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MODERN INFORMATION TECHNOLOGIES AND INNOVATIVE METHODS OF TRAINING IN THE PROCESS OF ARTISTIC SPECIALTIES PROFESSIONALS TRAINING

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The article presents the results of the concept analysis, information and communication technology of education as a parallel, interconnected development of computer technology in the framework of educational concept. The potential and prospects for the development of information technologies in the modern educational environment are revealed. Possible methods of information technologies implementation in the sphere of art education are considered. Using traditional didactic approaches, a number of methods have been highlighted that will provide an opportunity to effectively use the latest achievements of information technologies in the educational process of artistic specialties.

In order to improve the efficiency of modern computer tools using in the educational process offered variants of classifications, where each of the classifications corresponds to educational tasks of artistic and professional training.

Key words: technology, computer technology, design, artistic design, interactive technologies of learning, portfolio, installation, performance.

Formulation of the problem. Current level of civilization development is rely on the intensive use of information, which is the most important resource for our society and its closely associated with the rapidly growing technical characteristics of innovative systems that have

qualitatively new application prospects. Modern Ukraine is characterized by the processes of transition to a new highly automated information society, main task of which are accumulation, preservation, processing, transmission and use of information by means of latest technological ways.

The analysis of existing diverse researches towards the use of computer technology in the learning process, allows to reveal the ambiguity of their interpretation, which is primarily due to the inconsistencies in the category "technology" and derived from it: "information technologies "," information and communication technologies".

Research issues publications. Under the informational technologies in the narrow sense, researchers (M. Zhaldak, N. Makoed, O. Mayboroda, O. Snigur, and others) are referring to the processes associated with a set of means and methods of receiving, accumulation, storing, processing and transmission of information. V. Bespalko, B. Bloom, M. Klarin, H. Seleuco, P. Obraztsov, M. Choshanov and others highlights following features of technology, namely: expediency, conceptuality, objectivity, purposefulness, efficiency, algorithmicity, reproducibility, controllability; a function that changes and influences; projection, structural and integrity, etc.

The purpose of the article. Uncover the problems of integration of the artistic aspect in training of future designers at complex application of information and communication technologies.

The problem of the article. 1. Define the concept of "information and communication technologies training. 2. Implementing of integrated tasks with the artistic aspect in future designers training.

Technology always provides an algorithm of activity, clear sequence of operations to use the required tools and tools under certain conditions. Among educational technologies, we have a separation on information and information and communication technologies (ICT). The last includes educational technologies for the development of informatics systems and

educational communication networks development, as well as didactic technologies for formalization and solving educational problems using such systems and networks (O. Spirin [6, p. 45]). ICT is a complex of modern educational-didactic and methodological materials, also information tools of information processing, storing, transmission and information viewing (S. Gunko [1, p. 8]).

In a widespread use new information and communication technologies are considered by means of information processing and organizational and management concepts of its formation and use, as well as a set of all kinds of information technology; the unity of procedures for the collection, accumulation, storing, processing and transmission of data using of selected set of technical means [2, p. 538]. In the narrow sense, they include those that incorporate all technologies that use information and technical equipment (PC, audio, video, movies, etc.), that is, in fact, are modern TMT (technical methods of training).

Computer technologies are the basis of modern interactive learning technologies that determine the mode of dialogue and training program. Adaptation of dialogue structure to the individual characteristics of the learner to carry out correction training actions taking into account the current psychological state the user, the impact of environmental factors on him.

Computer technologies allow to develop new types of educational tasks - simulation tasks with research nature close to reality. In addition, it allows the use of tasks aimed at reflection by students of their activities, on its self-regulation.

One of the types of tasks that are used in fine arts training are clause exercises. This kind of task are fully reflect the specificity of mastering the artistic and professional activities of the future teacher of fine arts.

Exercise - "clause" (from lat. " clausere" - to close) serves the development of imagination, imaginative thinking, fantasy and compositional abilities of students. Starting from the XVI century, clause is called as a short-term (from 2 to 6 hours) creative tasks for students of architectural, design and art schools, that should be performed on their own. Clause sheet, which was executed by a student, may contain images of associative, fantastic, natural analogies or copied pictures, photos from other sources [4, p. 50]. The leading function of clause in the system of artistic and professional skills training is to serve by means of concentrating of the creative possibilities of future teachers and their expression in the idea of design and design artistic decision. During the clause, is reveals the creative personality of a student, his ability to solve one or the other tasks within time limit, and the ability to allocate time rationally. The clause cycle in the system of formation of artistic and professional skills of students should include the consistent implementation of individual clauses with the obligatory follow-up analysis and discussion of each work, its evaluation and correction, the reflection of the applied actions, operations and techniques from both the artistic and pedagogical point of view future professional activity. Such a discussion can serve as the basis for a creative workshop. Clause cycles allow you to control the level of students' acquisition of knowledge and professional and artistic skills acquired in the system of classroom and non-auditioned training [3].

Another informational and communicative technology is artistic design. Artistic design, as a kind of projects method, today is one of the leading areas in work of specialist in the artistic and professional industry and is the creation of a design image of an object with appropriate artistic and aesthetic qualities, in order to increase the aesthetic potential of the environment, and in common sense - being human (O. Plutok [7, p. 16]. Structural components of artistic design by means of computer technologies

are: 1) conceptual idea creation (problem identification and its formulation, definition of purpose, selection of criteria), 2) thought-out modeling and design 2) the formulation of the plan verbally, 3) graphic design - the creation of a sketch and image of the color-graphic solution of the problem in a subject form based on drawing, picture, or description with the help of "traditional" fine tools, 4) the implementation of the sketchy design with the help of computer tools in design models, 5) complication of the created model in accordance with the purpose of artistic design, 6) assessment and self-assessment of project in accordance with the criteria.

A rather relevant kind of artistic design, which combines the ideas of the design method and gaming technologies in the WWW environment with web-technologies, is a web-quest. Future teachers of fine art should not only be able to develop a web-quest, but also to design it with artistic means, so this method is valuable enough to form their artistic and professional skills.

Project activity is most effective if it is related to the program material, significantly expanding and deepening students' knowledge in the process of working on a project; therefore, the result of the artistic and pedagogical designing should be the creation of a model, a product with aesthetic and methodological value for a teacher of fine arts.

An integral part of the project is portfolio - the form and process of organization (collection, selection and analysis) of samples and products of educational and cognitive activity of students, information materials from external sources (educational electronic resources, Internet), intended for further analysis, comprehensive quantitative and qualitative evaluation (J. Peip and M. Choshanov) [10].

With the aim of timely diagnosis and correction of educational activity products and artistic and professional skills of students can be applied:

- portfolio of documentation, that shows the path of students' advancement in their artistic and professional development that contains works collected over a certain period of training;

- portfolio of the process - sketches, drafts, plans and other materials that demonstrate the development of those skills;

- presentational portfolio that demonstrates finished products results of future teachers of fine arts training.

The content of the portfolio should be formed as electronic materials, as well as their paper versions, layouts, design projects in material format. The completing of the project is the procedure its presentation or protection, which serves as a basis for assessing of formation level of required artistic and professional skills. The presentation and protection of the art-pedagogical project should take place in a non-standard format and involve the use of computer technologies and non-traditional purely artistic methods, in particular, the exhibition-presentation installation, performance.

Installation (eng. installation - installation, accommodation installation) is a form of modern art, spatial composition, that is a combination of different elements and the artistic whole. The installation can be characterized as self-valued symbolic scenery, created at a certain time and under a certain name. It is important that the viewer does not contemplates the installation from the outside as a picture, and it turns out in the middle. Some installation approach to sculpture, but unlike it, the installation wasn't sculpted and mounted with inhomogeneous materials, usually industrial origin [9].

Installation is three-dimensional. In addition to fine arts, which is always its starting point, the installation involves music, video, reality - so you can listen, tap, smell, taste it, and more. The installation has to attract viewer into an action, and includes tools to manipulate and direct tactile learning of its elements. Sometimes it's the content of installation and

provides for a change in the provisions of items. D. Prigov writes: "The installation is something built in a closed space, and its size can range from the extremely small, where one can look only one eye, to several rooms in large museums. Installation, in contrast to flat paintings and individual objects, emphasizes the organization of interior space. " The main effect desired by the installation is a feeling of a magical or even mystical experience in the process of perception [8].

Special features for creating installations and for viewing them include computer technologies, in particular virtual environments created by their means - virtual museums, exhibitions, three-dimensional and flat graphic dynamic and static models, and others like that. By attracting students to create and view installations on the theme of provided content training of fine art future teacher, you can achieve the formation of artistic and professional skills in their methodological, pedagogical and artistic aspects.

Performances (eng. performance - performance view, presentation) is a form of modern art where the work is the action of the artist or group in a certain place at a certain time. To the performance can be attributed to any situation that includes four basic elements: time, place, artist's body and the attitude of the artist and the viewer. That is exactly what distinguishes the performance from such forms of fine art as a sculpture or a painting, when the artistic work is an exhibited object [10]. Thus, performances can be considered as a method and form of organization of artistic and professional activities of students and used to present products of this activity.

An artistic and pedagogical workshop is an appropriate form of work in the system of formation of artistic and professional skills of students by means of computer technologies, which has systemic complicating character. This is a group or individual form of students' work on performing artistic and professional tasks, which creates conditions for the ascent of

each student to new knowledge and new professional and personal experience through an independent or collective discovery. The algorithm of the assimilation of knowledge, abilities and skills of the students during artistic and pedagogical workshops can be modeled, based on research of I.Mukhina, thus: induction (initiating the manifestation of creativity in artistic and professional activities) - creative process - creative product - awareness of its laws - correlation of obtained with the achievements of fine art and methods of teaching it, modern computer technologies - correction of their activities and formed skills - reflection - a new product [5].

Conclusions Involving future designers in educational activities that are systemic, complicating character, contributes to the formation of a reflective and productive component of artistic and professional skills. Information and communication technologies include all technologies that use informational and technical means (PC, audio, video, and movie). We distinguish between using of computer technology in the learning process and the application software as one that extends the possibilities of traditional technological means of learning from the use of the computer as a means of managing students' learning activities. Information technologies are defined as purposeful organized aggregates of information processes using computer facilities, which provide high speed of data processing, rapid information search, dispersal of data, access to information sources, regardless of their location. We defined the main integration aspects of the application of information and communication technologies, such as: performance, installation, web-technologies, web-quest, clause exercises. We see further work in developing design projects.

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