

Formation of Professional Competence Among Students of Art Institutions of Higher Education in the Context Of COVID-19

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Abstract

In modern socio-cultural conditions, the requirements for the quality of professional training of graduates of higher educational institutions are increasing. This issue has become especially acute with the advent of pandemic conditions. The ability to apply the existing competencies in the situation of challenges of the 21st century to solve complex social and professional problems is an important criterion for the quality of higher education. Modern professional art education is undergoing many reforms and transformations. Particular attention is paid to innovative teaching methods, thanks to which future specialists experience the breath of innovative education. This issue is especially relevant during the spread of the COVID-19 pandemic. Since students of creative specialties must also have certain competencies, within the framework of the educational process, the competence-based approach to teaching plays a key role, is the methodological basis in the system of modernization of higher professional art education. Thus, the main task of the study is to analyze the process of formation of professional competence among students of art institutions of higher education in the context of COVID-19. As a result of the study, the main aspects of the process of formation of professional competence among students of art institutions of higher education in the context of COVID-19 were investigated.

Keywords:

professional training, art institutions, higher education, COVID-19, innovative education.

1. Introduction

Institutions of higher education play a leading role in the development and formation of the national art school and are a reflection of its artistic life. The pedagogical experience of the teaching staff in art institutions of higher education and, accordingly, the creative achievements of their students are a significant contribution to the development of contemporary world art.

The most important task of modern education in institutions of this type is the formation and development of a personality capable of creative activity. A wide range of modern technological innovations in the system of teaching creative professions and the versatility of human relationships with the outside world put forward the tasks of developing the creative potential of a student's personality, which determines a person's ability to create in all spheres of life. It is important that students of art specialties should not only possess artistic, art history, graphic, musical or choreographic knowledge, but also develop the qualities necessary for the maximum realization of creative potential, because "art education is a means that contributes to the development of human resources necessary for use of their valuable cultural capital.

We also note that in different areas of its preparation - audiovisual art and production; design (from the specializations "Graphic Design", "Design of clothes (shoes)", "Environmental design", "Industrial design"); fine arts, decorative arts, restoration; choreography; musical art; performing arts; architecture and urban planning, etc.) - their own professional standards apply.

In modern world practice, the phenomenon of competence is a key, pivotal phenomenon, and the competence-based approach is considered the basis for updating the system of vocational education, training a future specialist of a new formation in accordance with the modern requirements of society, the most effective direction for optimizing the educational activities of students. The category "competence" predetermines the target prospects of the educational system and implies a shift from

academic standards for assessing the process and results of students' educational activities to a comprehensive assessment of their professional and social preparedness, provides for the transformation of the higher education system in the direction of greater adaptation of the student to the world of work in the long term, as well as to learning, self-development and self-improvement throughout life in the chosen field. The traditional, knowledge-oriented system of higher education cannot provide such a level of experience, competence and subjectivity for a student, therefore, there is a need to revise the targets, clarify the criteria for the quality of education, and develop the content of a competency-based educational paradigm. Given this, the process of modernization of higher art education is determined, first of all, by the need to introduce a competency-based approach. This is especially true in the context of COVID-19.

The roadmap for art education defines this phenomenon as an educational industry aimed at developing students' special abilities, taste, aesthetic experience and value orientations, the ability to communicate with artistic values in the process of active creative activity and improve their own sensory culture.

2. Methodology

The research methodology is based on general scientific theoretical methods of analysis, synthesis and abstraction, which made it possible to trace the formation of students' training in professional skills in art institutions of higher education in the context of COVID-19, which are in the process of reform and, to a certain extent, require a rethinking of their role and place. educational system and society as a whole. The scientific novelty of the article is determined by the study of the theoretical and practical features of teaching students professional skills in art institutions of higher education in the context of COVID-19, which is associated with the approval of higher education standards for cultural and artistic specialties and compliance with international standards while maintaining fundamental artistic traditions.

3. Research Results and Discussions

The competence-based approach in art education makes it possible to move from a focus on the reproduction of knowledge to its organization and application in various conditions, to put the strategy of increasing its flexibility in order to expand employment opportunities as the basis for the professional training of students; put forward as priority interdisciplinary and integrated requirements for the results of the educational process, orient vocational training to various professional and life situations.

The content of art education is a system of pedagogically adapted artistic and practical skills, skills, knowledge, experience of a value attitude to art and experience of creative activity. In the process of art education, the upbringing, training and development of the creative personality of the future artist or teacher or teacher of art disciplines takes place. These three meaningful lines in our further scientific research are differentiated taking into account the specifics of art education at the art and graphic faculties of universities, and then we proceed to consider the competency-based foundations for teaching students of art specialties and study the structure of the most essential competencies of future artists and artist-teachers [1-4].

As noted in numerous scientific and applied studies, the competence-based approach is a priority orientation towards the goals and vectors of education, towards the formation of students' abilities, first of all, for learning, self-determination (self-determination), self-actualization, socialization and development of individuality. Fundamentally new educational constructs act as tools for achieving these goals: competence, competence and meta-professional qualities. Unlike generalized, universal knowledge, competencies are effective and practice-oriented. Therefore, in addition to the system of theoretical and applied knowledge, they also include cognitive and operational-technological components. The main goal of the educational process for students of art specialties in the context of COVID-19 is the comprehensive development and arming of essentially important competencies, theoretical knowledge and practical skills, the ability to think creatively, and practically improve their own individual capabilities. Only such a specialist can work at the proper high professional level, creating

original works of art that are new in terms of artistic solution. Thus, competencies in the field of arts education are the ability to successfully meet individual and social needs, to act practically and to carry out assigned tasks. Thus, in the competence-based approach, the ideology of art education is laid, the basis of which is modern requirements for the labor market, a change in the social order focused on the level of readiness of the graduate to perform basic production functions and self-realization of the individual through artistic activity [5-7].

The transformation of the content of art education in the context of the competence-based approach is characterized by certain features: a new idea is formed about the set of competencies of artists and artist-teachers, the essence of each of them is determined; focuses on the content of academic disciplines, which can provide the formation of certain competencies; the levels and indicators of the formation of different competencies at each stage of training are established; systems of control and correction of the process of forming the competences of students of art specialties are being developed.

So, the competence-based approach in art education allows: to move from focusing on the reproduction of knowledge to its organization and application in various conditions; to base the professional training of students of art specialties on a strategy of increasing its flexibility in favor of expanding employment opportunities; put forward as priority interdisciplinary-integrated requirements for the results of the educational process; to orient vocational training to various professional and life situations.

The main elements that affect the professional competence of students of educational institutions in the context of COVID-19 are presented in Table 1.

Table 1: The main elements that affect the professional competence of students of educational institutions in the context of COVID-19

№	<i>The main elements that affect the professional competence of students of educational institutions in the context of COVID-19</i>
1	Digitalization of teaching methods for students of art institutions of higher education in the context of COVID-19

2	Application of tools for developing practical experience for students of arts institutions of higher education in the context of COVID-19
3	Expanding Practical Opportunities for Higher Art Students Amid COVID-19
4	Digitalization of hands-on experience for students of arts institutions of higher education in the context of COVID-19
5	Engaging International Companies to Improve the Experience for Higher Art Students in the Environment of COVID-19

The formation of professional competencies of students of art specialties can be effective if the process of their professional education at the faculties is integral and inseparable, starting from setting a goal and ending with obtaining the final result. In our opinion, this will be facilitated by the use of modeling as one of the effective methods of pedagogical research, an effective tool for optimizing the ways, methods and timing of obtaining the desired result.

The basis for the formation of students of art universities in the context of COVID-19 is based on certain methodological approaches:

- The competency-based approach is a priority orientation towards the goals and vectors of art education, towards the formation of artistic and graphic competencies among students as an essentially important component of students' professional competence in the context of COVID-19.

– The personal-activity approach is based on taking into account the individual abilities of students of art universities under the conditions of COVID-19 and creating conditions for their self-realization, self-development, self-improvement in the process of studying disciplines of subject specialization and engaging in numerous forms and aspects of creative activity.

– The artistic and aesthetic approach makes it possible to create a special developing artistic environment in which students of art universities in the context of COVID-19 are involved in solving creative problems, understanding artistic images, traditional and innovative means of artistic expression, encouraging self-expression in creative activity.

– An integrative approach ensures the formation of professional competencies of students of art universities in the context of COVID-19 through interdisciplinary connections in the study of artistic phenomena and processes

– The context-modular approach determines the creation of a design project of the educational process using a set of didactic forms, methods and means of the subject and social content of the future professional activity of students of art universities under the conditions of COVID-19, structured in a module, each of which acts as a relatively autonomous discipline or special course or activity

- The task approach ensures the organization of the process of formation of professional competencies and their components in students by structuring the educational material through a sequence of tasks connected by a certain logical connection.

Thus, the development of professional competencies of students of art universities in the context of COVID-19 can be represented by a set of individual competencies, namely [8-15]:

- Integral competence - provides for the solution of complex specialized tasks and practical problems in the field of fine and decorative arts, which involves the use of general theories, provisions and methods.

– Special competence reflects the presence of a system of fundamental knowledge and skills in the disciplines of subject specialization. In this regard, it is important that students master special techniques of artistic and graphic activity (artistic knowledge, special practical skills and abilities in specific types of fine arts).

– Methodological competence is based on a qualitative special (fundamental knowledge of the basic subject) and didactic basis. That is why, along with mastering knowledge in the humanities, professionally oriented disciplines, students of art specialties must also be involved in artistic and pedagogical activities in order to develop methods for teaching fine arts, conducting classes based on modern pedagogical technologies, and modeling the educational process based on the relationship, continuity of the content of professional artistic and pedagogical education (general artistic, special).

- Project competence is focused not on the integration of factual knowledge, but on their creative practical application and the acquisition of new ones by performing creative tasks (individual and group). Such competence contributes to the acquisition of experience in artistic and interpersonal communication, helps to overcome psychological barriers in the process of joint creativity, solves problems and tasks with a view to future independent activity, promotes self-actualization and self-realization, the development of motivational-value and emotional-intellectual spheres. personality; provides for a phased research work of students.

Therefore, the professional competence of students of art universities in the context of COVID-19 involves the formation of professional qualities, the key elements of which are education in the field of art, creative thinking and worldview instructions. It ensures not only the proper assimilation of certain content and the formation of relevant knowledge, skills and abilities among students, but, above all, the development of their creative individuality, moral consciousness and the formation of readiness to carry out professional activities at a high level. This means that such competence should, first of all, ensure the implementation of the main goals of art education - to form a creative personality.

4. Conclusions

Summarizing the above, we can conclude that the effective formation of professional competence of students of art universities in the context of COVID-19 is possible if:

– a conceptual model of a unified information educational environment for art universities in the context of COVID-19 was developed;

– justified the choice of specific organizational forms and methods of using information technologies in the educational process of art universities in the context of COVID-19;

- the material and technical base necessary for this has been provided;

– the readiness of university teachers for the use of information technologies in the course of training has been formed;

– criteria for assessing the quality of informatization of the educational process of art universities in the context of COVID-19 were determined.

The development of students' professional competencies will be more effective when the following pedagogical conditions are implemented:

- using the possibilities of information technologies for interactive learning, which form the professional knowledge and skills of students;

- activation of the reflective activity of students by developing their creative approach to solving problems, the skills of abstract, algorithmic thinking and logical conclusions, the ability to conduct a conceptual analysis

data, etc.;

– implementation of interdisciplinary links in the learning process;

– development and use of problematic professionally significant tasks that allow students of art universities in the conditions of COVID-19 to gain the skills necessary for their future professional activities.

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