

7. INNOVATIVE VISIONS OVER THE FORMATION OF THE TEACHER IN THE ARTS

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Abstract: *The present article describes purposes, learning content and requirements of an educational academic and postgraduate (internships for teachers) process, focused on teacher training in respect of the most subtle and valuable framework for education, the achievement of the individual potential of each pupil, qualified as a unique personality. Therefore, it is proposed a synthesis on the formative program geared towards the assimilation of the future and current teachers of artistic disciplines (music, choreography, painting) of the action and behavioral models appropriate to the domain, to the effectively organization of individualized educational process.*

Key words: *teacher of artistic disciplines, training program, learning content, purposes, professional competence, the effectiveness of teacher's actions*

1. Introduction

The need of the special training of teachers for the artistic ability pupils may be argued from the point of view of several aspects. But we will mention one of them, which is determined for the entire formation/education system of children with special musical needs. Thus, it was proved that the presence of the high degree of artistic ability, even if identified adequately and early, does not mandatorily determine the achievement of high artistic performances, because frequently, the teachers who do not have the adequate preparation level, cannot provide the educational programme relating to the given category of children.

The decisive role in the development of the able pupil's potential belongs to the quality of the school educational system which constitutes the main formation framework of personality. The adaptation of the able child to the conditions, relationships, school requirements and achievement/accomplishment of the pupil's potential will depend on the oriented and competent performance of all the elements of the formation-education system, including the elements of school infrastructure. At the same time, we must mention that until now the ability typology related aspects, the identification, the schooling and the education of able/gifted children generate multiple debates and controversies. Even if the researches in the field find that the able/gifted children fall within a minority category, one must clarify that these children will become the cultural, scientific elite of the people, so the persons involved in the educational process must have an enhanced attention and a particular care for their pupils.

Leaving aside these considerations, we intended to propose in this article the content of the academic programme, which supposes the initiation of the students - future professors of artistic subjects and current teachers in essential aspects of the complex formation system of artistic able/art talented pupils. Having the theoretical and practical background, this programme intends the

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formation of the students'/becoming teachers' and current teachers' practical application skills of the formation system elements of artistic able pupils, oriented to the early and objective identification of the ability, the adaptation of the able pupils to the conditions of the education process and the continuous accomplishment of the given children category's potential.

The formative programme is demanded to reform the actual situation of the formation/education of artistic able pupils within general and special school education, being elaborated in order to be registered organically in the academic and postgraduate formation system of specialists in the field of artistic education. The specialist's activity in the issue mentioned refers to the formation/education of artistic able/gifted pupils within the general education, with curricular and extracurricular extensions (middle schools, high-schools) and within the special artistic education (schools, art studies for children). The activity specificity of the able and gifted pupils' teacher consists in the need of tracking down, supporting and stimulating the pupils endowed with superior abilities, preponderantly in heterogeneous groups.

2. Discussions

The specific purposes of the formation process of the teacher for able pupils. Before exposing the specific purposes of the formation process of the teacher for able pupils, which can also be named efficient attributes/qualities and competences in educating the able pupils, it is appropriate to emphasise a significant aspect. In the intended context, the following question appears frequently: which one should be the ability degree of the music teacher himself involved in the formation/education of the pupils gifted with a high potential of skills? Relating to this aspect, we opt for the position according to which a good educator must not mandatorily have a high degree of musical endowment/of musical taken (it is just a desirable quality), but he must know to identify, to valorise, to develop the endowment of his disciples, to have behavioural qualities which will facilitate the accomplishment of educational aims.

The training programme stipulates the accomplishment of the following general aims as *knowledge*:

- the concept of ability/talent for arts as a degree/type of manifestation of the updated phenomenon;
- the relevant factors for identifying the able/gifted pupils;
- gaps/asynchronicities in the endowment structure - negative factors for the social adaptation of able/gifted children;
- general characteristics of able children;
- composition/structure of talent for arts;
- methodology of identifying artistic able children and pupils;
- specificity of differentiated formation organisation strategies of artistic able pupils;
- types of psychological and social interactions between the school and parents of able pupils;
- efficient personal, professional and social characteristics of the teacher of the artistic able pupils;

- undesired characteristics of the able pupils' teacher.

At the level of *abilities*, one follows:

- the awareness of ability as gradual phenomenon;
- delimitating the ability, gifting, talent, genius categories;
- projecting educational adaptation actions to the school conditions of able/gifted pupils in the presence of internal or external gaps;
- adapting the general characteristics of gifted pupils to the situations of identification of music able children/art talented children;
- naming/objectively identifying the art able pupils;
- treating the organisation strategies of differentiated formation in relationship with the individual particularities of artistic able pupils;
- conceiving the advisory activity content of able pupils;
- modelling the updating situations of the psychosocial needs of able/gifted pupils;
- adapting and compensating the skills of the teacher of artistic able pupils according to the heterogeneous contingent of pupils.

At the level of integration/application, the programme intends to involve the students and the professors, according to the knowledge acquired and to the skills formed, in the modelling activity of the educational, instructive, psychosocial situations oriented to: the objective identification of artistic able pupils, the avoidance of able pupils' non-adaptation to the school conditions, the efficient education of able pupils. The analysis of the reference studies in the specialised literature allowed us to formulate the ***skills, the efficient qualities and the dominant attitudes of the teacher*** for the artistic able pupils, as follows:

- to be competent in the art field (music, plastic art, dramatic art etc.);
- to facilitate the instructive-educational process; in this context, the following functions/competences impose: a) the creation and maintenance in the group of pupils of the positive communicative atmosphere; b) the flexible use of the time and education programme both during the academic hours and outside of them, according to the needs, interests, special skills and general psychological particularities of pupils);
- to identify adequately the pupils' skills;
- to know to collaborate effectively with the parents of the able pupils;
- to be capable of diagnosing and solving the adaptation difficulties to the educational process of pupils with special artistic needs;
- to use in a creative and individualised way the educational activities and technologies;
- to have projecting abilities of study individualised programmes, centred on the personal needs of able pupils;
- to be aware of the special issues of artistic able pupils/art talented pupils;
- to be capable of encouraging the pupils in difficulty and to adequately provide rewards for the success;
- to be different by an independence of thinking;
- to be empathetic (intuition and anticipation);
- to have personal flexibility;

- to be democratic, respectful for the uniqueness of each pupil;
- to be enthusiastic, creative and innovative;
- to be punctual, responsible and perseverant in his activity;
- to exercise an attentive, kind, polite and sociable behaviour.

The programme, being oriented to the formation of efficient teachers for able pupils and/or artistic gifted pupils supposes inevitably the involvement of trainees in a series of *learning and research activities*;

- the projecting of psycho-pedagogical and/or psycho-social actions oriented to the adaptation of able/gifted pupils to the school conditions, in the situations of presence of particular gaps/asynchronies;
- modelling the educational situations by considering the special needs of able/gifted pupils concerning the social adaptation;
- elaborating series of tests for identifying the artistic able pupils;
- making the own opinions about the efficient teacher of the able pupils/art talented pupils;
- modelling the educational situations of updating the personal, professional, behavioural characteristics of the teacher of able pupils;
- behavioural training oriented to the assimilation by the students and/or master students of the efficient qualities of the teacher of able pupils.

3. Conclusions

The final evaluation means the revealing of the acquiring and awareness degree by the trainees of the theoretical matters of the education issue of artistic able children: the concept of art ability/gift/talent; identifying the artistic able children; avoiding the non-adaptation situations of able children to the school conditions; anticipating the internal and external conflicts when educating the able pupils, methodology of identifying the artistic able children/art talented children, strategies of organising the differentiated education of artistic able pupils, the efficient model of the teacher for able pupils. The verification of the trainees' formation level of the practical implementation skills of the aspects mentioned is made in the tests of dynamic appreciation by analysing the efficiency of the students' and current teachers' actions - who wish to initiate in the issues of education and formation of artistic able children and by the analysis of the educational effect of the situations projected and modelled in the training.

The formation programme of the specialists in the field of educating artistic able students at the academic and postgraduate level intends to accomplish the previously mentioned purposes which, being synthesised, may be reduced to: the awareness by the professors of the structure, characteristics and levels of the artistic ability/art talent (music, dance, plastic art, dramatic art etc.); operating with techniques of determining special skills; solving the psychosocial situations relating to the efficient schooling of able/talented pupils; forming the skills for the effective education of this category of students.

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