

FORMATION OF PROFESSIONAL COMPETENCE OF ARCHITECT STUDENTS IN THE FRAMEWORK OF STUDYING CREATIVE DISCIPLINES¹I.M. Prokhorets,

prokhorets@ogasa.org.ua, ORCID: 0000-0002-5232-6294

¹E.V. Mykhailenko,

1910emily@gmail.com, ORCID: 0000-0003-1171-7237

¹*Odesa State Academy of Civil Engineering and Architecture, Odesa, Ukraine*

Annotation. At the present stage of reforming the system of higher architectural and artistic education, the development of the creative potential of future specialists is of considerable interest. As a result, the problem of development and improvement of personal qualities necessary for creative professional activity comes to the fore. The article analyzes the use of an in-depth scientific and methodological approach in the theory and practice of vocational education for representatives of creative specialties. It is noted that the profession of an architect has a unique creative potential for cognition and transformation of the surrounding reality. The analysis of the specifics of the formation of artistic and visual competencies of students-architects, which are closely related to future professional creativity, is carried out. The article analyzes the results of research activities on the study of the creative heritage in the field of architecture and methods for developing the creative potential of students of architectural and artistic specialties.

The object of the study is the process of professional university training of students of architectural and artistic specialties. The research was carried out on the basis of the generalized results of observations of the current and final assessments of classroom graphic tasks among first and second year students of the Architectural and Art Institute of the Odesa State Academy of Civil Engineering and Architecture. To achieve this goal, the following research methods were used: theoretical generalizations and comparisons of data, practical methods of educational observations, a multivariate method of statistical data processing, expert assessments and a comparative method of content analysis. The article presents the results of a methodological study of the process of architectural and artistic education. The conducted research determines the need to supplement and develop this methodology in order to increase the level of professional training of specialists in the field of creative professions.

Keywords: professional education, creative disciplines, methods of development, potential of students, competencies.

Statement of the problem and its connection with important scientific and practical tasks. Improving the quality of professional training of future architects in the field of the formation of artistic, graphic and colorist culture in an architectural university, determined the choice of the research topic - «Formation of professional competence among students of architects in the framework of creative disciplines» [1,2].

The study of this issue, its genesis, content, principles of functioning in the educational process constitute the main problem of the research. The priority importance in this issue is occupied by the philosophical, worldview, scientific, theoretical and methodological aspects [3,5].

The purpose of the research is to study the features of the formation of professional competence of students of architects in the field of theoretical and practical experience of artistic, graphic and colorist culture for professional creativity. It is necessary to theoretically substantiate and test in

practice the methodology for developing the creative potential of students of architectural and artistic specialties [5].

Research hypothesis. The methodology for the development of professional competence and creative potential of students of architectural and artistic specialties will be effective if:

- creative potential will be understood as a complex of personal qualities, which will make it possible to realize the aesthetic, social and psychological aspects of the profession;
- psychological and pedagogical knowledge will be introduced into the practice of architecture and art education;
- a method for determining the boundaries of creative potential, the main directions of its development, criteria for assessing the creative potential of students of architectural and artistic specialties will be developed;
- the system of training future architects will be based on the principles of maceration and the use of training as one of the most effective forms of achieving the set goals.

Research objectives:

1. Determine the assessment criteria and indicators of professional competence among students of architects.
2. Explore the stages of the formation of professionalism using a creative teaching method.
3. To identify and substantiate the pedagogical aspects of the formation of professional competence among students of architects.
4. To study and substantiate the methodology for creating structural components and connections in the formation of artistic and graphic culture of future architects.

The object of the research is the professional training of future architects in a higher educational institution.

To solve the set tasks, the following research methods were used:

- theoretical study and analysis of psychological, pedagogical, methodological and specialized literature in order to determine and substantiate the phenomenon of "professional competence among students of architects within the framework of creative disciplines";
- disclosure of the structure, clarification of the content, concept and conditions for the formation of artistic and graphic culture of future architects [6].

The formation of the competence of students of architects in the educational process of a university is a complex and multi-stage process, distributed over time and subject areas.

Teaching the disciplines of the professional block is based on the use of the following elements of innovative pedagogical activity:

1. Educational activities of the academic type. A classic example is an informational lecture, which simulates the content and dynamics of practical exercises in art and graphic disciplines in an audience environment.
2. Practical educational and professional activities. In terms of its goals and content, forms and technology, it is an educational one, in fact, the beginning of a professional architectural activity [7].

The practical significance of the results obtained lies in the development of a methodology for the formation of artistic and graphic competence among students of architects. It provides for an integrated approach to the study of this issue in the following:

1. Mastering the skills of constructive drawing.
2. Getting the basics of composition solutions and volumetric vision.
3. Improving artistic and graphic skills.
4. Mastering the colorist culture of the architectural environment.

In the development of a methodology for determining the levels of professional competence and artistic and graphic culture of students of specialty 191 «Architecture and Urban Planning», experimental curricula were used in the normative disciplines of the art cycle. These programs are differentiated by the level of complexity of tasks and exercises for independent

visual activity of students. Methodological recommendations for their use in the formation of artistic and graphic culture of future architects have been determined [8,10]. The practical significance of the research lies in the development of a method for determining the boundaries of students' creative potential and criteria for the manifestation of this potential.

The purpose of scientific and creative artistic and graphic work with students follows from the content of the main task of training - the preparation of a competent specialist with established skills for the implementation of creative ideas. Students strive to achieve a competent transfer of ideas, but the lack of certain knowledge, the necessary experience often leads to an insufficient level of solution of the task [9]. Work on the embodiment of creative tasks is a prerequisite for the development of the intellectual level and creative potential of students.

The creation of an atmosphere of creativity in the university contributes to the satisfaction of the student's need for self-realization, active learning of new things, in the desire to apply the acquired knowledge in practice. The basis for enhancing creativity in the learning process is not only the existing intellectual level, but also the development of imagination and the emotional sphere. In this case, the activity of students in mastering professional skills is important, and then the further development of individual creative potential with the help of a teacher [11].

This paper summarizes the results of methodological research on monitoring the quality of academic performance in graphic arts training of second-year students in architectural and artistic specialties of the Odesa State Academy of Civil Engineering and Architecture.

Approbation of the research idea took place in the process of teaching in creative disciplines of second-year students of architects OSACEA. A comparative analysis of the results of knowledge control on the final assessment of the progress of students of architects and students of participants in scientific and creative groups during two semesters of study is carried out. Thus, the total number of students who took part in the study is 119 people.

The study used the results of academic performance (discipline «Painting», «Drawing», «Sculpture») of students: group A-224 (n = 25), group A-225 (n = 24), group

A-226 (n = 22) group a-231 (n = 23), group A-232 (n = 24), as well as students, participants of five scientific and creative groups: group I (n = 10), group II (n = 10) group III (n = 10), group IV (n = 7), group V (n = 7) (table 1).

The final analysis of the results of the experimental research and monitoring the quality of the progress in graphic training of students clearly showed that a high-quality study of art and graphic disciplines is possible on the basis of an integrated approach to the educational process.

First, psychologically motivated students show striving to get the best results in learning.

Second, a high-quality organization of scientific and creative work of students is necessary, which requires the availability of a sufficient amount of literature, teaching and visual aids, methodological recommendations, examples of solving typical problems on paper and electronic media, etc. [12].

Third, all this must be supported and ensured by the high professionalism of the teacher, who must constantly, implement and objectively evaluate the educational process.

The training of a specialist who meets modern requirements is possible only through the integration of professional development, based on the mastery of professional knowledge and skills, the development of the creative and practical orientation of the individual.

Table 1 Analysis the results control of students' knowledge on the final assessment

Final assessment	A-224	A-225	A-226	A-231	A-232	Distribution of academic performance	Distribution of academic performance (%)
	I	II	III	IV	V		
	group	group	group	group	group		
Number of students (n)	25	24	23	23	24	119	100%
	10	10	10	7	7	44	100%
«Fine» (90 points and above)	12	12	10	6	8	48	40%
	9	9	8	5	6	37	84%
«good» (75-89)	7	5	6	7	7	32	27%
	1	1	2	2	1	7	16%
Satisfactory (61-74)	6	7	7	10	9	39	33%
	0	0	0	0	0	0	0

*Note: the total number of students in second-year groups A-224, A-225, A-226, A-231, A-232 also includes foreign students

One of the important requirements for improving the quality and forming the competence of students of architects in the educational process of the university is basic knowledge on the study of the patterns of development of creative processes, understanding the specifics of the expressive means of different types of art, mastering the experience of implementing an artistic concept in practical and research activities. Based on this, it can be stated that the relevance of the problem under study is high. It is connected with the need to form the professional culture of future architects on the basis of a personally-oriented teaching methodology [13]. The existing contradictions between the modern requirements of society for the training of a competitive specialist in the field of architecture and traditional approaches to training in higher educational institutions often provide the necessary level of mastery of professional skills by students. There is a need for the practical participation of a higher educational institution in the scientific and methodological support of the process of forming the design culture of the future architect.

The specificity of creative disciplines makes it possible to see the successful scientific and methodological work carried out within the framework of the bottom research by an illustrative example. One of the results of the research are exhibitions of creative works of students of scientific and creative groups («Color and shape in a still life», «Decorative-planar modeling in the stylization of the image», «Volumetric-spatial stylistics of the image», «Color patterns used in the features of the image») ... (Fig. 1).

As a result of the work carried out, a methodology for studying the development of the creative potential of professional training of students of architectural and artistic specialties has been developed. This technique is acceptable for students to master other humanitarian and creative specialties, in which the personal factor plays an important role. [10,14] The reliability and validity of the research results is provided by the analysis of psychological and pedagogical literature on the designated topic, the variability of the experiment and the repeatability of its results, and the processing of experimental data.

Findings:

- The formation of artistic and graphic competencies among students of architectural and artistic specialties is the creation of a complex of personal qualities such as purposefulness, attentiveness, freedom of expression, conscious courage, activity. All this makes it possible to realize the aesthetic, engineering, technical, social and psychological aspects of the profession.
- The methodology for the formation of artistic and graphic competencies among students of architectural and artistic specialties includes a method for determining the boundaries of creative potential. This is a program aimed at identifying, developing and improving personal qualities, as well as criteria by which you can determine the presence of creative potential.
- The research is based on methods of self-assessment and behavioral observation. It includes the selection and assessment of personal qualities that are significant for creative work. Trainings were conducted on the development of communication skills, expanding the possibilities of perception and stimulating the student to creative activity in learning how to display ideas by means of graphics, painting, volumetric-spatial composition and the theory of color science.



Fig. 1. Posters of exhibitions of student works of scientific and creative groups

The study of the development of professional self-awareness is aimed at the gradual transformation of the personal qualities of a future specialist into professionally important qualities. These methodological principles made it possible to create a generalized concept of personal professional development and to develop an innovative technology, the implementation of which is able to determine the strategy for improving professional training in higher education. [4,5].

As a result of researching the topic «Formation of professional competencies among students of architects within the framework of creative disciplines», a model of the formation of artistic and graphic culture of future architects is being built. This area of education is based on the formation of professional competencies of students of architects necessary for the development of creative potential during further project activities in the field of architecture.

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ФОРМУВАННЯ ПРОФЕСІЙНИХ КОМПЕТЕНЦІЙ У СТУДЕНТІВ АРХІТЕКТОРІВ В РАМКАХ ВИВЧЕННЯ ТВОРЧИХ ДИСЦИПЛІН

¹**І.М. Прохорец,**

irinaprohorez@gmail.com, ORCID: 0000-0002-5232-6294

¹**Е.В. Михайленко,**

1910emily@gmail.com, ORCID: 0000-0003-1171-7237

¹*Одеська державна академія будівництва і архітектури, Одеса, Україна*

Анотація. У статті проведено аналіз використання поглибленого науково-методологічного підходу в теорії та практиці професійної освіти здовувачів творчих спеціальностей. Відзначено, що професія архітектора має унікальний творчий потенціал пізнання та перетворення реальної дійсності. Розглянуто специфіку формування художньо-графічних компетенцій студентів архітекторів, яка тісно пов'язана з майбутньою професійною діяльністю та творчим розвитком майбутніх професіоналів. Стаття присвячена аналізу результатів дослідницької роботи з освоєння творчої спадщини у сфері архітектури та методик розвитку наукового та творчого потенціалу студентів архітектурно-мистецьких спеціальностей.

Об'єктом вивчення є процес професійної вузівської підготовки студентів архітектурно-мистецьких спеціальностей. Розглянуто існуючий методичний підхід у системі вищої архітектурно-мистецької освіти. Проведене дослідження визначає необхідність доповнення та розвитку даної методики для підвищення рівня професійної підготовки майбутніх архітекторів.

Ключові слова: професійна освіта, творчі дисципліни, методика розвитку, потенціал студентів, компетенції.