at any convenient time.

The distance courses have the following structural components: training and work program of the course, lectures, seminars and practical classes, didactic self-study support, assessment criteria, glossary, etc. At the same time, students receive not only a static text in an electronic format but also multimedia video resources and services for collective use and communication both on-line and in offline modes.

The functional load of the lecture course helps to get art-therapeutic knowledge; seminars form relevant art-therapeutic skills and abilities; practical lessons contribute to the application of acquired knowledge, skills and abilities in practice, generalization of experience of ATT using in work with primary school students.

The program of the special course “The Foundations of Art Therapy” has 2 credits and 2 content modules: “Scientific and Methodological Basics of Art Therapy” and “Practical Aspects of Art Therapy Use”. The purpose of the special course is aimed at forming a complete understanding of the art therapy. In accordance with the curriculum, the content of lectures reveals the following issues: source art-therapeutic concepts; history of the art therapy development; functional possibilities of the art therapy; characterization of forms of art-therapeutic work; features of art therapy rooms; structure of carrying out art-therapeutic classes, etc.

The program of the special course “Art-Therapeutic Technologies at Primary School” has 3 credits and 2 content modules: “Technologies of Art Therapy for Children” and “Complex Art-Therapeutic Technologies”. The purpose of the special course is to teach future primary school teachers to develop and conduct various therapeutic classes. The lecture material of this course is focused on the following issues: peculiarities of conducting art-therapeutic classes with children; a description of the methodology for discussing children's drawings proposed by V. Oklender and various art-therapeutic techniques and technologies such as drama, fairytale, music, theater and sand therapy. At the same time lectures take less part of classroom time because their purpose is to get students familiarized with different ATT and their capabilities.

Conclusion

The structural components of future primary school teachers' readiness for using ATT involve motivational-valuable, contextual, processual, and creative ones. The motivational, cognitive, operational and creative criteria have been distinguished. The processual component corresponds to the operational criterion, which involves

mastering the art-therapeutic and professional-pedagogical skills for the effective organization of art-therapeutic activities with junior students. The indicators of the operational criterion maturity of future primary school teachers' readiness to use ATT are professional-pedagogical and special art-therapeutic skills and ability to use them when working with junior students. According to the indicators of the procedural component, five levels of readiness of future primary school teachers to use ATT are identified and characterized. They are: creative, enough, reproductive, low and elementary.

According to the self-assessment method, it has been found that the professional-pedagogical skills of the students of both groups are developed at the sufficient and

creative level; the level of art-therapeutic skills is low and reproductive. Though the expert evaluation and analysis of the results of individual research tasks have shown that in both groups the low and elementary levels prevail, which means that there should be carried out purposeful work on the development of the relevant skills. In order to deepen and systematize art-therapeutic knowledge, two special courses were developed: "The Foundations of Art Therapy", focused on the formation of a holistic view of art therapy for students, and "Art-Therapeutic Technologies at Primary School", aimed at teaching future primary school teachers to develop and conduct various kinds of therapeutic exercises.

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ДІАГНОСТИКА ПРОЦЕСУАЛЬНОГО КОМПОНЕНТА ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ ДО ВИКОРИСТАННЯ АРТ-ТЕРАПЕВТИЧНИХ ТЕХНОЛОГІЙ

У статті розглядаються актуальні практичні аспекти проблеми підготовки майбутніх учителів початкової школи до використання арт-терапевтичних технологій. За результатами наукових праць визначено, що однією з умов ефективності оновленої системи освіти має бути створення комфортних умов для навчання, виховання й розвитку молодших школярів. Саме вчитель початкової школи зможе допомогти у вирішенні проблем, пов'язаних з адаптацією молодших школярів до початкової школи, застосовуючи у практичній діяльності комплекс арт-терапевтичних технологій. Метою наукової роботи є представлення результатів емпіричного дослідження щодо діагностики готовності майбутніх учителів початкової школи до використання арт-терапевтичних технологій, а також опис спеціально розроблених авторських спецкурсів, спрямованих на розвиток готовності до зазначеної діяльності. Автором розроблено структуру готовності майбутніх учителів початкової школи до використання арт-терапевтичних технологій, представлену мотиваційно-ціннісним, змістовим, процесуальним і креативним компонентами і відповідно мотиваційним, когнітивним, операційним і творчим критеріями. Розкрито зміст процесуального компонента готовності, що базується на комплексі арт-терапевтичних умінь і навичок, які дадуть змогу оптимізувати навчально-виховний процес початкової школи. Охарактеризовано творчий, достатній, відтворювальний, низький і початковий рівні сформованості процесуального компонента готовності майбутніх учителів початкової школи до використання арт-терапевтичних технологій. Діагностику означеного компонента готовності проведено за допомогою самооцінювання, експертної оцінки й аналізу результатів індивідуальних науково-дослідницьких завдань студентів. Результати діагностики засвідчили переважання у студентів початкового, низького і відтворювального рівнів умінь.

Ключові слова: арт-терапевтичні технології, готовність майбутніх учителів початкової школи до використання арт-терапевтичних технологій; процесуальний компонент готовності, операційний критерій готовності.

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