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ПЕДАГОГІЧНИЙ АРТИСТИЗМ: КЛЮЧ ДО ЕФЕКТИВНОГО ТА НАДИХАЮЧОГО НАВЧАННЯ

Анотація. У статті розглядається еволюція ролі викладача в епоху домінування цифрових технологій та необмеженого доступу до інформації. Зазначається, що викладач перестав бути основним джерелом знань, оскільки студенти можуть знайти практично будь-яку інформацію онлайн. У цьому контексті педагогічний артистизм стає інструментом, який дозволяє викладачу вийти за рамки простого інформування, залучати, надихати, викликати емоційний відгук у студентів та навчати їх критичному мисленню в потоці даних.

У статті підкреслюється, що тема педагогічного артистизму не лише зберігає свою актуальність, але й набуває особливого значення в сучасній освіті. Педагогічний артистизм є предметом уваги українських науковців та дослідників, а також активно досліджується в зарубіжній педагогіці, хоча термінологія дещо відрізняється.

На основі аналізу різних визначень педагогічного артистизму, були визначені його основні компоненти: емоційна залученість - здатність вчителя викликати позитивні емоції у студентів, що сприяє кращому засвоєнню інформації та підвищенню мотивації до навчання; креативність - здатність викладача інтегрувати існуючі знання з інноваційними стратегіями; взаємодія між викладачем та студентами - активна комунікація, співпраця та обговорення, що допомагає викладачу зрозуміти потреби студентів; гнучкість - здатність адаптувати методи викладання, підходи та технології до різноманітних потреб та здібностей студентів; комунікативність - чітке пояснення матеріалу, взаємодія, обговорення та конструктивне вирішення конфліктів; ентузіазм - пристрасть до своєї професії та здатність передавати цей ентузіазм студентам; артистизм викладача - використання акторських прийомів та творчих методів для того, щоб зробити навчання більш захоплюючим, пам'ятним та ефективним.

Підсумовується, що педагогічний артистизм перетворює досвід навчання, роблячи його захоплюючим, незабутнім та по-справжньому ефективним.

Ключові слова: педагогічний артистизм, компоненти, емоційна залученість, креативність, взаємодія між викладачем та студентами, гнучкість, комунікативність.

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PEDAGOGICAL ARTISTRY: THE KEY TO EFFECTIVE AND INSPIRING LEARNING

Abstract. The article examines the evolution of the teacher's role in an era dominated by digital technologies and unlimited access to information. It is noted that the teacher is no longer the primary source of knowledge, as students can find virtually any information online. In this context, pedagogical artistry becomes a tool that enables the teacher to go beyond mere information delivery, to engage, inspire, evoke emotional responses in students, and teach them critical thinking amid the flow of data.

The article emphasizes that the topic of pedagogical artistry not only remains relevant but also gains particular importance in modern education. Pedagogical artistry is a subject of interest among Ukrainian scholars and researchers and is also actively explored in international pedagogy, although the terminology may vary somewhat. Based on the analysis of various definitions of pedagogical artistry, its key components have been identified: emotional engagement — the teacher's ability to evoke positive emotions in students, which contributes to better information retention and increased motivation to learn; creativity — the teacher's ability to integrate existing knowledge with innovative strategies; interaction between teacher and students — active communication, collaboration, and discussion that help the teacher understand students' needs; flexibility — the ability to adapt teaching methods, approaches, and technologies to the diverse needs and abilities of students; communicativeness — clear explanation of material, interaction, discussion, and constructive conflicted solution; enthusiasm — a passion for the profession and the ability to convey this enthusiasm to students; teacher's artistry — the use of acting techniques and creative methods to make the learning process more engaging, memorable, and effective. It is concluded that pedagogical artistry transforms the learning experience, making it engaging, memorable, and truly effective.

Keywords: pedagogical artistry, components, emotional involvement, creativity, interaction of teacher and students, flexibility, communicativity.

Problem statement. In an era dominated by digital technologies and boundless access to information, the role of the teacher is evolving. The teacher is no longer the primary or sole source of knowledge, as students can find virtually any information online. In this situation, pedagogical artistry becomes a tool that allows the teacher to go beyond simple informing. It helps to engage, inspire, elicit an emotional response from students, and teach critical thinking amidst the flood of data. Therefore, the topic of pedagogical artistry not only retains its relevance but also gains special significance in the context of modern education, becoming not just

a desirable quality, but a necessity for a teacher striving to be truly effective, in demand, and successful.

Analysis of the latest studies and publications. Pedagogical artistry is a focus of attention for Ukrainian scholars and researchers, especially in the context of developing pedagogical mastery, emotional intelligence, and innovative approaches to teaching. The issue of teacher artistry is examined in the works of a number of scholars working in the fields of pedagogy, psychology, musicology, and theater pedagogy.

For instance, I. Zyazyun, a prominent Ukrainian educator, addresses the artistic component in his works on pedagogical mastery and teacher culture. L. Zadorozhna investigates issues related to the formation of pedagogical mastery, which includes artistry. Furthermore, numerous authors conduct dissertation research and publish articles on various aspects of forming a teacher's professional competencies, where pedagogical artistry is often highlighted as a crucial component.

The topic of pedagogical artistry, particularly in the context of higher education, is also actively researched in foreign pedagogy, though the terminology differs somewhat. Closely related concepts are often used, such as "arts integration," "creative pedagogy," "teacher presence," "performativity in teaching," or "teaching as an art".

Greene, M. deeply analyzes the role of imagination and art in education, urging educators to use art as a tool for developing critical thinking, empathy, and social justice. Eric Booth develops the concept of "teaching artistry," which encompasses not only deep subject matter knowledge but also the ability for creative expression, improvisation, and creating an inspiring atmosphere. Booth focuses on the practical application of artistic skills in education. Joan Russell explores how educators can use artistic practices to foster deeper and more emotional engagement with students. Her work focuses on integrating the arts into education, especially in the context of developing teacher professionalism and transforming the learning process.

While using varying terminology, foreign researchers agree that effective teaching goes beyond the mere transmission of information. It demands engagement, emotional impact, a creative approach, and the ability to inspire and cultivate a unique classroom atmosphere. These aspects form the core of what's commonly referred to as pedagogical artistry.

This article aims to consider the concept of pedagogical artistry and its components.

Presentation of the main material. To be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides,

they need to feel responsible for the students' learning process, regardless of the students' aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as examples of lifelong learners, and are investors of their own education.

There are many different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep just copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even for the teacher.

For many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject.

Students expect a teacher to have good content knowledge to be considered effective, which inspires the students' confidence in the teacher. In addition, effective communication of content knowledge is a hallmark of good teachers. However, having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement.

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and their own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly.

Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn. Effective teachers are innovative, invite students to approach and interact, and also value diversity. To finalize, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teachers [7].

To be an effective teacher there should be an interaction among different factors. One of them is the teacher's knowledge, enthusiasm and responsibility for learning. Another factor is that effective teachers should provide the students with activities and assessments that encourage them to learn (and learn through experience), as well as having engaged feedback. Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. The responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

Teaching and learning are much more than just reaching specific goals. It's about the teacher's entire personality shining through. You can't simplify teaching down to a mere technique; effective teaching stems from who the teacher is and their genuine character. Just as people's personalities vary, so do their teaching styles. There isn't a single rulebook that dictates the art of teaching [2].

In essence, the classroom is a theater, and the teacher is the director and lead actor, crafting an atmosphere for their student audience. They serve as the crucial link that transforms the curriculum into something truly captivating. This act of teaching is a performing art, demanding a teacher's imaginative flair, drawing from both intellect and intuition. The hallmark of artistry in teaching is the skill to design a lesson, guiding its momentum, molding its patterns, and adjusting its mood so that all its elements coalesce into a unified, powerful whole – a process often felt more deeply than it can be described [10].

Based on the analysis of various definitions of pedagogical artistry, its components have been identified.

The ability to absorb new information increases when students are emotionally engaged in the learning process.

Teacher emotions significantly impact student motivation, with ample evidence supporting this connection. When teachers genuinely express positive emotions like joy in the classroom, it sparks greater student interest in the subject and encourages more active participation. This is primarily because a teacher's enthusiasm directly translates into more stimulating instruction. Student motivation is one of the areas of influence from teacher emotions in which the most evidence has been found. Spontaneous positive emotional expression in the classroom, especially when joy is involved, provokes a greater interest in the subject matter and makes the student more participatory, principally because a lot of enthusiasm from the teacher is related to more stimulating instruction [9].

Emotions are a powerful catalyst for students' active participation in the learning process, increasing their motivation. When material is associated with positive emotions, it facilitates easier comprehension and memorization. Therefore, emotional engagement has been identified as the next component of pedagogical artistry.

Pedagogical artistry is the ability of an educator to use creative methods and tools to achieve learning objectives and enhance students motivation. Defining creativity is tricky. Many top experts in the field pinpoint various activities as creative, and their research often looks at people widely considered creative, like politicians, scientists, artists, and teachers. Some creativity analysts even draw a key distinction, separating "high-level" creativity from "common" creativity. A teaching is said to be creative when an instructor combines the existing knowledge with a new way that is new or unique or introduces a new process to nourish cognition to obtain a useful outcome (learning). This could be planned before teaching or is adopted as a response towards the needs of a certain learning context.

Creative teaching is an art and therefore instructors cannot be taught didactically on how to be creative. However, instructors need to develop a range of

skills themselves which they can adapt and apply to different situations. Creative teachers are not only necessary to achieve complex educational goals, but they are also necessary to inculcate skills of the students so that they can act more effectively in today's globalized world. Of the studies that have been conducted around the world, creative teachers share many similar characteristics, such as student-centered, fostering students' interest in the class, showing a high awareness and interpersonal skills, have internal motivation that is based on values, and willing to take risks while still within the compounds of their safe environment.

Creative teaching is characterized by a teacher's capacity to integrate current knowledge with innovative strategies or introduce new processes that stimulate cognition and produce valuable learning outcomes. This might be conceptualized prior to instruction or adopted in response to specific learning demands. While the inherently artistic nature of creative teaching prevents it from being taught didactically, instructors can, and should, cultivate a variety of adaptable skills. This personal skill development directly enhances creativity, demonstrating that teachers' creativity in teaching can be effectively trained [1].

In this, creativity plays a key role and has been identified as one of the components of pedagogical artistry. In pedagogical artistry, creativity is evident in the educator's ability to design engaging lessons using diverse teaching methods and techniques. It also helps in finding innovative approaches to various problematic situations that may arise during the learning process. Pedagogical artistry, rooted in creativity, makes learning more interesting and effective.

Active interaction between the teacher and students is essential for stimulating learning. It allows teachers to understand students' needs, interests, and individual capabilities, enabling them to adjust teaching methods and forms when necessary, thereby making learning more effective.

While "interaction" originated in computing, its use has expanded as society has evolved. In education, teacher-student interaction encompasses all mutual engagements and influences between teachers and students. These interactions manifest in various forms and at different levels, leading to distinct types like reflective interaction and experiential interaction.

Human behavior itself is shaped by the interplay between an individual and their environment, with outward actions being governed by conscious thought. In a blended learning setting, teacher-student interaction specifically refers to the ongoing communication, collaboration, and discussion between teachers and students to achieve shared learning goals [13].

Classroom activities using a communicative approach thrive on interaction, both between teachers and students and among students themselves. This constant communication helps the teaching and learning process run smoothly and ensures instructional goals are met. When these interactions occur, the traditional gap between teacher and student shrinks, leading to a more balanced learning environment where both teachers and students actively participate.

This meaning-focused interaction facilitates the exchange of information and prevents communication breakdowns. It forms the very basis of learning, engaging

students in two key ways: by boosting their communicative abilities and by helping them socially construct their identities through collaboration and negotiation. Teacher-student interaction behaviour is one of the important factors affecting students' learning engagement [3].

Therefore, the next component is interaction between the teacher and students.

Effective teachers gain experience over time that helps them become more flexible. Flexibility is defined as being adaptable to different situations and adjusting instruction to meet student needs. Flexible teachers are able to use diverse teaching techniques and strategies. They can balance multiple tasks while making students feel appreciated [4].

Flexibility is crucial for effective learning. It plays a vital role not only in helping students thrive but also in maintaining a balanced and healthy teaching environment.

It's important to note that flexible teaching doesn't mean sacrificing structure. Students rely on some level of structure to make sense of their education. They need some guidance after all. However, a flexible approach allows teachers to adapt to the classroom dynamics rather than imposing rigid routines. A flexible teacher is, first of all, a person who is not afraid of change and testing out new things in order to offer a unique learning experience to their students.

Being a flexible teacher involves both adapting teaching methods to the needs of each student as well as being willing to try new approaches. By adjusting strategies to accommodate each student's unique requirements, teachers are able to create an environment that better supports their learning and lifestyles.

Additionally, embracing innovative techniques allows them to continuously improve and meet the evolving needs of their students. Thus, flexibility is a crucial attribute for teachers as it enables them to enhance their effectiveness in their profession.

It is also notable that flexibility in teaching comes much easier with smaller classrooms or a lower student-to-teacher ratio. In situations like these, the teacher can adapt their methods and schedule to each student, without being overwhelmed with too many different needs [12].

We believe flexibility should be a key component of pedagogical artistry. An educator with flexibility can not only adapt their teaching methods, approaches, and technologies to meet students' diverse needs and abilities, but also experiment with various methods, techniques, and educational materials to make learning more engaging.

Communication skills of a teacher have a significant role in the academic success of the students. Teaching is all about communication - listening, speaking, reading, presenting and writing. Teachers who hone their communication skills are prepared to instruct, advise and mentor students entrusted in their care. Therefore it is necessary for a teacher to adopt good communication skills while teaching to the students. Effective communication must take into account the context and purpose for which teachers and students are communicating. Given the emphasis on 21st century competencies, more demands are being made on the students to explain,

justify and reason through problem-solving strategies. Good communication, in particular, is crucial not just for educators, but for success in all aspects of life.

Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lack of communication means that the students will not understand key concepts at all, or they will do incorrectly. Effective teachers can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications [5].

Communicativeness is one of a teacher's most crucial professional qualities. A positively oriented communication process fosters a creative atmosphere within the group and ensures a unique interaction between teacher and student. Communication is a vital component of pedagogical artistry. A teacher needs to clearly explain material, actively listen to student questions, and respond effectively. Furthermore, strong communication fosters interaction, discussion, the exchange of ideas, and the constructive resolution of conflicts.

It's impossible to succeed in teaching without passion for your profession and the ability to transmit that enthusiasm to your students. Enthusiasm helps teachers make the learning process more interesting and engaging, which in turn improves students' comprehension and retention of material. It also helps teachers stay motivated and energized to continuously refine their teaching methods. Beyond that, enthusiasm stimulates intellectual and creative activity, enabling teachers to be effective in problem-solving and student instruction.

Teacher enthusiasm is considered a crucial characteristic of effective and high-quality teaching. It refers to the combination of positive emotional experiences, such as enjoyment in teaching, and the display of these experiences through behaviors. In addition to influencing students' academic achievement, teacher enthusiasm is positively correlated with students' motivation, affective, and behavioral outcomes. This construct has also been identified as one of the characteristics that distinguish good teachers as well as a key indicator of instruction's quality which might contribute to teachers' health, happiness, and well-being [11].

We believe this component of pedagogical artistry acts as a driving force, allowing teachers to creatively and effectively implement their ideas and achieve great success in teaching. Therefore, enthusiasm has been highlighted as the next key component of pedagogical artistry.

Another important component of pedagogical artistry we've identified is the teacher's artistry. A teacher who can be artistic makes learning more engaging for students, helping them better absorb material and stay motivated. This fosters an inspiring learning environment. A teacher's artistry makes the learning process more effective, captivating, and memorable for students.

Using acting techniques in teaching has been suggested by a number of researchers (Eisner, 1968; Tauber, Mester and Buckwald, 1993; Sarason, 1999;

Griggs, 2001). Teachers, like actors, attempt to communicate to groups of people in an audience-like situation, and while the ends of comedy and instruction differ markedly, both the teachers and actors employ qualities to enhance communication; both must come through to the people with whom they work [8].

Both teaching and acting largely depend on the interaction between the teacher (actor) and the audience (students), as well as the ability of the actor to live the character she portrays. The same applies to teaching; a successful teacher has to be able to place herself in the students' shoes [6].

Artistic skills are a vital part of a teacher's competence. They help educators perform their work creatively and engagingly, foster student initiative and independence, and develop essential professional knowledge and skills in their students.

Not every teacher can be artistic, and that's perfectly fine. What's crucial is for educators to discover their unique teaching style. It's vital that a teacher develops their own strengths and finds an approach that works best for them and their students.

Conclusions. When a teacher possesses pedagogical artistry, they're capable of seeking out new teaching methods, employing non-standard approaches and ideas to engage students, and adapting to diverse situations and student needs. They also know how to communicate effectively with students, stimulating them toward active learning and development.

Pedagogical artistry is incredibly important for teachers because it transforms the learning experience. It's about more than just delivering information; it's about making education engaging, memorable, and truly effective.

An artistic teacher can make even complex or dry material come alive. By using creative methods, varied approaches, and dynamic presentation, they capture students' attention and spark their curiosity. This increased engagement directly leads to greater motivation to learn. When lessons are interesting and presented in an engaging way, students are more likely to understand and remember the material. Pedagogical artistry helps teachers find diverse ways to explain concepts, catering to different learning styles and ensuring deeper understanding.

Teachers with pedagogical artistry create an inspiring and lively classroom atmosphere. This isn't a passive space; it's one where students feel comfortable participating, asking questions, and exploring ideas. Teachers who embody pedagogical artistry are constantly looking for new and better ways to teach. They're not afraid to experiment with non-standard approaches, adapt to unexpected situations, and tailor their methods to meet individual student needs. By presenting information creatively and encouraging discussion, artistic teachers stimulate students' intellectual and creative abilities. This helps students develop problem-solving skills and learn to think outside the box. When a teacher demonstrates passion and artistry, they build a more profound connection with their students. This fosters trust and makes students more receptive to learning and guidance.

The enthusiasm and continuous self-improvement demonstrated by an artistically inclined teacher serve as a powerful example for students, subtly encouraging them to become lifelong learners themselves.

Pedagogical artistry allows teachers to be more than just instructors; it empowers them to be facilitators of discovery, inspiring students to embrace learning and achieve their full potential.

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