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SUMMARY

Dobroskok Iryna, Mkrtychian Oksana. Model of innovative primary grades teacher training in the conditions of the new Ukrainian school.

A model of innovative training of a teacher for innovative activity in the conditions of the New Ukrainian School was developed, aimed at his professional development taking into account factors (the main trends in the development of innovation; subjective experience of the teacher's implementation of innovative activity in institutions of general secondary education); on the basis of approaches (innovative, acmeological, personal-active, competence-based) and relevant principles. The model of innovative teacher training under the conditions of the New Ukrainian School has been theoretically substantiated and developed, which includes the following blocks: organizational and procedural - the main areas of activity for the formation of theoretical, practical, educational-project and research activities, the formation of psychological literacy of future teachers; resource-providing – activity using natural resources of both students' personalities and resources of higher education institutions; functional and substantive – the content of the formation process and its technological support; result-monitoring - reflects the level of development of the corresponding competence among students. The authors see the prospects for further exploration in the implementation of the developed model of innovative teacher training in the conditions of the New Ukrainian School in the educational process of a pedagogical university.

Key words: primary school teacher, new Ukrainian school, training, educational process, pedagogical university, model, blocks.

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ARTISTIC-COGNITIVE COMPETENCE OF JUNIOR SCHOOLCHILDREN: THEORETICAL ASPECT

As a result of the analysis of the state of scientific elaboration of the problem, it is established that the primary school age is a sensitive period for the formation of spiritual culture, because it is here that the foundation for aesthetic knowledge, beliefs

and a number of other necessary prerequisites for the development of a person's spiritual potential is laid. It is found that the basis for determining artistic competences are activities related to the music perception, performance and creation. It is noted that the content of subject competence takes into account state requirements for the level of pupils' general education (knows, evaluates and interprets, understands, knows how to apply, shows an aesthetic attitude, own evaluation judgments). The following set of artistic competences is defined: interpretive, vocal-choral, performing, instrumental-performing, creative.

Key words: *artistic-cognitive competence, primary school age, competences, art education, spiritual development of personality.*

Introduction. Recent processes in modern society are marked by introduction of conceptual approaches to the education development, within which the formation of a highly cultured individual, his spirituality and responsibility for the current cultural and social events takes place.

The introduction of a complex of various methodological tools in order to solve multifaceted scientific tasks effectively affects the process of art education. In the course of forming the artistic-cognitive competence of primary school pupils in art classes and in extracurricular activities, the choice of methodological research tools depends on both its purpose and tasks, and on the specifics of the subject and the theoretical-methodological background.

In state documents: Laws of Ukraine "On Secondary Education" (1999), "On Education" (2017), the Concept "New Ukrainian School" (2016), State National Program "Education" ("21st Century Ukraine"), the National Doctrine of Education Development of Ukraine in the 21st century, the National Strategy for the Development of Education in Ukraine for the period until 2021 the priority role of educational landmarks in changing the social ideal of the individual is noted. In the implementation of such an idea, a special place is given to aesthetic, in particular, music education aimed at formation of a spiritual, competent, creative personality.

The solution of such tasks becomes possible under the conditions of an innovative review of the content aspects and methodological tools of education, aimed at the formation of the leading competences of the individual, in particular in the field of art education. After all, competences reveal a person's education, his ability for effective self-determination and self-realization.

It should be emphasized that the effectiveness of the studied construct depends on the scientifically based choice of methods in the direction of argumentation and the development of a specific methodology, which is determined by the specified research topic. The

relevance and expediency of the scientific study of the problem of forming junior schoolchildren's artistic-cognitive competence in the process of music education is determined by the need to resolve a number of contradictions, namely between:

- increasing the need of each nation to preserve cultural experience and the real state of formation of the artistic competences of the younger generation;

- presence in educational practice of multi-directional approaches to methodological tools of art education of the younger generation and the insufficient level of theoretical justification of the chosen problem;

- the need for new changes in the content of methodological provision of music education (in art classes and in extracurricular activities) and incomplete development of the specified issue in the area of formation of artistic-cognitive competence.

Analysis of relevant research. It should be noted that formation of the artistic-cognitive competence of the younger generation is an important scientific problem, the development of which is based on significant scientific experience. The Ukrainian system of art education has significant potential in the processes of activation of the artistic-cognitive competence of an individual capable of ethical and moral actions and spiritually rich activities.

In this context, problematic aspects of art education are considered in the works of such scientists as M. Boichenko, I. Chystiakova, N. Huzii, N. Huralnyk, O. Khyzhna, A. Kozyr, V. Labunets, L. Masol, O. Oleksiuk, O. Otych, H. Padalka, L. Pankiv, O. Rudnytska, O. Ustymenko-Kosorych, O. Shcholokova and others. Pedagogical foundations of worldview formation by means of artistic actions, development of musical abilities and individual giftedness are revealed in the works of N. Batiuk, I. Bekh, S. Horbenko, I. Ziaziun, D. Kirnarska, O. Lobova, M. Pecheniuk, M. Stasiuk, M. Tkach and others. The development of the problem of artistic thinking and memory through the means of art, realized in visual, musical and literary activities, is presented in the publications of I. Vanechkina, V. Horpenko, N. Koliadenko, N. Batiuk, I. Rozhko, and others.

The solution of the main tasks defined by the State Standard of the educational field "Art" causes formation of a system of key and subject-specific artistic competences in the younger generation, which act as an integral basis of the worldview, the ability for artistic self-realization and creative self-embodiment. Under such circumstances, the attention of art-

pedagogical science and practice to the problem of the formation of pupils' competences increases. In order to understand the features of the application of the competence-based approach in art education, it is appropriate to mention the works of such scientists as: I. Bekh, N. Bibik, O. Haidamaka, I. Yermakov, L. Masol, O. Ovcharuk, O. Pometun, O. Savchenko and others. The works of N. Snikhovska, who examines development of creative competences of schoolchildren through the means of fine arts and artistic culture, D. Krit, whose works highlight the formation of artistic and aesthetic competences of students at music lessons, and K. Savchuk, who highlight the peculiarities of competences development at art lessons in the unity of integrative, performing (vocal, choral, instrumental) creative competences, S. Kovaleva, who presents a didactic model of the formation of subject competences of students at music lessons, etc.

The study of scientific works shows that artistic competence is considered in the context of formation of musical perception (O. Yeremenko, O. Kostyuk, O. Rostovskyi and others); during the emergence of artistic interest (O. Demianchuk, H. Shchukina and others); activation of aesthetic evaluation (V. Butenko, L. Koval, H. Padalka); in the process of personality formation and his aesthetic preferences and needs in reality and art (I. Bekh, I. Ziaziun, A. Kozyr and others).

At the same time, analysis of current research shows that the problem of artistic-cognitive competence of junior schoolchildren in the process of music education has not yet become the subject of a holistic scientific search.

The aim of this article is to highlight the theoretical provisions for the formation of artistic-cognitive competence of primary school pupils in the process of learning musical art.

Research methods. During the experimental and research work, a complex of general scientific methods (analysis, systematization, comparison, generalization of scientific information, structural-system) was applied, which gave an opportunity to compare theoretical approaches to the definition and justification of the main definitions and methodological tools.

Results. Modernizing changes in the content of art education necessitate formation and development of a tolerant, spiritually developed, highly cultured educated individual who is able to perceive and understand global social processes and events and navigate in a multicultural environment. This requires an urgent solution to a range of tasks related to the formation of the knowledge experience of students at

all levels of education, their abilities and skills to carry out creative and productive activities. Elucidation of the above-mentioned questions involves the need to study competence, the quality of formation of which ensures mobile and effective self-realization of the individual and activates his social and cultural growth.

The study of scientific sources indicates that researchers are developing theoretical issues of the competence, its structure, as well as the functions and principles of competence development of an individual, his epistemological potential.

Scientists N. Bibik, O. Ovcharuk, O. Pometun, V. Kremen, N. Nychkalo and others dealt with the problem of the competence-based approach. In modern conditions, the defined approach is one of the main directions of updating education and learning technology in the developed countries. A competence-based approach provides the opportunity and readiness of education applicants to apply the acquired cognitive and practical experience in future activities. The “competence” is defined as an integrated feature of a person, determined by a complex of knowledge, abilities, skills, attitudes, experience, which enables the effectiveness of a certain activity, or the performance of certain functions in the field of profession or in types of activities (Pometun, 2004).

A number of researchers (O. Antonova, N. Polishchuk) also believe that competence differs from the concepts of “knowledge, abilities, skills” and is not identified with them and is characterized by integrative features, which makes it possible to correlate with the value characteristics of a person that lead to practical actions. Therefore, competence consists of:

- personality orientation, which includes motivation, value orientations, tastes, etc.;
- a person’s originality, flexibility of thinking, which provides a sense of the problem, manifestation of initiative;
- individual characteristics, manifested in strong-willed qualities, independence, purposefulness of the individual.

For our research, the concept of L. Masol plays an important role, due to which competence is interpreted as an ability of an individual to apply acquired and realized knowledge, abilities and skills, means of activity, own experience in various unplanned situations in order to solve certain socially important problems (Masol, 2015). In addition, competence is a personal quality that manifests itself during independent actions. The scientist

interprets competence as an integrated result of schoolchildren's educational work based on an individual approach to each of them.

In the context of this work, it should be emphasized that development of the competence-based approach in Ukraine began at the end of the 20th century and is associated with such scientists as S. Bondar, O. Ovcharuk, O. Pometun, O. Lokshyna, O. Savchenko, and others. Thus, N. Bukhlova, L. Chernikova, O. Chernyshov consider the process of establishing self-educational competence; general educational competences of pupils became the subject of research in the works of S. Trubachova; S. Bondar singles out the competence of schoolchildren as an integrated component of their educational achievements; I. Yermakov emphasizes the role of life competence of education applicants; I. Rodyhina focuses attention on the competence assessment system, examines the essence of the concept of "competence" and ways of its development in pupils. The work of N. Bibik, Yu. Maliovanyi, O. Ovcharuk and O. Pometun, who developed the prospects of introducing the experience of foreign countries into the education system of Ukraine, is significant.

Therefore, in the scientific literature, different interpretations of the category "competence", "competent" are used, which, although they do not differ fundamentally in terms of content, characterize different aspects. The dictionary of the Ukrainian language indicates that a competent person is an employee who possesses a sufficient amount of knowledge in any field, is well-versed in a certain range of issues, is qualified, and has certain powers (*Dictionary of Ukrainian language*, 2010). The dictionary of foreign words interprets this concept as: "competent" (from Latin *competent* – appropriate) – knowledgeable in a certain field, on a number of issues; authoritative in solving some case or problem. "Competence" is defined as the scope of authority of any organization or person, as well as a number of issues in which this person has a certain cognitive experience. "Competence" is interpreted as awareness, authority (*Dictionary of foreign words*, 2006).

Summarizing the essence of the definitions given in the reference literature makes it possible to understand the concept of "competent" in this way – this is a person who is ready to clarify complex issues in innovative conditions in order to achieve a goal based on knowledge in a certain field; competence is the ability of an individual to socially valuable activity based on personal cognitive and practical experience.

Modern scientists pay close attention to the study of competence. Thus, a number of signs of the concept of “competence” are substantiated: the presence of knowledge for effective actions, understanding the role of acquired knowledge for application in practice, a complex of operational skills, the ability to apply creative aspects in productive activity (I. Burhun, O. Shtutsa). O. Brazhnych singles out not only basic knowledge and skills as components of competence, but also value orientations of a specialist, motivational sphere of his activity, general culture, style of interaction with colleagues, awareness of the surrounding world, as well as the ability for one’s own self-development, self-realization, and self-improvement (Brazhnych, 2001).

For our study, I. Ziaziun’s research on intellectual competence, which he understands as a special type of organization of knowledge, which makes it possible to make effective decisions, especially in extreme circumstances, plays a significant role. Among the components of knowledge that characterize a competent person, the following are defined: multifacetedness (multiplicity of different knowledge about different phenomena); articulation (elements of knowledge that are clearly justified, defined and interconnected); flexibility, mobility (ability to optimally change the content of individual elements of knowledge and connections between them under the conditions of influence on them by objective factors); actualization (operability, mobility and availability of knowledge); the possibility of using knowledge in different situations; availability of information experience about own knowledge (Ziaziun, 2000).

In addition, scientists understand a teacher’s competence to be a deep knowledge of the features of the initial process, modern problems of pedagogy, psychology, and the subject of teaching, as well as the ability to use that knowledge in one’s own everyday practical work (Pometun, 2004). Therefore, competence is understood as a multifaceted concept; as a broad awareness of the individual in a certain educational field, possession of not only knowledge and professional skills, but also the ability to apply them in practical activities.

Competence in the field of art education in our study is understood as cognitive and informational experience in the field of art and pedagogy, the opportunity to apply the acquired knowledge and skills in artistic productive activity. In such a process, the artistic-aesthetic orientations of the education applicants, the peculiarities of general cultural development, and the tendency to creative self-expression are indirectly reproduced.

A significant role in our work was played by the three-level structure, which is generally known in pedagogical science and practice, consisting of key, interdisciplinary and subject competences (Masol, 2003). Studying artistic works of a scientific and methodological nature makes it possible to substantiate the specifics of competences that are formed in primary school pupils through art. The works of L. Masol emphasize the importance of artistic and aesthetic competences during the student's communication with the values of artistic culture, which effectively affects their spiritual growth. It is the artistic knowledge and productive experience of the younger generation that must be transformed into artistic and aesthetic competence. The scientist claims that the components of life competences are formed in the unity of interests, motives, desires, aspirations, knowledge, skills, abilities, which absorb integrated generalizations of art education and formed personality qualities. These features are inherent in artistic and aesthetic competence (Masol, 2015).

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Therefore, in our research, competence in the field of art is understood as the ability to realize and self-realize in the field of various types of art (in particular, musical art), which is formed during the perception of artistic samples and their practical and productive mastery.

In addition, cognitive competence in the field of art education involves the ability of an individual to outline tasks and propose approximate ways of solving them, the ability to predict, analyze, evaluate one's own artistic cognitive activity. O. Liashenko claims that educational and cognitive

competence is understood as a purposeful process of successful implementation of cognitive activity in the process of learning to solve a practical problem, the purpose of which is to transform an object, and the result is not only the use of skills and abilities already acquired by students, as well as reproductive actions, but also the acquisition of a new set of knowledge and skills to carry out creative activities.

In considering the issue of competence in art education, we find it expedient to dwell on the understanding of art, which has been the subject of philosophical research since ancient times, but its essence, specificity, and social significance are not understood and not fully explored, since this phenomenon is complex and multifaceted. It should be emphasized that the process of socialization, which contributes to the formation of a personality, as well as his self-realization, depends on creative activity, communicativeness, competence, and developed self-awareness. Therefore, in the context of art education, a person's self-determination occurs thanks to the choice of ways to solve social problems. The role of art in the formation of competence is steadily growing, because the awareness of the importance and significance of universal human values, the development of creative potential, and the desire for knowledge act as a reference point in countering unspiritual phenomena.

It is worth emphasizing that works of art affect not only human feelings, but also human consciousness and cognitive processes, and also transform them for the purpose of practical implementation. Therefore, art education is the process and result of the subject's understanding of the essential properties of the surrounding world, reproduced in images. The content characteristic of art education is a system of artistic and practical abilities, skills, knowledge, experience of valuable mastery of artistic phenomena, creative activity aimed at the general and spiritual development of the individual. The problem of art education was reflected in important scientific developments. Modern scientists have examined the philosophical and psychological aspects of artistic creativity (S. Maksymenko, M. Pidlisnyi, Z. Kovalchuk), identified ways of developing special artistic abilities (A. Shcherbo, I. Bila, O. Zelenska); revealed historical aspects of general aesthetic and professional education (O. Mykhailychenko).

In our work, the problem of social mediation of the artistic foundations of art education is of particular importance. Ukrainian scientists (H. Padalka, V. Fedoryshyn) emphasize that art education includes a range of interests, orientations, considerations, feelings, views,

desires, which are separated from the generalized dimensions of the surrounding reality and do not go beyond the artistic understanding of the world (perception, evaluation, creation of art) (Padalka). Undoubtedly, consideration of the problem of social development of the child in the context of music education activates the possibility of the formation of qualities and properties of the child, which determine the way of his future existence in the surrounding reality. Under such circumstances, during art education, the general culture of the younger generation is formed, his moral education and ethical development take place. S. Naumenko's statement that the child's cognitive interests, acquired knowledge about the universe cause not only intellectual awareness of events, but also (which is the main thing) the ability to penetrate the artistic images of works of art, which causes the emergence of emotions and feelings, is important for our research (Naumenko, 2001).

During musical art learning, the child's creative abilities are developed, his heuristic skills are formed, which fosters work capacity, respectful attitude to the participants of the training to artistic activities. Therefore, the interpretation of art education in the plane of social landmarks contributes to the understanding of child development as a holistic process of ensuring systemic connections between art education and real social and cultural life. In these processes, the relationship between man and the world is recognized, taking into account the diverse attitude of students to the events of the surrounding reality in connection with the features of aesthetic development through art education.

Among the works devoted to the problem of competences in the learning environment, we note the works of L. Kanishevskaya, O. Kononko, O. Savchenko, and O. Sukhomlynska (Savchenko, Sukhomlynska). O. Ovcharuk's publications are devoted to the analysis of the approaches of the Council of Europe to the problem of the formation of key competences as transformed knowledge, abilities and skills, which involve the ability of an individual to perceive and respond to individual and social needs, attitudes, values, etc. A valuable point for our research is that the author proposed a list of key competencies developed in different countries. The distinction between the concepts of "competency" and "competence" makes it possible to indicate that competency is a prospectively formulated norm, a social requirement, the goal of a student's educational training, the achievement of which is necessary for high-quality productive activity. Competence contributes to the connection of the student's personal orientations with real conditions. When

defining competences, Ukrainian scientists (N. Myropolska, O. Savchenko) activate such their feature as the experience of student youth in relation to a certain range of objects of reality and emphasize the mandatory understanding of the personal attitude to the material that the student is mastering. Therefore, competence is the result of the educational process, a set of qualities of the student's personality, in particular his value and meaning orientations, abilities, knowledge, and skills determined by the experience of his activity in a certain personal and social sphere.

In our opinion, the approach of Ya. Bardashevskya and T. Maskovych is important, they pay special attention to the emotional competence of the student as an indicator of the holistic development of the personality and prove that its development can be achieved based on the joint efforts of the school, extracurricular education and informal education.

A decisive role in the development of the theoretical foundation of our research is played by the concept of L. Masol regarding the classification of competences, including: personal (general cultural, special); social (communicative, socio-practical); functional (subject, cross-subject); metasubject (informational and cognitive, self-regulatory) (Masol, 2015).

The scientist points out that basic competences change depending on different educational systems, and their structure is not stable and depends on many factors. In general, it can be emphasized that competences are the result of the process of internalization of values, traditions, requirements, worldview orientations, cultural meanings that represent the sphere of our existence. So, these are formed qualities that ensure the socialization of the individual.

In the **conclusions**, we consider it expedient to generalize that clarification of modern educational tasks in the direction of the formation of a highly cultured personality, capable of a responsible and professional attitude to cultural and social events in today's world, is possible under the conditions of the latest revision of the content, methods, forms and other means aimed at improvement personal qualities, in particular, such an important aspect of them as artistic and cognitive competence. Undoubtedly, the process of forming the artistic and cognitive competence of junior schoolchildren involves orientation of educational activities to the development of the general and artistic culture of students. The materials presented in the publication indicate that formation of cognitive competence is a multifaceted process, which involves the ability to set a goal, cognitive tasks and propose possible ways of their implementation, to be able to plan,

analyze, and self-evaluate one's own cognitive activity. Therefore, artistic-cognitive competence is understood as the ability to realize and express oneself creatively in the artistic sphere, which is formed during the perception of works, types of art, as well as their practical mastery.

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АНОТАЦІЯ

Еременко Ольга, Пан Бо. Мистецько-пізнавальна компетентність молодших школярів: теоретичний аспект.

У результаті аналізу стану наукової розробленості проблеми встановлено, що молодший шкільний вік – сенситивний період для формування духовної культури, бо саме тут закладається підґрунтя для естетичних знань, переконань та низки інших необхідних передумов розвитку духовного потенціалу людини. Констатовано, що основою для визначення мистецьких компетентностей є види діяльності, пов'язані зі сприйманням, виконанням та

створенням музики. Зазначено, що зміст предметної компетентності враховує державні вимоги до рівня загальноосвітньої підготовки учнів (знає, оцінює та інтерпретує, розуміє, уміє, застосовує, виявляє естетичне ставлення, власні оцінні судження). Визначено такий комплекс мистецьких компетентностей: інтерпретаційні, вокально-хорові, виконавські, інструментально-виконавські, творчі.

Узагальнено, що з'ясування сучасних освітянських завдань у напрямі становлення висококультурної особистості, здатної відповідально та професійно ставитися до культурно-соціальних подій у сьогоденному світі уможлиблюється за умов новітнього перегляду змісту, методів, форм та інших засобів, спрямованих на вдосконалення особистісних якостей, зокрема, такого важливого їх аспекту як мистецько-пізнавальна компетентність. Безперечно, процес формування мистецько-пізнавальної компетентності молодших школярів передбачає орієнтацію навчальної діяльності на розвиток загальної та художньої культури учнів. Викладені в публікації матеріали свідчать про те, що формування пізнавальної компетентності – це багатоаспектний процес, котрий передбачає вміння ставити мету, пізнавальні завдання та пропонувати можливі шляхи їх реалізації, уміти планувати, аналізувати, давати самооцінку власної пізнавальної діяльності. Відтак, мистецько-пізнавальна компетентність розуміється як здатність до усвідомлення й творчого самовираження у мистецькій сфері, що формуються в ході сприймання творів, видів мистецтва, а також їх практичного опанування.

Ключові слова: мистецько-пізнавальна компетентність, молодший шкільний вік, компетентності, мистецьке навчання, духовний розвиток особистості.

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ВПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ ДИСТАНЦІЙНОГО НАВЧАННЯ У ПІДГОТОВКУ МАЙБУТНІХ ОФІЦЕРІВ

У статті розглядаються питання оновлення методів військової освіти шляхом впровадження сучасних освітніх технологій. Це пов'язане з важливими подіями в житті українців (з пандемією COVID-19 і військової агресії Росії проти України),, потрбували перегляду педагогічних підходів до освітнього процесу. Однри з підходів полягав у впровадженні дистанційного навчання. Показано, що процес переходу від очного, змішаного до дистанційного навчання вимагав суттєвих змін у проведенні навчального процесу. Цей перехід дозволив виявити недоліки, які існували за традиційної фррми навчання. Визначено, що нині все