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METHODOLOGICAL FOUNDATIONS OF PROFESSIONAL TRAINING OF FUTURE ART AND TECHNOLOGY TEACHERS BASED ON DECORATIVE AND APPLIED ARTS

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Theoretical and methodological foundations of professional training of future fine art and technology teachers based on the principles of folk decorative and applied arts have been outlined, and the fundamental principles of scientific cognition have been clarified. This paper explores the gnoseological concept of "methodology" in philosophical and scientific-pedagogical literature.

It has been determined that the structure of system of professional training of future fine art and technology teachers based on the principles of folk decorative and applied arts, involves the use of a systematic approach as the methodological foundation of the learning process. Research has shown, that the conceptual and

categorical framework describes self-organization as the self-directed formation of new structures in open, unrestrained systems is based on the fundamental tenets and principles of synergetic, activity-based, competency-based, and person-centered approaches.

Key words: future fine art and technology teachers, components of the educational system, systemic approach, synergistic approach, activity-based approach, competency-based approach, a person-centered approach, content of professional training.

Анотація. Окреслено теоретико-методологічні основи реалізації професійної підготовки майбутніх учителів образотворчого мистецтва та технологій на засадах народного декоративно-ужиткового мистецтва, з'ясовано основні принципи побудови наукового пізнання.

Розглянуто сутність гносеологічної категорії "методологія" у філософській та науково-педагогічній літературі.

Визначено, що структура системи професійної підготовки майбутніх учителів образотворчого мистецтва та технологій на засадах народного декоративно-ужиткового мистецтва включає використання системного підходу як методологічного підґрунтя процесу пізнання. Досліджено, що структурними зв'язками між компонентами педагогічної системи виступають: інформаційні – забезпечують надання відкритого доступу до інформації; інтерактивні – реалізують міждисциплінарні зв'язки в контексті сучасної інформаційної, соціальної та культурної картини світу; комунікаційні – окреслюють процес професійної підготовки майбутніх учителів; координуючі

– відображають властивість системи професійної підготовки майбутніх; розвивальні – пов'язані з розвитком інтелекту, когнітивних здібностей суб'єктів освітнього процесу; професійні – забезпечують орієнтування випускників на профіль майбутньої професійної діяльності як в галузі освіти, так і в інших сферах людської діяльності (художник, дизайнер, майстер народної творчості тощо); культуроформуючі – пов'язані з усвідомленням студентами своєї самоідентичності, приналежності до українського етносу, мови, культури, традицій тощо. Понятійно-категоріальний апарат, що описує самоорганізацію як процес самовільного утворення нових структур у відкритих незрівноважених системах, опирається на базисні положення і принципи синергетичного, діяльнісного, компетентнісного, особистісно орієнтованого підходів.

Ключові слова: майбутні учителі образотворчого мистецтва та технологій, компоненти педагогічної системи, системний підхід, синергетичний підхід, діяльнісний підхід, компетентнісний підхід, особистісно орієнтований підхід, зміст професійної підготовки.

The aim of this article is to provide a theoretical foundation and to develop methodological approaches to the professional training of art and technology teachers using decorative and applied arts.

Statement of the problem. The process of Ukraine's integration into the European educational area is causing a fundamental transformation in the content of professional training for teachers of fine art and technology. A key priority for higher education institutions is to develop educators as cultural leaders who can serve as facilitators and mentors. The modern educational paradigm calls for a shift away from rote knowledge transmission toward fostering students' national self-awareness. There is a growing need to train

modern teachers who are prepared to design an ethnocultural educational environment that ensures the transmission of cultural values and the preservation of the nation's historical memory.

Defining the theoretical and methodological foundations for training future teachers of fine art and technology in the context of using folk decorative and applied arts requires a clarification of the category "methodology". Analysis of philosophical and scientific and pedagogical sources allows us to reveal the essence of this concept as the fundamental basis for the process of scientific cognition.

Review of related studies and literature. Since the mid-20th century, many scholars (K. L. von Bertalanffy, N. Huzii, V. Orlov, H. Padalka, O. Pobirchenko, O. Solomakha, V. Tomashevskiy, and others) have used the systemic approach as a special method of scientific cognition (study) of objects and phenomena as systems. It has also found widespread practical application in various fields of the humanities, particularly in education, psychology, and teaching methodology. The issues of a systematic approach in educational science have been thoroughly explored by V. Bykov, V. Dokuchaiev, L. Eivas, I. Lerner, Ye. Lodatko, and others.

Presentation of the main content.

According to O. Dzoban, the contemporary interpretation of the methodology and its functional characteristics has undergone a fundamental transformation. The researcher emphasizes the transition from limited formal-logical analysis to a substantive expansion of scientific discourse, which now encompasses the humanistic and sociocultural aspects of the cognitive process (Dzoban, 2025). Hence, the term "methodology" (from the Greek "methodos" – path, method, and "logos" – concept, idea, doctrine) refers to the study of the principles, forms, and methods of scientific research (Korets, 2018, p. 15); "...methodology is the theory

of human activity; in a narrow sense, it is the set of methods, techniques, and procedures used in scientific research. It is precisely this approach to methodology that prevails, for example, in foreign (American and, more generally, English-language) academic literature" (Lukianova, 2011, p. 34).

The justification of the structural and functional relationships within the system of professional training for future arts teachers through the use of folk decorative and applied arts highlights the importance of applying a systematic approach. The latter provides the fundamental methodological basis for a comprehensive study and modeling of this process.

The concept of a "system" is characterized by the multifaceted nature of its definitions and the diversity of classifications of the relevant objects. In particular, H. Monastyrskiy singles out a set of identifying characteristics that define the system as a coherent entity: 1) integrative properties that arise as a result of systemic interaction and are not specific to any of the components in their isolated state; 2) the system's determinism is defined by the set of structural elements, components, and subsystems that ensure its internal integrity; 3) a clearly defined structure, determined by a set of stable, regular relationships and interdependencies among the individual components of the system; 4) the system's distinct functional orientation, reflected in the specific nature of the activities of both the system as a whole and its structural units; 5) the system's strong communicative capacity, which enables it to actively exchange information and interact functionally with the external environment and among the internal structures; 6) the principle of historicity and continuity, which implies a diachronic connection between the stages of the system's development, ensuring the integration of historical experience, contemporary practices, and future-

oriented guidelines (Monastyrskiy, 2019).

According to the concept of M. Kurach, the effectiveness of the design and functioning of the pedagogical system is determined by the integration of five structural elements (goals, educational content, means of communication, participants, and objects of the educational process) and five functional components (gnostic, projective, constructive, communicative, and organizational). The removal of any of these components leads to the destabilization of the system, causing its breakdown and loss of integrity (Kurach, 2016).

Thus, the implementation of the key principles of the pedagogical system and the methodology of the systems approach in the professional training of future teachers of fine art and technology based on the ethnocultural foundations makes it possible:

- first, to structurize some interrelated components into a cohesive creative environment that fosters synergy between theoretical knowledge and practical experience in the process of artistic and creative work;
- second, to develop a scientifically grounded system of criteria for evaluating learning effectiveness and to minimize the impact of negative factors on the final outcome;
- third, to conduct effective monitoring and adaptive adjustments of the educational process aimed at mastering authentic folk art techniques in higher education.

Analysis of the dynamics of the educational system's development, alongside traditional methodologies, requires the application of the conceptual and categorical framework of self-organization theory. Relying on the principles of the synergetic approach, we can view the educational process as an open, dynamic system in which new structures emerge through

spontaneous self-organization.

The object of synergetics, as an interdisciplinary field of scientific knowledge, is hierarchically structured, open, dynamic systems that integrate various subsystems. The structuring processes in these systems result from self-organization during phase transitions between the system's states. Accordingly, the key function of the synergetic paradigm lies in the search for universal principles of governing the genesis of self-organized structures and the mechanisms of their functioning (Butchkivska, 2019).

Analysis of the fundamental principles of synergetics allows us to interpret the system of professional training of future art teachers using the tools of folk decorative and applied arts as an open, dynamic, and self-organizing system (Ihnatovych, 2018). This approach emphasizes the complexity of its development and its capacity for spontaneous structuring in the modern educational environment. The interaction between the structural units of the developed pedagogical system is achieved through the following types of relationships: information-related – implemented through open access to information flows and the introduction of tools for peer-to-peer data exchange, which is a necessary condition for the functioning of a unified information and educational space; interactive – facilitate the development of interdisciplinary connections as part of the process of the creation of a comprehensive informational, social, and cultural worldview in today's educational environment; communication-related – define the process of professional training of future teachers in two aspects: as an internal communication system that ensures the consistency of associative and semantic connections within the educational structure, and as an external information space that shapes the scope of future professional and pedagogical activities of graduates;

coordinating – reflect the educational system's ability to ensure the correlation and interdependence of the content characteristics of all its structural units within the framework of the professional development of future teachers; educational – aimed at stimulating the intellectual and cognitive potential of future fine art and technology teachers to ensure the effective completion of professional tasks, the development of sustainable information needs, personal qualities, and creative abilities necessary for generating innovative ideas and achieving qualitatively new results; professional – ensure career-oriented training, preparing graduates not only for careers in the field of education (as a fine art and technology teacher) but also in related sociocultural fields (artistic creation, design, folk art), thus broadening the scope of their professional self-realization; culture-forming – reflect the value and worldview focus of training, linked to the national self-identity of future teachers and their integration into Ukraine's authentic cultural and traditional environment (Butchkivska, 2019).

Despite the significant heuristic potential of the synergistic approach in the study of the abstract systemic properties of pedagogical phenomena, it does not fully ensure the development of a comprehensive concept for the professional training of art teachers on ethnocultural principles. This requires supplementing it with an activity-based approach, according to which the mastery of sociocultural experience is interpreted not as a passive transmission of information, but as the result of active, subject-oriented activity aimed at mastering the objects and phenomena of reality, which are determined by the development of culture.

The content of teacher training in higher education institutions is determined by the particularities of their future work. According to the scientific approaches, the

description of the professional activities of a fine art and technology teacher covers two key areas: 1) functional aspects of the professional activity (the specific content of the professional tasks carried out by the educator; the typology and objectives of professional activity, as well as the strategies for optimizing its effectiveness); 2) the teacher's personal profile as a professional (a system of theoretical knowledge and practical skills, professional competencies, individual psychological qualities, axiological values, and worldview).

The implementation of the activity-based approach in the educational process leads to a rethinking of the role and structural relationship between knowledge and skills. In this paradigmatic approach, students' cognitive experiences and practical actions are viewed not as sequential stages (discrete acquisition of theory followed by the development of skills), but as a dialectical unity based on their interpenetration and continuous functional interaction.

In view of the above, the development of professional training programs for future teachers at institutions of higher education should be based on a thorough analysis of the specific nature of their professional activities. This involves identifying the system of necessary knowledge, the integration of which ensures high-quality performance of professional duties in future teaching work (Tovkanets, 2018).

Thus, the process of training future specialists in fine art and technology based on folk decorative and applied arts involves the implementation of a system of sequential actions by students and is a form of students' activity; third, it has a well-defined objective; fourth, it transforms objective reality; fifth, it is implemented using specific methods and various tools; sixth, it is a continuous process and requires a creative approach (Buchkivska, Baranovska &

Greskova, 2025).

In the process of developing a professional training program for future fine art and technology teachers based on traditional decorative and applied arts, the following fundamental principles of the activity-based approach must be taken into account:

1. The professional training of students should be determined by the specific nature and functional characteristics of future professional and pedagogical activities of teachers.

2. The professional training of future teachers of the arts based on ethnocultural principles is understood as a systematic, purposeful, and creative-productive process. Its effectiveness depends on students' motivation and their individual creative potential, and requires a scientific justification of the relevant organizational and pedagogical conditions.

3. The content of professional training of future art teachers based on folk decorative and applied arts, is interpreted as a continuous dynamic of activities at various levels. This ensures constructive, creative, and productive interaction of the participants in the educational process, aimed at the professional development of the specialist.

4. The study of art and design-technology disciplines should be based on the principles of consistency and continuity, in accordance with the stages of professional development of specialists in higher education. The key factor in this process is the intensification of students' educational and cognitive activities as participants in the educational process.

5. The development of professional competence of future fine art and technology teachers should be based on a thorough understanding of the content of the academic disciplines (artistic, design and technological, psychological and pedagogical, methodological, etc.) and the rational management of students' educational activities by

academic staff.

6. The teacher's activity should be aimed at full development of students' inner resources and artistic and creative potential, and should encourage students to determine independently and consciously the approach to their creative, artistic and practical work based on the principles of folk decorative and applied arts (Tovkanets, 2018).

The successful completion of pedagogical research tasks highlights the importance of implementing the scientific and theoretical foundations of the competency-based approach. The current disparity between the state of professional training of future art teachers and the strategic guidelines of the New Ukrainian School regarding the education of young people in ethnocultural traditions emphasizes the importance of the competency-based paradigm in designing a renewed system of vocational education.

In our view, importance of taking into account the provisions and principles of the competency-based approach is determined by the following factors: 1) integration and globalization trends in the global economy and education; 2) changes in the educational paradigm; 3) the need to integrate into the European educational area, comply with European educational standards, and meet the requirements of the Bologna Process; 4) multifaceted nature of the conceptual meaning of the term "competency-based approach"; 5) guidelines issued by the national education authorities during the period of fundamental reform.

In the context of the competency-based approach, the process of professional training of future fine art and technology teachers based on folk decorative and applied arts should be aimed at the training teachers who possess professional qualities (competencies) necessary for the successful organization of students' creative artistic and labor activities in general education

schools. Thus, the implementation of professional training of future fine art and technology teachers based on folk decorative and applied arts, in accordance with the fundamental principles of the competency-based approach, requires a reevaluation of the traditional pedagogical system of training specialists in the context of updating its structural components:

1) values, goals, and learning outcomes – a shift from a simple acquiring a system of professional knowledge, skills, and abilities to the developing foundational professional competencies of future teachers, including those based on traditional decorative and applied arts;

2) the content of students' professional training – focusing not on a series of abstract theoretical concepts from various academic disciplines, but on systematic, interdisciplinary, and transdisciplinary practice-oriented conceptual frameworks regarding methods of practical activity in specific professional contexts;

3) students' educational and cognitive activities – an active transition from a system of rote learning and reproduction of academic information to creative artistic and practical activities, based on students' active awareness of themselves as an integral part of national culture;

4) scientific and pedagogical activities of a lecturer – a shift from a monologue-based presentation of educational material to a pedagogy of harmonious interaction, active dialogue, and creative collaboration with students;

5) technological support of educational process – a synthesis of traditional and innovative activity-based technologies, in the context of which the principles of active interaction and the integration of professional, cognitive, research, and creative activities form the foundation for teaching various types of folk decorative and applied arts (*Buchkivska, 2019*).

Transformational processes in education, the focus on humanizing

modern society, and the growing importance of an individual in the learning process necessitate the integration of the basic principles of the person-centered approach into the professional training of future fine art and technology teachers based on the principles of folk decorative and applied arts.

According to the researchers O. Horoshkina, V. Dorotiuk, and others, the main characteristics of a person-centered approach are: a focus on the current needs of pupils (students); ensuring a feedback in the learning process; close cooperation of the participants of the educational process; providing conditions for the free choice of an individual educational path; fostering the development and self-development of learners (*Horoshkina, Dorotiuk & Dorotiuk, 2022*).

In accordance with the fundamental principles of the person-centered approach, the professional training of future fine art and technology teachers based on the principles of folk decorative and applied arts should be conducted taking into account students' academic performance, the level of their general intellectual development and cultural awareness, prior experience, the characteristics of their psychological state (memory, thinking, perception, ability to manage their own emotional sphere, etc.), as well as their personality traits and temperament. In this case, the educational process should be aimed at:

- first, students' self-realization in accordance with their individual psychological characteristics, creative abilities, academic performance, etc.;

- second, a democratic style of interaction of the participants in the educational process, as well as harmonious interaction and creative collaboration;

- third, achieving a reflective level of development of students' consciousness, and fostering national self-awareness and self-identity.

The application of a person-centered approach should result in personal growth, intellectual development, the formation of a creative personality, and the cultivation of national identity of future teachers.

Conclusions and perspectives for further research. Thus, the structure of the professional training system of future fine art and technology teachers based on the principles of folk decorative and applied arts involves the use of a systematic approach as the methodological foundation of the learning process. The conceptual and categorical framework that describes self-organization as a process of the spontaneous formation of new structures in open, dynamic systems is based on the fundamental requirements and principles of synergetic, activity-based, competence-based, and person-centered approaches.

We see the following as perspectives for the further research in this area:

the development and experimental testing of a structural and functional model of the professional training of future fine arts and technology teachers, based on the identified methodological principles; studying pedagogical conditions for the implementation of a synergistic approach in the educational environment of art workshops, which will facilitate the transition from rote learning to the creative self-organization of future professionals; integration of traditional decorative and applied arts techniques with the latest digital technologies and ethnic design into the curriculum of technology-related courses.

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