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## PREPARATION OF FUTURE ART TEACHERS FOR COMMUNICATIVE INTERACTION WITH PRIMARY SCHOOL STUDENTS: POTENTIAL FOR PRACTICE EXCHANGE

*The article examines the issue of preparing future visual arts teachers for communicative interaction with primary school students. Such interaction between the teacher and the students in art classes is a key factor that promotes both successful learning and the holistic development of the child. It has been established that effective communication helps motivate students, develop their creative potential, and create a supportive educational environment. Research shows that verbal and nonverbal forms of communication, emotional support, and the use of dialogical teaching methods enable the teacher to build trust with students and help them develop self-expression skills through art. Therefore, communicative competence is a critical element of a visual arts teacher's professional activity, and its development should be a priority in training future educators. It was found that in the Chinese educational context, preparing visual arts teachers for communicative interaction faces a number of challenges. The cultural diversity of the People's Republic of China – marked by regional dialects, minority languages, and various traditions – requires a targeted approach to developing communicative competence. A comparison of educational practices indicates that the Ukrainian education system places great emphasis on fostering students' aesthetic perception and ability to express emotions through art. Meanwhile, in China, the traditions of discipline and hierarchical forms of communication remain significant aspects of pedagogical practice. In contrast, in Ukraine, teachers enjoy greater freedom in choosing teaching methods and focus more on individualizing the learning process. This difference is related to the fact that in China, there is a stronger focus on integrating cultural heritage into the learning process, whereas in Ukraine, emphasis is placed on cultivating creativity and independent thinking. It is concluded that the exchange of best practices in preparing future visual arts teachers for communicative interaction with primary school students can enhance the quality of professional education.*

**Key words:** *communication, communicative interaction, future teachers, younger schoolchildren, fine arts, professional training.*

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## ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ОБРАЗОТВОРЧОГО МИСТЕЦТВА ДО КОМУНІКАТИВНОЇ ВЗАЄМОДІЇ З МОЛОДШИМИ ШКОЛЯРАМИ: ПОТЕНЦІАЛ ДЛЯ ОБМІНУ ПРАКТИКАМИ

*У статті розглядається проблема підготовки майбутніх учителів образотворчого мистецтва до комунікативної взаємодії з молодшими школярами. Комунікативна взаємодія вчителя з учнями на уроках образотворчого мистецтва є важливим чинником, що сприяє як успішному навчанню, так і всебічному розвитку дитини. Установлено, що ефективна комунікація допомагає вчителю мотивувати учнів, розвивати їхній творчий потенціал та створювати сприятливе освітнє середовище. Виявлено, що вербальні й невербальні форми спілкування, емоційна підтримка та використання діалогових методів навчання дозволяють вчителю встановити довірчі відносини з учнями та допомогти їм розвинути навички самовираження через мистецтво. Тому комунікативна компетентність вчителя образотворчого мистецтва є важливим елементом його професійної діяльності, а її розвиток має стати пріоритетом у процесі підготовки майбутніх педагогів. Виявлено, що в китайському освітньому контексті підготовка вчителів образотворчого мистецтва до комунікативної взаємодії стикається з низкою труднощів. Культурне розмаїття КНР, що характеризується регіональними діалектами, мовами меншин та різноманітними традиціями, потребує цілеспрямованого підходу до формування комунікативної компетентності. Зіставлення освітніх практик тик дозволило вказує на те, що в українській системі освіти приділяється велика увага розвитку в учнів естетичного сприйняття та здатності висловлювати свої емоції через мистецтво. З'ясовано, що в КНР традиції дисципліни та ієрархічності спілкування залишаються важли-*

*вими елементами педагогічної практики, тоді як в Україні вчителі мають більшу свободу у виборі методик та орієнтуються на індивідуалізацію процесу навчання. Це пов'язано з тим, що в КНР більше уваги приділяється інтеграції культурної спадщини у процес навчання, у той час як в Україні акцент робиться на розвиток креативності та самостійного мислення учнів. Зроблено висновок, про те, що обмін практиками підготовки майбутніх учителів образотворчого мистецтва до комунікативної взаємодії з молодшими школярами дозволить покращити зміст професійної освіти.*

**Ключові слова:** комунікація, комунікативна взаємодія, майбутні учителі, молодші школяри, образотворче мистецтво, професійна підготовка.

**Problem statement.** Preparation of future visual arts teachers for communicative interaction with primary school students is an important component of teacher education. In the context of the modern educational process, where emphasis is placed on individualized learning and the development of students' creative abilities, the teacher's communication skills play a key role in creating an effective educational environment. A visual arts teacher must possess not only artistic techniques but also be able to establish emotional contact with children, maintain their motivation, and foster the development of creative thinking (Demchenko; Pichkur; Blyzniuk, 2009).

Primary school age is a period of active personality formation and aesthetic perception, when children are open to new forms of self-expression and experimentation. The teacher's interaction with students in visual arts classes requires special pedagogical and communicative competencies that enable the teacher to create a creative atmosphere aimed at supporting and uncovering each child's potential (Makarova, 2002).

**Research analysis.** A significant contribution to the development of the theory of communication and communicative interaction among participants in the educational process was made by N. Volkova. Certain aspects of how primary school students perceive works of art are highlighted in the works of I. Bay, I. Demchenko, and O. Makarova. The modernization of professional training for future visual arts teachers in the context of educational reforms, along with new approaches and methods introduced into higher education, has been examined by L. Bazylchuk, V. Vey, S. Konovets, I. Krasyuk, O. Petrenko, and others. However, the professional preparation of future visual arts teachers for communicative interaction with primary school students remains an underexplored area.

**This research aims** to reveal the distinctive features of preparing future visual arts teachers for effective communicative interaction with primary school students and to outline potential opportunities for exchanging practical experiences developed in the PRC and Ukraine.

**The presentation of the main material.** Pedagogical interaction between teachers and students is

an important component of the educational process. For a visual arts teacher working with primary school students, communication skills play a particularly significant role, as visual and artistic activities require not only technical but also emotional support and sensitive guidance. In the context of the modern educational process, communicative competencies have become an integral part of the professional training of future visual arts teachers, facilitating their successful interaction with younger learners (Obertas, 2014).

Teacher-student communicative interaction in primary education can be viewed as a process of transmitting knowledge, skills, and experience through dialogue, collective discussion of artistic solutions, and the exchange of ideas. Effective communication helps the teacher better understand students' emotional and cognitive needs, adapt teaching methods, and create conditions in which each child can explore and realize their creative abilities (Volkova, 2005).

The education system in the People's Republic of China (PRC) is undergoing significant changes in response to global challenges and internal reforms aimed at improving the quality of educational services. One of the key aspects of these changes is preparing future teachers to develop creative and communicative skills among primary school students. Communicative interaction between teachers and younger learners has become an important element of the educational process, promoting both the effective assimilation of material and the child's personal development. In the context of the PRC, where traditional forms of upbringing and innovative approaches are highly valued, future teachers must possess a high level of professional and communicative skills to work successfully with primary school students.

In the PRC, teaching visual arts to primary school students has distinct cultural characteristics. Chinese culture has long placed a high value on painting, calligraphy, and other art forms as essential components of education and the transmission of cultural heritage. However, amid modernization and globalization, Chinese schools are beginning to integrate more contemporary teaching methods, blending traditional Chinese techniques with Western educational models. This requires future visual arts teachers to be highly

qualified professionals who can communicate effectively with students, adapting the learning process to modern demands (Chzhao, 2021).

China's large and diverse cultural landscape presents particular challenges for art teachers. Linguistic diversity, with numerous regional dialects and minority languages, can hinder effective communication in multilingual classrooms. Moreover, a rich cultural heritage demands that teachers master traditional Chinese art forms, such as calligraphy, ink painting, and papercutting, while also incorporating modern and global artistic practices.

Consequently, teacher-student interaction in visual arts classes is a complex process that encompasses cultural nuances and reflects an intersection of traditional values. Art lessons, as a component of art education, serve not only as a platform for developing technical skills but also as a means of fostering creativity, emotional expression, and cultural appreciation. However, the effectiveness of these lessons largely depends on the quality of interaction between the teacher and students, which must be carefully tailored to the PRC's unique educational context (Vey, 2023).

In Chinese culture, the teacher is traditionally regarded as an authoritative figure who embodies knowledge and moral guidance. This cultural norm, deeply rooted in Confucian principles, shapes classroom communication dynamics. Teachers are expected to be benevolent, creating a supportive environment conducive to both academic and personal growth. However, such hierarchical relationships can sometimes limit open dialogue, as students may hesitate to ask questions or share their ideas. This tendency is particularly evident among primary school students, who are still developing the confidence and cognitive skills needed for active participation.

In art classes, communication often centers on demonstration and modeling, where teachers show techniques and ask students to reproduce their work. This method aligns with the traditional emphasis on discipline and precision – key features of Chinese art forms like calligraphy and ink painting. While this approach effectively builds foundational skills, it may inadvertently suppress students' creativity by prioritizing accuracy over self-expression. Primary school students, who naturally lean toward exploration and experimentation, may struggle to balance these expectations with their innate curiosity.

Another important communicative element in art lessons involves integrating storytelling and cultural context. Teachers often enrich instruction by explaining the history and symbolism of traditional Chinese art, allowing students to gain deeper insight into the

cultural significance of their work. This strategy not only enhances engagement but also instills a sense of pride and connection to China's artistic heritage. However, the challenge lies in presenting different contexts to students whose worldview and attention spans are still developing.

Several obstacles hinder the development of effective communicative interaction in visual arts lessons. One issue is limited student participation resulting from the hierarchical nature of teacher-student relationships. Although respecting authority is a positive cultural value, it may sometimes suppress students' willingness to express their opinions or explore unconventional ideas – particularly detrimental in art education, where creativity and self-expression are integral.

Another challenge is the tension between tradition and innovation. While traditional art forms are invaluable for preserving cultural identity, an overemphasis on rote replication can stifle students' creative potential. Teachers must navigate this tension by finding ways to incorporate contemporary pedagogical practices that foster originality without undermining respect for traditional methods. Moreover, meeting the diverse needs of primary school students, who differ in skill level and interests, remains a constant challenge. Teachers often struggle to provide personalized attention in large classrooms, potentially leaving less confident students feeling overlooked.

To address these challenges, several strategies are advisable. First, adopting a more student-centered approach can enhance communication and engagement. Teachers should encourage open-ended questions, discussions, and opportunities for students to share their interpretations of artistic tasks. By creating a dialogical learning environment, students are more likely to feel valued and motivated to participate actively. Second, incorporating contemporary art practices and experimental techniques can stimulate students' creativity and help them discover their unique artistic styles. For instance, blending traditional Chinese motifs with modern artistic media – such as digital art or artificial intelligence tools – can make lessons more dynamic and relevant for younger generations. Additionally, collaborative projects and constructive peer critiques can foster a sense of community and mutual learning among students.

In Ukraine, visual arts also occupy an important place in the education system, but the emphasis is on cultivating creative thinking, innovation, and self-expression. Unlike the Chinese educational tradition, Ukraine's teacher-training system is more oriented toward an individualized approach to students and the development of personal initiative in the learning process (Konovets, 2022).

Ukraine's system of training visual arts teachers has deep historical roots and is actively evolving in response to current educational reforms. A key component of future teachers' preparation is the development of pedagogical and communicative competencies, which is especially relevant for working with primary school students. The Ukrainian education system places considerable importance on fostering students' aesthetic perception and their ability to express emotions through art (Bazylchuk, 2014).

University teacher-training programs include courses in fundamental pedagogy, teaching methodology for visual arts, psychological foundations for working with younger children, and the development of teachers' communication skills. These areas of study equip future educators with both theoretical knowledge and practical skills necessary for effective interaction with primary school students in the process of teaching art (Krasnyuk; Petrenko, 2022). The evaluation system for future teachers is based on a combination of theoretical knowledge and practical skills. Students undergo a state examination, which includes defending a qualifying paper and passing comprehensive exams. Special attention is given to creative works, participation in exhibitions, and competitions.

In Ukrainian institutions of higher education, preparing visual arts teachers focuses on developing both artistic and pedagogical competencies, with an emphasis on creative self-expression and an individualized approach to students (Bay, 2017). Programs include studies in art-teaching methods, fundamentals of child psychology and pedagogy, and practical teaching experience. The communication skills of future visual arts teachers in Ukraine are developed through dialogic methods aimed at collaboration, support, and the creation of a positive learning atmosphere. In the Ukrainian education system, teachers

often serve as mentors who help primary school students discover their individual abilities and express their emotions through art.

**Conclusion.** In conclusion, the preparation of future visual arts teachers for communicative interaction is an indispensable component of their professional development. By cultivating skills that enable them to engage with students on both purely technical and emotional levels, educators will be prepared to create dynamic, inclusive, and creative environments. As the educational paradigm continues shifting toward collaboration and partnership, the role of communicative interaction will remain crucial, fostering innovation and enriching the learning experience for all participants. Our findings indicate that in the PRC, traditions of discipline and hierarchical communication remain significant elements of pedagogical practice, whereas in Ukraine, teachers enjoy greater autonomy in choosing methodologies and focus more on individualizing the learning process. In the PRC, there is a stronger emphasis on integrating cultural heritage into instruction, while in Ukraine, the priority lies in developing students' creativity and independent thinking.

Therefore, the development of communicative competence enables future teachers to create a supportive educational environment, stimulate students' creative activity, and enhance their artistic abilities. Incorporating role-playing, practical teaching activities, and dialogue modeling in teacher-training programs fosters the formation of effective communication skills with children. Effective communicative interaction between the teacher and primary school students should become a key part of teacher education, contributing to a successful learning process and the formation of well-rounded personalities in schools.

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