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**Some pedagogical teaching conditions
discipline «History of Art»**

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Annotation:

Issues related to the specifics of teaching the discipline «History of Art» are considered; various interpretations of the concept of «pedagogical conditions» are summarized; the psychological aspect of pedagogical conditions is considered; the emergence of a new direction in pedagogy – pedagogy of individuality is indicated; the didactic features of teaching the discipline «History of Art» are revealed.

The concept of pedagogical conditions has a wide field of publication activity of researchers. The relevance of this concept is increasing due to a number of factors that modernize the educational process. The digitalization of education provides qualitatively new means and opportunities for organizing the educational process. This is especially effective in teaching disciplines related to rich illustrative material. These disciplines include the «History of Arts».

Pedagogical conditions as a concept in didactics are often represented using the definition of «psychological and pedagogical conditions». At the beginning of the last century, such a scientific direction as pedology appeared on the territory of the post-Soviet space. The founder of the pedological direction in pedagogy was P. P. Blonsky, who organized a pedological laboratory in Petrograd (now St. Petersburg). The main idea of pedology can be considered the focusing of the pedagogical process on the individual psychological characteristics of the student.

The individuality of the pupil, being «read» correctly, i. e. carefully preserved and developed, capable of effectively helping to achieve educational goals. And vice versa, in the case when the individual characteristics of the student are ignored, when individual interests and claims are leveled, the result of the educational process may be lower than desired or predicted [1].

In modern pedagogy, a separate branch has appeared: the pedagogy of individuality. This scientific section suggests that the student's individuality is a set of psychological characteristics and it should be taken into account when organizing the educational process. Thus, the pedagogy of individuality is an integrative branch of scientific knowledge that combines psychological knowledge (types of thinking, types of the nervous system, type of temperament, mental processes: memory, attention, imagination, etc.) and pedagogical knowledge (the process of managing these mental characteristics).

Most often, psychological and pedagogical conditions are interpreted by researchers as pedagogical measures of influence on the individuality of the student, as well as on the teacher, as a result of which an increase in the qualitative characteristics of the learning process is predicted (N. V. Zhuravskaya, A. V. Lysenko, A. O. Malykhin and others) [2].

Some researchers associate psychological and pedagogical conditions with the design of the educational environment, including not only the methodological aspect, but also administrative, material, personnel, etc. aspects [3].

We also single out a number of works that reveal the meaning of improving the psychological and pedagogical conditions, namely the development of the subjects of the learning process: teachers and pupils (R. Atakhanov, V. I. Zagvyazinsky, etc.). At the same time, it is emphasized that the student's individual properties can be effectively developed only under the influence of the teacher's bright individuality [4].

However, in general, it can be said that all researchers, to one degree or another, show unanimity that the totality of psychological and peda-

gical conditions is aimed at transforming the subjects of the educational process. You can often come across the concepts of «didactic characteristics» or «didactic conditions» as key to the modernization of the psychological and pedagogical conditions of the educational process (M. V. Rutkovskaya and others).

The discipline «History of Art» incorporates two didactic aspects: familiarization of students with various trends in art and the chronological order of the appearance of certain trends in art, its historical background. Obviously, any direction in art is conditioned by the very logic of the development of human civilization, social upheavals and evolutionary transformations. Consequently, one of the main pedagogical conditions for teaching the discipline «History of Art» will be a strictly consistent arrangement of topics that provides a systematic understanding of certain phenomena in art.

The principle of historicism becomes in demand when designing the content of the studied material, which confirms the relevance of the classical pedagogical principle of systematicity and consistency. So, for example, symbolism as a trend in art could not have arisen earlier than the end of the 19th century, and this must be substantiated with the help of a historical digression of social premises.

The beginning of the 20th century is the period of the First World War, after which there was an urgent need to revise human ideals and values. And as a result, the appearance in philosophy of such a direction as existentialism, and in art – expressionism, cubism, futurism, constructivism, etc. It should be noted that the constructivism of Kazimir Malevich and Vladimir Tatlin arose as a search for new solutions in an atmosphere of revolutionary transformations in Russia at the beginning of the 20th century.

The pedagogical conditions for teaching the discipline «History of Arts» suggest a harmonious arrangement of all elements, a thoughtful use of methods and techniques, and timely attention to organizational forms. Visualization of the content of training, selection of illustrative material should be verified and thought out in accordance with such characteristics of the educational process as the size of the group, the age composition of students, the level of basic knowledge of art, the listener's and viewer's experience of communicating with masterpieces of art, the motivational aspirations of the audience etc [5].

Art as a way of influencing the younger generation is, by definition, a beneficial pedagogical condition. It is impossible to overestimate the

influence of the best examples of art on the formation of the spirituality of the modern young generation. The discipline «History of Art» has a large number of potential opportunities for the formation of students' aesthetic taste, for expanding their artistic horizons, for educating a humanistic attitude to reality.

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Teacher readiness model to the development and use of e-learning tools in professional activity

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Annotation:

The technology of formation of teachers' readiness for the development and use of electronic learning tools in professional activities is considered.