ORGANISATION OF PRACTICAL WORK ON THE DEVELOPMENT OF PEDAGOGICAL ARTISTRY IN A FUTURE EDUCATOR

Abstract. The article describes the formation of the pedagogical problem among future preschool educators. The author provides examples of some academic subjects that contribute to the development of artistic ability. Furthermore, according to the author, psychological training is one of the most accessible ways of developing pedagogical artistry, including theory and practice. Modern trends in the development of education, the increased professional requirements for the preschool educator's personality have increased the need to form the creative individuality of the educator, the implementation of his creative abilities, and the development of an individual style of activity. Keywords: educator, artistry, abilities, theatre pedagogy, pedagogical skills, the art of speech.

As a creative person, the educator needs to master the pedagogical tact and develop pedagogical intuition, improvisation, and pedagogical artistry. Nevertheless, unfortunately, the latter has received undeservedly little attention so far. Educators underestimate the role of the emotional-figurative component in their activities. However, the strength of educational activities' action largely depends on the personality of the educator himself, on his charm, on the originality of his character, the expressiveness and interestingness of his behaviour in preschool educational institutions.
An "artist" in the broad sense of the word is a master of his craft, a virtuoso, an expert. Moreover, artistry is an activity raised to the level of art, the highest level of perfection in a teacher's work, when lessons rise to the desired spiritual height [1, p. 24].

Pedagogical artistry is a complex fusion of spiritual and physical qualities that help to find contact with children, get a specific advance of children's trust and then act, taking into account all the circumstances of this lesson [2, p. 138].

A.S. Makarenko, Sh pointed out a well-known similarity between acting and teaching abilities. Alzhanov and modern researchers Yu.P. Azarov, N.V. Kuz'kina, Yu.L. Lvov and domestic researchers such as B.A. Turgynbaev, S. Mukhamedzhanov and others. K.S. Stanislavsky. He identified the essential elements necessary for both the creativity of the actor and the reproductive creativity of the teacher: developed imagination, attention, empathy, reflection, mobility, infectiousness, expressive abilities, charm. O.S. Bulatova systematised the differences between acting and teaching activities, naming, in particular, differences in the subject of presentation (it is not the reincarnation into another personality that is shown, but the teacher's personality and attitude to the situation dictated by the teacher's role position); within the boundaries of the sphere of activity (not in another field of being, but within the boundaries of real existence); in the specifics of communication (tends to a dialogue with an actor and a monologue with a teacher); in the duration of the activity (the teacher has more extended than the actor); in the possibilities of improvisation (for the teacher, the boundaries of creativity are wider, improvisation is not only permissible, but necessary); in the diversity of the activity program (for a teacher on one day, it may be different within the framework of different roles), etc. [3, p.54]. Having analysed the works of the above-named researchers, we came to the conclusion that the activities of the teacher and the actor are close, but not identical. Thus, we can conclude that the preschool teacher himself must master and actively apply in practice the methods of pedagogical artistry and master communicative skills correctly. Children, perceiving, copying and "becoming infected" with these abilities and skills of educators, will themselves reach a higher-level communication skill.
We agree with most scientists studying the problems of pedagogical artistry that it cannot be taught. Nevertheless, they can learn to understand its manifestations, realise and appreciate its significance in the pedagogical process. It is possible to develop personality traits (figurative thinking, observation, imagination, speech aesthetics, and plastic culture) directly related to artistry.

Pedagogical artistry can begin to develop already during future preschool educators' training in pedagogical colleges or universities. For this, unique academic disciplines are introduced into the curriculum, for example, of universities. One of them is the theatre pedagogy. This discipline's study plays an essential role in preschool educational institutions' formation, educators as creative personalities.

As a result of studying the discipline, the student has an idea: about the organisation and conduct of the process of vocational training and education based on the integrated and effective use of all elements of pedagogical skills; on the implementation of psychological and pedagogical analysis and the ability to assess the effectiveness of the necessary pedagogical process and its elements.

Particular course "Fundamentals of Pedagogical Artistry" (Kazakh National Women's Pedagogical University).

The purpose of this course is to form ideas about pedagogical super task. The teacher's awareness of the nature of interaction with the audience, understanding and feeling of improvisation during contact with it, learning to get rid of psychological and muscle clamps and being exciting and expressive for the audience and pedagogical artistry methods.

Following this, the authors of the special course identify the following goals and objectives of its program:

− identification of the social conditions imposed on the educator by the modern social situation, the transition from a "transmitter of knowledge" to the performance of the functions of a "development actualised", strengthening the role of copyright technologies in education;

− identification of professional and educational conditions for attracting methods and techniques of theatrical pedagogy;
− determination of criteria for the social, moral and cultural level of a person in a given subject-spatial and psychological situation;
− correction of the professional level of educators, aimed at reducing dependence on various professional deformations and "emotional burnout" with the help of acmeological technologies;
− teaching the art of building human relations in modern educational realities;

Self-improvement design.

At the Pedagogical University, pedagogical artistry elements to an insignificant degree can be found in the educational subject "Pedagogical Acmeology" by BA Turgynbaeva. According to the author, pedagogical artistry presupposes the teacher's openness and spontaneity, speaking and acting directly, to share what is inside. Simultaneously, the questions "What will they think of me, how will I look?" as if it should not exist [4].

In the instructional and methodological letter on the organisation of the educational process in preschool organisations for the 2016-2017 academic year, it is noted that the content of the educational area "Creativity" is aimed at the formation of aesthetic taste, creativity, imagination, observation and imaginative perception of the world around preschool children, the ability to embody in an artistic form their ideas, experiences, feelings, thoughts [5].

The goal is to form spiritual and moral values, knowledge, skills and abilities in children by their age and individual capabilities, the upbringing of universal values, patriotism and tolerance, based on the national idea "Mangilik El".

Program objectives:
- creation of a subject-spatial developmental environment that ensures the protection of life and strengthening the health of the child;
- ensuring the principles of continuity and continuity of preschool education;
- integration of educational areas aimed at the physical, intellectual, moral, aesthetic, communicative development of children;
- organisation of monitoring of the development of children according to their assimilation of the content of the program material in different age groups;
- cooperation of the preschool organisation and the family.
The preschool education and training program promote:
- strengthening the physical and mental health of preschool children, introducing them to the values of a healthy lifestyle;
- the use of innovative techniques and technologies for the intellectual, social and personal development of the child;
- ensuring the unity of educational, developmental and teaching tasks of upbringing and teaching children;
- meeting the needs of the parental community in the upbringing of preschool children.

Therefore, the educator of a preschool educational institution, as a representative of the public profession, must learn to control himself, his mental state, be able to penetrate emotionally and rationally into the essence of rapidly emerging and changing situations, master them, express his attitude, make decisions and consistently implement them.

In addition to academic disciplines, the development of pedagogical artistry in the future preschool teacher is promoted by:

Involvement in the creative work of the pedagogical university (holidays, concerts, performances, competitions).

During the performances, the student is given a huge opportunity to train various pedagogical artistry manifestations, from facial expressions and gestures to posture and voice intonation. For example, KVN will help work out lively facial expressions, form a sense of humour, improvise, a sense of rhythm and tact, the ability to hide a bad mood, etc.

Speaking at conferences - the ability to interest, maintain posture, hide excitement, etc.

In practice - attention, observation, speech art, speech tempo, expressiveness of facial expressions and gestures, etc.

Conducting special pieces of training with students aimed at developing the components of pedagogical artistry.

The task of pedagogical institutions is to attract future preschool educators to everyday work on themselves and educate them to improve their skills throughout their pedagogical activity.
Thus, in practice, there have been different approaches to the development of pedagogical artistry (special courses, academic disciplines, participation in creative performances of an educational institution), in our practical work we decided to focus on psychological pieces of training, because training is one of the most accessible ways of developing pedagogical artistry, including yourself and theory and practice. However, for this, we first conduct some tests to determine the pedagogical artistry. Such as: "Are you capable of fantasy?" "What is your temperament?" "Do you have artistic inclinations?"

Training on the development of pedagogical artistry among students of pedagogical universities (the training involves the development of communication skills and skills, the development of skills for the non-verbal transmission of information and emotions, the training also includes exercises for programming actions, developing the ability to evaluate one's actions).

It is better to conduct training in a large classroom with 18-20 students.

During the training, the leader gives recommendations related to behaviour, relationships with people, and attitude. In each task, first, there are recommendations for developing pedagogical artistry components in future preschool teachers. It is also indicated which component of pedagogical artistry develops a specific task. We conducted such psychological pieces of training as exercise "My view of my relationship", mini-lecture "Filters of listening", exercise "Shushanika Minichna", exercise "How to say it", [6]. Pieces of training can also be used on teachers since its essence is in developing pedagogical artistry manifestations, not a test of knowledge.

At present, a new problem has appeared in pedagogical activity - the conflict between pupils. Therefore, we offer the educator to pass two tests to determine conflict and practical tasks.

It is advisable to conduct ten sessions, each of which will be devoted to working out one new recommendation and several already mastered, but in need of consolidation. One lesson is designed for 45 minutes.

We have developed training for the development of pedagogical artistry among future educators.
After conducting tests, questionnaires and practical classes on the development of pedagogical artistry, the hypothesis was confirmed, and after training, the level of pedagogical artistry became higher.

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