Student theater in the professional training of future teachers: personal and action approach

L. Lymarenko

Kherson State University, Kherson, Ukraine

Article info

Received 16.07.2018

Accepted 31.08.2018

Kherson State University
Kherson, Ukraine

27, 40 rokiv Zhovtnya St.,
Kherson, Ukraine 73000

lilimarenko55@gmail.com

Lymarenko, L. (2018). Student theater in the professional training of future teachers: personal and action approach. Fundamental and applied researches in practice of leading scientific schools, 28 (4), 68–73.

The article is devoted to one of the topical problems of higher education, namely, the usage of the student theater in the system of professional training of future teachers on the basis of personal and action approach. The author considers for the first time that the student theater as a form of artistic and pedagogical activity is focused on personal development, improvement of creative abilities of future teachers, formation of professional self-sufficiency by means of multilevel artistic and pedagogical communication in the system of higher pedagogical education. The article substantiates the expediency of using the fundamental personal and action approach in the functioning of the student theater in the professional training of future teachers. The paper suggests the description of psychological and pedagogical components within above-mentioned conceptual personal and action approach.

This article deals with personal and action approach that provides the most effective organization of artistic and creative activity of the future teacher with its transfer to the position of the subject of self-knowledge. Within personal and action approach, the structure of self-development of the individual is formed, in which the main elements are the subject and the nature of the artistic and pedagogical interaction. It is established that successful activity of the student theater on the basis of personal and action approach is provided by the corresponding organizational and pedagogical conditions that have an influence on the goals of teaching, methods, forms and means of organizing the educational process, as well as mutuality with the educational, artistic and creative activities of the teacher-supervisor and students of theater. The author's position is that the functionality of certain organizational and pedagogical conditions is focused on: creation of the appropriate educational artistic and creative environment; dominance and active usage of theater training technologies in the educational process of the student theater; subject-to-subject interaction within multilevel communication of student theater; sequence of activity of the student theater in the professional training of the future teacher. It is proved that abundance of mentioned organizational and pedagogical conditions contributes to the professional formation of a specialist in the process of acquirement of the multilevel artistic and pedagogical communication of the theater on the basis of subject-to-subject interaction, during which the future teacher becomes a creator in a vital and professional activity.

Keywords: student theater; professional training; future teacher; personal and action approach; organizational and pedagogical conditions.

Introduction

The modern system of higher education is based on the synthesis of various sciences based on humanistic and person-oriented paradigms that require a profound degree of human knowledge, its potential abilities, an

understanding of emotionally-sensual and life-giving meaning. In this regard, the problem of content renewal of training highly professional pedagogical personnel is of particular importance.

Taking into account the significant reduction of classroom hours in the curricula of higher educational

establishments of Ukraine and giving priority to the independent work of students, the teaching staff refuses the acquired stereotypes in the training of specialists, trying to organize the educational process so that students will pass all stages of professional formation that would ensure the formation of their experience of independent activities. The basis of such professional training of future teachers is the recognition of the unity of scientific and artistic knowledge of the world by a person. Therefore, today, higher education is increasingly using the latest technologies, progressive methods and forms of theater pedagogy in order to acquire students the material via specific actions. We believe that the most effective form of realization of theoretical and practical principles of theater pedagogy is a student theater, aesthetic by its nature, whose artistic and creative activity is aimed at the formation of a socially significant and unique personality of the teacher.

For several decades (the end of the XX – the beginning of the XXI century), the use of theater art both in foreign and in the domestic pedagogical practice of higher educational establishments has become very popular and is considered as a mean to improve the creative potential of the teacher, his personal development and the improvement of pedagogical skills.

The introduction into the system of professional training of future teachers of the student theater as a non-auditing component, the integral and specific form of student's artistic and pedagogical activity is one of the ways of implementing the activity-oriented paradigm in the pedagogical education, the implementation of which ensures the formation of the individual not only the information content of the subjects of study, but also those knowledge that opens to the subject within its practical mastering.

Consideration of the theoretical foundations of the activities of the student theater in the professional training of teachers is impossible without identifying the leading conceptual approaches which constitute the methodological basis of the problems of our scientific research. Therefore, the purpose of the article is to justify the expediency of using the personal and action approach in the functioning of the student theater in the system of professional training of future teachers.

To achieve the goal, a complex of interrelated theoretical methods of research were used, in particular: the study of special philosophical, historical, theatrical and artistic, psychological-pedagogical and scientific-methodical literature on the problems of professional training of teachers via the means of theater pedagogy and the usage of the student theater in this process; a retrospective analysis of the problem of teacher training in student theater in European and Ukrainian educational institutions; terminological and comparative analysis to find out the views of scientists and artists on the problem under investigation; a method of pedagogical biography to establish and compare the views of scientists, artists on the prospects of student theater development in the system of teacher training; methodological analysis of student theater activity; inductive and deductive methods for developing the conceptual foundations of student theater activities in the training of future teachers; a mental experiment in which the essence of the usage of a student theater in pedagogical education is substantiated by means of dialectical and formal

logic; pedagogical modeling – for elaboration, substantiation and description of multifunctional model of activity of student theater in professional training of teachers; analysis and synthesis for the purpose of determining the aesthetic principles of the activity of the student theater in the system of professional training of teachers and the selection of factors influencing the development of the phenomenon under study in the context of pedagogical education; systematization and generalization of theoretical and methodical foundations of the educational and practical basis for the training of teachers within student theater; the method of scientific extrapolation for the dissemination of the experience of teacher training in high school by means of student theater; determining the directions of further study of the problem.

Results and Discussions

In the general theoretical sense, the term "approach" means a set of various means and techniques, through which the given pedagogical tasks are solved. Within scientific researches (Mozgovyi, 2014; Otich, 2011; Soldatenko, 2013; Solomakhha, 2013), the definition of "approach" is the starting point of the basic concept for solving the problem under study, and therefore performs a methodological function. In our research, the category "approach" is used to substantiate the conceptual approaches for organizing the training of future teachers in the system of professional training in the conditions of a student theater.

We believe that in order to ensure the activity of the student theater in the professional training of teachers, the basic approach is personal and business, as well as a set of scientific theories that ensure the functioning of pedagogical education. Since activities are classically manifestations of human activity, it is necessary to clarify the essence and significance of the pedagogical process of a stable personal and business approach, whose founders in the aspect of the organization of the learning process are L. Vygotsky (1991), O. Leontiev (1977), S. Rubinstein (2007) and other researchers who discovered the psychological aspects of the organization of the learning process.

The personal component of this approach is intended to consider the student's personality as a value in the complex of its entire human and individual characteristics, in particular, age, national, etc. It is recommended to take into account their peculiarities through access to appropriate pedagogical means, forms of educational work, communication styles, formulation of questions that stimulate the educational and cognitive activity of future teachers, have a positive effect on their emotional and voluntary sphere. That means that the strategy of personal and action approach is aimed at maximally complete development of the student's personality with all its mental processes, properties, emotional-volitional states and moral qualities. This approach involves taking into account the level of formation and development of each particular person who learns, as well as the definition of goals and educational tasks taking into account this level. Consequently, each stage of the learning process of a future teacher should be aimed at his motivation, confidence in his abilities, the development of intelligence and other emotional and psychological abilities of the individual. It

substantiates the following psychological and pedagogical conditions: readiness of the teacher to accept each student as a subject of pedagogical influence, which is in the process of constant study; the psychological setting is that every student is worth the respect; recognition of every right to individuality of views, hobbies, interests, features of character; the ability to organize work with students on the basis of providing productive and psychologically comfortable interpersonal interaction, where on the basis of mutual respect each teacher is able to feel his own "I", which will contribute to the development of empathy and reflection.

In the early stages of the development of a personal and action approach, it was envisaged that the educational process should be ensured through the direct activity of the teacher who is the subject of this process and provides a social and pedagogical connection in the conditional system "S → O", where "S" is teacher, "O" – student. The results of the analysis of the teacher training process confirm that this approach is still peculiar for higher education institutions, in particular, Ukraine, since it aims to provide students with a predominantly extent of professionally relevant information, skills and abilities. In addition, the scientifically substantiated and purposeful process of teacher training is not yet entirely aimed at the development of professionally significant properties, qualities and other elements of its personality. Therefore, as the analysis of the results of this approach proves, the effectiveness of professional training does not meet the requirements of modern tendencies because this approach does not stimulate the student to independent conscious self-development and actualization its resource components.

L. Vygotsky (1999), O. Leontiev (1977), S. Rubinstein (2007) consider the concept of "activity" and "personality" in inseparable unity. According to their psychological theories of activity, a person does not adapt to the actual reality, but actively seizes it and affects it due to the ability to predict and deliberately plan their activities. Personal and action approach involves, first of all, the organization of subject-practical activity in the appropriate social context, which allows creating a positive emotional and motivational basis. An important condition is the humanistic attitude towards each person, the trustful dialogue, the acceptance of all that they are. These scholars focus on dialectical unity in the pedagogy of personal and action approaches, consider the personal approach as a pedagogical tool that contributes to ensuring social and cultural development, the uniqueness of the personality of the future teacher, raising his level of intellectuality and freedom of moral choice, the right to personal respect that involves reliance on the natural process of self-development of abilities, self-determination, self-realization, self-affirmation and creation of appropriate conditions for this.

Also position in relation to the personal component is also observed by the Ukrainian researcher of the theory of psychology of personality V. Rybalka. The researcher explored the personally centered nature of the relationship between methodological approaches (personal and action) (Rybalka, 2003). According to this scientist, the professional training of future specialists in the personal approach considers the psychics "... as a complex systemic, holistic, structural and hierarchical entity that has a certain systemic

psychological characteristic of development throughout life, systematically regulates the complex of activities and behaviors acts in specific situations of life, provides an effective interaction with objective reality. As a methodological tool, a personal approach consists of a conceptual representation of a person, from a comprehensive diagnosis of personality traits, from a conceptual interpretation of the data obtained from this, from a set of methods of holistic, comprehensive development of personality traits and the conditions for the integral implementation of these qualities in the corresponding types of joint activity and social behavior" (Rybalka, 2003, p. 48). Consequently, a personal approach to the training of future teachers should ensure the identification of the individual, social and psychological features of the student, which give him the opportunity for the creative development, improve pedagogical skills, professional activities. In psychological and pedagogical studies, the necessity of synthesis of the activity approach with the personality is expressed. The current trend is the introduction of an active approach to a holistic personality approach, which can perform a unifying role.

Another component of the personal and action approach – action that is aimed at stimulating such activity of the future teacher, in which he would be active in cognition, personal educational and cognitive activity, professional communication and his personal development.

Analyzing the essence, the value of the structure of activity (Hekhaizen, 1986; Atanov, 2001; Zyazun, 2008) is convinced that the application of the action approach enables us to understand the specifics of the formation process of a person and the acquisition of its social and cultural experience. In the process of introducing this approach to the system of training future teachers take into account the scientific position that the activity of the subject is its main factor of development, self-development and self-determination, and the unit of activity is action. Therefore, the most prominent place among the methodological approaches in the training of future teachers is the action-oriented approach.

In pedagogical science, the organic unity of personal and activity components provide the productivity of a personality-activity approach to the learning process, which allows the future teacher to be stimulated by conscious professional self-realization. Further psychological and pedagogical studies of the essence of personality-activity approach have allowed scientists to conclude that expediency and productivity of considering the educational process from the point of view of the student himself, that is, who directly learns and is the subject of study. The regularity according to which the effectiveness of the process of self-development can significantly increase when the future teacher will be able to choose independently and implement a certain type of activity is substantiated. That means, if the person who is studying has the opportunity to choose a certain type of activity independently and consciously, being the subject of the process of his education under such conditions, the effect of his purposeful self-development is achieved. Dual personal and action approach was considered by V. Rybalka, M. Soldatenko, V. Sharko and others.

According to the problem of our study, it is obvious that activity in the process of professional teaching staff can perform a dual function. So, on the one hand, the inclusion of future educators as subjects of the educational process stimulates the development of their certain professionally appropriate qualities and properties. On the other hand, the type of activity, which is independently chosen by a student of an educational pedagogical institution, provided that its implementation significantly stimulates the process of its professional development, and itself becomes the subject of study. Therefore, the modern scientific substantiation of the essence and significance of the personal and action approach to the process of organization of learning involves the need to direct this process to ensure conditions for the disclosure of the personal potential of the future teacher based on the self-development of specific professionally significant properties and qualities. On the basis of mentioned facts, the necessity of determining the essence and specificity of these conditions, principles, justification of the corresponding pedagogical means, goals, tasks, forms, methods of work on pedagogical preparation is renewed. Under this assumption, one of the forms of non-auditing work may be a student theater with its wide arsenal of pedagogical means for attracting future teachers to artistic and creative activity with the purpose of expanding their professional training.

Taking into account the specific features of the arts of the theater, their profound influence on the emotional, volitional and intellectual sphere of the teachers as direct participants in theatrical performances on the basis of the implementation of creative artistic activity, allows us to raise the question of the expediency of introducing into the process of professional training of future teachers the personal and action approach.

The personal and action approach within our research is based on the recognition of artistic and creative activity, which, by the free choice of a student of a pedagogical educational institution, is crucial in the self-development of a future teacher. Such an approach requires providing of scientifically grounded pedagogical conditions in the system of professional training of teachers, in particular forms of pedagogical work, methods, and techniques aimed at maximally effective organization of the artistic and creative activity of the future teacher on his transference on this basis into the position of the subject of self-knowledge.

Investigating the problems of personal development in activity, L. Vygotsky, O. Leontiev, S. Rubinstein proved the existence of a reciprocal link between needs and activities. Of course, this also applies the artistic and creative activity of youth in a student theater. Thus, in the work "Psychology of Art" L. Vygotsky argues that art stimulates a person to act, causes a huge need for action, reveals and cleans the path for the deepest internal forces, opens new layers of his soul.

It is well known that activity is a certain set of actions that are subordinated by specific goals: through the activities of a future teachers that can realize their own goals for conscious professional self-improvement. Since the types of activities should be changed, in particular, within the professional training of the future teacher, to become artistic and creative activities, it provides conditions for the organic subject-object identification of the personality of the future teacher. It means, he can be simultaneously in the status of the subject, who participates independently in the

development of the conditions and model of the behavior of the theatrical character, in the nuances of his psychological characteristics; in the status of the object, which reproduces on the stage of the student's theater a simulated image. Thus, in the conditions of a student theater, via the artistic and creative activity that the teacher can realize himself as the subject of the process of professional self-improvement.

In substantiating the psychological principles of art, L. Vygotsky draws attention to the subjective aspect of the artistic activity of the individual. The scientist notes that "... the psychology of the creator was studied for a long time, since it had the expression in a certain artistic work; however, one must take into account the complexity of the creative processes occurring in the psychics of the personality of the creator – the subject of artistic action" (Vygotsky, p. 36).

Development of the problem of subjectivity is carried out in connection with representations about the active role of man in the process of life. The principle of subjectivity allows one to consider a person during the analysis of his psychics, not as a set of individual mental functions and cognitive parameters, poorly related characteristics and individual peculiarities of activity and behavior, as happens in functional and cognitive psychology and within the modern professional training, but as a whole with all its individual peculiarities and manifestations, when itself (as a subject) develops, organizes and controls its activity.

The basis of the subject's development was the concept of a man by S. Rubinstein, who formulated the classical definition of the subject as the initiator of activity and supplemented his definitions of self-determination, self-development and self-perfection. The main of the position of a scientist on two basic ways of human existence in the world and the corresponding methods of its attitude to life is to understand subjectivity. In the first case, life does not go beyond the direct connections in which a person lives. At the same time, it is all within life and forms the attitude only to its individual phenomena. The lack of a general attitude to life is explained by the fact that a person is not excluded from life and cannot go beyond his (distance) for reflection. The second mode of existence is associated with the reflection which pauses, interrupts the continuous process of life and allows a person to go mentally beyond its limits, to take a position outside of it (distancing and objectification), which, in turn, is an element of theatrical activity.

An analysis of the subjective nature of a person, carried out in accordance with S. Rubinstein's scientific school, enables an understanding of the subject as an embodiment of a peculiar way of self-organization, self-regulation, harmonization of external and internal conditions of activity. In accordance with the mentioned, we define the subject as a special quality of being, which implies the ability for independent living creation to make changes in the world and, what is especially important for us, in ourselves. It is the subject-to-subject interaction of the student with other subjects of the pedagogical process that urges the future specialist to develop personal and professional qualities and successful training.

In the context of our research, this statement is relevant, as it once again proves that the activity of the student theater is aimed at the development of a person who is

capable of self-identification, free choice of personal position, active self-realization. Consequently, the activity of the student theater is a universal mean of development of personal abilities. The theater can identify and emphasize the individuality, uniqueness, unity of the human personality regardless of where the person is located – on the stage or in the hall. The theater allows you to seize the world, combining into a single whole the future, the former and the present, and that precisely determines the continuous acquisition of the aesthetic experience of a man.

Personality in the subjective space (the space of the inner world) appears as a synthesis of many "persons" capable of occupying different positions, performing different functions, in our context – creating roles according to the laws of organic matter. In general, the basis of the student theater is artistic and creative activity, based on the subject-to-subject interaction and promotes the active orientation of the personality of the future teacher to self-change, growth, formation, self-regulation or self-management, in other words – on development – and carries out the corresponding functions of creative-transformative activity, where the person of the person of the transformation acts as the subject of the transformation ("I" as "I" and "I" as "Other").

The methodological justification of the expediency of a personal and action approach to the professional training of a future teacher in a student theater involves the development of a theory as a set of scientific positions, principles, hypotheses, facts, judgments, conclusions, which form the path of knowledge and comprehension of the essence and laws of the phenomenon under study. The domination in this approach of the activity content is conditioned, as we argue, personal and active nature of the actual theatrical art, the basis of which is the practical artistic and creative activity and act as a creative act.

It should be noted that the successful work of the student theater on the basis of personal and action approach is provided by the corresponding organizational and pedagogical conditions that have an impact on the goals of learning, methods, forms and means of organizing the educational process, as well as the interdependence with the educational and artistic and creative activities of the teacher-manager and students of theater.

In order to determine the organizational and pedagogical conditions of the student theater, we took into account the most effective factors, observance and implementation of which positively influences the phenomenon under study and provides high effectiveness of the educational process and corresponds to the psychological and pedagogical criterion of optimality. In addition, they are caused by the feature of the professional artistic and creative activity of participants of the student theater and ensure the development of not only communicative but also intellectual, emotional and sensory, creative and effective spheres of the personality of the future teacher.

From this position we define the organizational and pedagogical conditions of the activity of the student theater, namely:

- ensuring the orientation of educational artistic and creative environment for solving professional and pedagogical tasks;

- dominance and active use of theater training technologies in the educational process of the student theater;

- subject-to-subject interaction in multilevel communication of participants of student theater;

- sequence of activities of the student theater in the professional training of the future teacher.

It is important to emphasize that the determined organizational and pedagogical conditions of the efficiency of the student theater are logically connected, interconnected and interrelated, which allows to plan and organize the educational process of the creative team systematically, purposefully, consistently, to ensure the optimality of the goal and its effectiveness – mastering the artistic and pedagogical communication by the future teacher on the basis of subject-to-subject interaction, during which the specialist becomes the creator in the life and professional activity.

Conclusion

Student theater in the context of personal and action approach is recognized as an independent, systematic object, and its activity in a higher educational institution as a pedagogical educational artistic and creative process, in which the purpose, content, subjects of artistic and creative influence, means of organization and pedagogical leadership are clearly defined. Summarizing the reasoning of this approach in the activity of the student theater in the system of professional training of future teachers, we can state the fact of complementarity and interdependence of personal and activity components. The theoretical foundations of our research are based on the personal and action approach, which provided us with the definition of the priority areas of student theater activity in the system of professional training of future teachers, such as:

1. Personal development of the future teacher, participant student theater can be traced in such positions as student → viewer; student → participant in student theater.

2. The active development of the future teacher is considered in such interaction: student → actor; student → playwright; student → director.

The training of future teachers in the conditions of the student theater will be more effective if we adhere to certain directions of activity aiming at the development and self-development of the future teacher, his multilevel communicative relations from the position of stage-pedagogical action. Taking into account the conceptual approach and directions of the activity of the student theater allowed us to determine general pedagogical and specific laws and principles of its functioning in the system of professional training of future teachers.

In the context of the problem of our research, further scientific research envisaged the development of a multifunctional model of the activity of the student theater in the system of professional training of future teachers and its experimental verification.

References

- Atanov, G. (2001) Activity approach in teaching. Donetsk: EAI-Press.
- Vygotsky L. (1999) Pedagogical psychology. Moscow. : Pedagogics-Press.
- Vygotsky L. (1986) Psychology of art. M.: Art.
- Zyazun I. (2008) Philosophy of pedagogical action: monograph. Cherkasy: Ed. from. ChNU named after Bogdan Khmelnytsky.
- Leontiev A. (1977) Activity. Consciousness Personality Moscow: Politizdat.
- Mozgovyi V. (2014) Direction of pedagogical action: theoretical and methodical aspects: monograph. Nikolayev: Ilyon.
- Otich O. (2011) Development of creative personality of students of vocational-pedagogical educational institutions by means of art: monograph. Chernivtsi: Green Bukovina.
- Rybalka V. (2003) Methodological issues of scientific psychology: science-method. manual. Kiev: Nika-Center.
- Romients V. (2001) Psychology of creativity: teach. manual. Kyiv: Lybid.
- Rubinstein S. (2007) Fundamentals of general psychology: study. allowance for high schools. SPb : Peter
- Soldatenko M. (2013) Modern approaches to the formation of the corporate culture of the future teacher of higher education in the process of his professional development. Pedagogical Journal, 32 (285), pp. 133-136. Cherkasy
- Solomakha S. (2013) Development of pedagogical skills of teachers of musical art and world art culture: monograph. Kirovograd: Imex – LTD.
- Sharko V. (2007) Contemporary Lesson: Technological Aspect: Manual for teachers and students. Kyiv: SPD Bogdanova A. M.
- Heckhausen H. (1986) Motivation and activity: in 2 volumes. Moscow. : Pedagogy.