

ПОДГОТОВКА УЧИТЕЛЕЙ ПРЕДМЕТНОЙ ОБЛАСТИ «ИСКУССТВО»  
В РУСЛЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ  
TEACHER TRAINING IN THE ART SUBJECT AREA IN-SERVICE TRAINING

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*Аннотация:* в статье раскрыты особенности реализации дополнительной профессиональной программы повышения квалификации «Формирование профессиональной компетентности учителя предметной области "Искусство" в поликультурной образовательной среде»; представлены цель, задачи, принципы, технологии, форма обучения, содержание курса повышения квалификации.

*Ключевые слова:* курсы повышения квалификации для учителей, программа дополнительного образования, учителя предметной области «Искусство».

*Annotation:* the article reveals the features of the implementation of an additional professional training program «Formation of professional competence of a teacher of the subject area "Art" in a multicultural educational environment»; the purpose, objectives, principles, technologies, the form of education, content of the advanced training course are presented.

*Keywords:* advanced training courses for teachers, additional education program, teachers of the subject area Art.

Currently, in line with the Federal State Educational Standard, new requirements have been established for the personal and professional level of primary and basic school teachers. To carry out their professional duties in accordance with these standards, a modern teacher must be a highly qualified specialist with extensive knowledge and skills. It is essential for each specialist to continually develop and enhance their training and skills.

One key element that contributes to the competence of specialists is their ongoing participation in courses designed for professional development. These programs are mandated by regulatory documents, which stipulate that pedagogical staff must periodically engage in professional development opportunities specific to their field. This requirement serves several purposes.

Firstly, it allows educators to broaden their professional skills and competencies. Secondly, it provides them with opportunities to enrich their experiences by keeping

them informed of the latest advancements in pedagogy and psychology. Additionally, these programs encourage the adoption of innovative teaching methods in curriculum design and the integration of digital technologies [1; 2; 3].

When considering the process of professional development, it is essential to highlight that the primary goal of teacher training courses is to enhance the professional qualifications of educators across various subject areas. This improvement must align with the demands of contemporary education. The need for professional development stems from the ever-evolving expectations regarding teachers' expertise and the continuous advancement of educational technologies.

Upon analyzing the additional professional education programs for pedagogical staff in the subject area of 'Art,' we discovered that these programs often fail to adequately reflect modern teaching trends. Additionally, they do not fully address the competencies required for effective teaching in a multicultural educational environment, as outlined in the professional standard 'Teacher (pedagogical activity in the field of preschool, primary general, basic general, and secondary general education).'

One of the objectives of the normative document titled 'Concept of Teaching the Art Subject Area in Educational Organizations of the Russian Federation Implementing Basic General Education Programs' is to create conditions that enhance the human resource potential of teachers in the Art Subject Area [4, p. 5].

This goal and its associated objectives can be achieved through professional development courses designed for teachers in the field of Art. One such program is the course titled 'Formation of Professional Competence of the Teacher of the Subject Area Art in a Multicultural Educational Environment', which has been developed and implemented by us at the Institute of Psychology and Education of Kazan (Volga Region) Federal University.

The purpose of the additional professional development program is to enhance the professional competencies of teachers in the subject area of 'Art', thereby raising their qualifications to meet the requirements of the Federal State Educational Standard, in line with the professional standard for 'Teacher'.

As we developed the content and implementation strategy for the additional professional course, we identified several guiding principles: the principle of integration, the principle of feedback, the principle of considering the professional background of course participants, and the principle of leveraging the personal and professional experiences of teachers.

The additional professional education program for professional development consists of a modular training approach and various technologies, including critical thinking, project-based activities, cooperative strategies, distance education methods, and information and communication technologies. This course is designed with a differentiated approach to training, tailored to meet the qualification categories and educational needs of teachers in the subject area of 'Art'.

The curriculum features a combination of classroom and extracurricular activities that enable students to apply their newly acquired skills in real-world practice, addressing specific challenges within their professional activities.

This practice-oriented course enhances theoretical knowledge through a series of practical classes, seminars, and internships. The internship component involves observing open lessons and extracurricular activities led by prominent experts in the field of 'Art' in Kazan. Additionally, the program offers both group and individual consultations based on students' requests.

Form of training: full-time/part-time, with the use of distance learning technologies. The additional professional development program is designed for 96 hours (including 16 hours on the peculiarities of organizing work with children with disabilities).

The presented program includes two main sections with the introduction of modules, each of which reveals key knowledge and directs students to acquire skills and abilities corresponding to the course:

- Section 1: 'Fundamentals of Legislation of the Russian Federation in the field of education'. Module - 'Modern normative-legal bases of education';
- Section 2. 'Subject-methodological activity' (including final certification). Modules - 'Features of the implementation of the activity approach in the lessons of fine arts and music (distance)'; 'Psychological and pedagogical foundations of professional activity'; 'Content and procedural aspects of the professional activity of a teacher of fine arts and music'; 'Applied aspects of solving actual problems of professional activity'.

The implementation of all sections and modules of the additional professional development program involved several key participants: teachers from Kazan (Volga Region) Federal University, highly qualified educators in music and fine arts, winners of the 'Teacher of the Year of the Republic of Tatarstan' contest, as well as leading art historians, artists, and cultural figures from both the Russian Federation and the Republic of Tatarstan.

The final questionnaire survey conducted among the trainees regarding the training outcomes revealed several advantages of this additional professional development program. These advantages are summarized as follows:

- Motivation and enjoyment of work during the training process: As teachers upgraded their qualifications, they learned about current trends in education. This knowledge enhances the expertise of professionals, fostering healthy competition and motivating them to perform their duties with greater quality.
- Professional employment: Teachers specializing in 'Art' possess a diverse set of skills that make them highly sought after. Their ability to adapt to changes in their work environment - along with the modern methods, forms, technologies, and teaching techniques covered in the courses - equips them to implement these practices effectively in their future pedagogical activities.
- Stress resistance: The training, which is aligned with professional standards, has contributed to reduced stress levels and improved self-esteem among the trainees.

Professional development courses play a crucial role in the growth and development of teachers. The additional professional development program titled 'Formation of Professional Competence of Teachers in the Subject Area of Art within

a Multicultural Educational Environment' is, in our opinion, poised to enhance the professionalism of teachers in the Art subject area.

This program will support educators in effectively addressing the challenges they face at a high professional level while teaching and educating their students.

#### **List of sources used**

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