Abstract. The article examines the specifics of the professional training of future teachers of fine arts in the context of the application of modern innovative technologies. Philosophical and methodological principles of modern pedagogical education are singled out: human-centeredness, scientificity, accessibility, systematicity, practice, individual approach, creativity, academic autonomy, creativity and innovative development. The necessity of inculcating innovativeness as a way of thinking and a key leadership tool in the conditions of state-public partnership, the perception of globalization of educational processes and competitiveness as mandatory conditions for the development of the pedagogical education system is indicated.

Keywords: innovations, technologies, innovative training, innovative pedagogical technologies, innovative activity, future art teacher, interactive learning, interactive learning technologies.

Introduction. Currently, such issues as "partnership pedagogy", "new standards and learning outcomes", "school and teacher autonomy", "education financing", "agents of change", "motivated teacher" are becoming relevant. The main priorities of modern education are the self-determination of a person, his freedom to choose the optimal life path strategies. Modern innovative technologies in the educational process are a means of realizing important qualities of future teachers, such as the ability to interact, co-create, reflect, creativity, situational design, self-development, readiness for innovation, project, team and group activities, etc.

According to international standards, innovation is considered as the final result of innovative activity (new product, improved technological process). Regarding the educational sphere, innovation is considered the final result of innovative activity in the form of a new content, method, form of organization of the educational process or improved learning technologies or a new approach to social services in the field of education.
New educational technologies and trends are emerging in today's realities: digital education (E-learning); blended learning (blended-learning); AR/VR technologies: virtual and augmented reality; gamification, game technologies (Edutainment); STEAM education; health care technologies; plein air lessons (lessons in the fresh air); Singaporean educational structures; artificial intelligence-AI; time management in pedagogical practice.

**Literature review.** V. Bezpalko, I. Dychkivska, O. Pehota, O. Pometun, G. Tokman, and others investigate the problems of introducing effective means and modern learning technologies into the educational process in institutions of higher education.

There are "partially methodical, methodical and generally didactic levels of innovation" [7, p. 10]. Depending on the specifics and use of innovations, the following types are distinguished: technological, methodical, organizational, managerial, economic, social, legal. In particular, methodical innovations cover the field of methods of education and upbringing, teaching and learning, organization of the educational process. This is the most widespread type of innovations in the field of education. According to the nature of the contribution to science and practice, innovations are divided into "theoretical and practical" [7, p. 8].

With regard to the traditional system of professional and pedagogical training, the educational process is built as a relationship between two autonomous actions: the teaching activity of the teacher and the educational and cognitive activity of students. The latter act as objects of management, as executors of the teacher's plans. Modern professional education is characterized by the interaction of a teacher and a student, where the student is the subject of the educational process, and the teacher is its organizer.

A number of scientific studies are dedicated to improving the process of training pedagogical workers in the field of art education. Studies by L. Masol, M. Kyrychenko, O. Oleksyuk, G. Padalka, O. Rudnytska, G. Tarasenko, O. Shevnyuk and others are devoted to the problems of teacher training, taking into account the specifics of this professional activity. O. Kaidanovska, I. Tereshko, O. Semenov and others pay attention to the organization of pedagogical (educational and professional) practice of students of art specialties. In particular, the organization of effective training in fine arts is the subject of research by S. Konovets, V. Kovalchuk, N. Myropolska, I. Muzhikova, M. Pichkur, etc. However, optimizing the training of future specialists in fine arts in relation to the application of the latest learning technologies is a promising topic for its coverage.

The purpose of the article is to find out the specifics of the application of modern innovative learning technologies in the process of professional training of future teachers of fine arts.

**Methodology.** In the research, we used a complex of general scientific and pedagogical methods. To ensure an objective and comprehensive study of the
researched phenomenon, an analysis of scientific and scientific-methodical sources was carried out; the state of development of the problem and prospects for further research were determined; generalization of pedagogical experience in teaching fine arts in a higher education institution; observation of the educational process to assess the use of interactive learning technologies; systematization and generalization for conclusions.

The results. Modern educational processes require further improvement of the organization of the educational process in institutions of higher education, in particular, the use of information and communication technologies, interactive teaching methods and multimedia tools.

Therefore, an important factor in our research is modern scientific approaches to training a future specialist. Among them, we distinguish the participatory-interactive one, which orients the participants of the educational process to activity, understanding the complementarity of their abilities and personal resources, the joint nature of the educational process, active interpersonal communication, self-organization and self-governance [2, 12-16].

Important philosophical and methodological principles of modern pedagogical education are: human-centeredness, scientificity, accessibility, systematicity, practice, individual approach, creativity, academic autonomy, creativity and innovative development [6].

According to the Concept of the Development of Pedagogical Education, among the requirements for educational programs for the training of pedagogical workers, it is indicated the need to instill innovativeness as a way of thinking and a key leadership tool in the conditions of state-public partnership, the perception of globalization of educational processes and competitiveness as mandatory conditions for the development of the pedagogical education system [3].

The content of the training of the future teacher of fine arts is aimed at forming the ability to actively use knowledge from fundamental disciplines, achievements in the relevant fields of science and technology, the ability to use modern methods of scientific research and information systems, to take into account the latest teaching methods (technologies), and therefore to have appropriate training.

Among the modern innovative trends in the development of pedagogical education, the following are also distinguished: understanding of one's own pedagogical experience, development of a personal trajectory of innovative activity, person-oriented education, development of an organizational and structural model of education, a system of multi-level structure of education, introduction of quality pedagogical practice. Innovative activity is an important feature of pedagogical work, which characterizes the relationship between the teacher's general culture, his creative potential and professional focus on introducing and spreading new things in pedagogical theory and practice.

R. Tkachuk and A. Ostapyovska characterize the readiness for innovative
pedagogical activity as a personal state that implies the presence of a teacher's motivational and valuable attitude to professional activity, mastery of effective methods and means of achieving pedagogical goals, the ability to be creative and reflective [8, p. 41]. In particular, the innovative competence of an educator is "awareness of new pedagogical technologies, sufficient mastery of its content and methodology, a high culture of using innovations in educational work, personal conviction in the need to use innovative pedagogical technologies [9, p. 41].

The theoretical model of a teacher's innovative activity consists of the following structural and functional components: motivational, cognitive, creative, technological, reflective. Therefore, innovativeness is openness, insight for other, different from personal, opinion. That is, we are talking about the readiness of the teacher to treat his position not as the only possible and correct one.

In accordance with the above, the important functions of innovative education of future teachers of fine arts are the problematic and conflictual nature of reality, a critical attitude to standards, openness to the environment and professional innovations, a creative attitude to the world, the desire for self-realization, and the implementation of one's own ideas in innovative activity.

The general basis of the innovative training of a modern art teacher is creative pedagogical activity, that is, systematic research, dialogue and discussion activity, modeling and forecasting of pedagogical innovations.

In innovative educational transformations, the requirements for the level of theoretical knowledge and practical training of the future fine art specialist are changing. In particular, he should be able to direct the educational process to the child's personality, build his own professional activity so that every student has unlimited opportunities for independent and self-efficient development; have a developed creative imagination; a sustainable system of knowledge that reveals the essence, structure and types of innovative activity; the ability to purposefully generate new non-standard ideas using intellectual tools and self-realization mechanisms; psychological and pedagogical knowledge about the development and implementation of innovative processes in the education system; special psychological-pedagogical methods, techniques and tools, the use of which enables active involvement in innovative pedagogical activity [1, p. 278–279, 11-16].

In general, the renewal of the modern education system requires from the future teachers of fine arts knowledge about innovative changes in it, about the differences between the traditional, developmental and personally oriented education system; understanding the essence of pedagogical technology; knowledge about interactive, integrative, problem-heuristic, game, suggestive and therapeutic, museum and media-pedagogical technologies; mastery of technologies for diagnosis, design and modeling of one's own methodical system of training and education, developed didactic, reflective, creative, projecting, diagnostic skills; the ability to analyze and evaluate your individual style.
The introduction of innovative pedagogical technologies into the organization of the learning process largely solves the issue of mastering by future teachers of fine arts the skills and abilities of self-development of the personality, the development of creative professional activity, the formation of personal qualities that would meet modern requirements and ensure success in innovative pedagogical activities. We consider pedagogical technologies of interactive learning as innovative.

Pedagogical science interprets interactive learning as an opportunity to receive information (knowledge, attitudes, positions, attitudes) from other learning participants, interpret them, generalize, draw conclusions, construct a personal, individualized picture of the world and one's place in it.

Interactive learning is a special form of organizing cognitive activity that has specific and predictable goals. One of them is to create comfortable learning conditions under which every student feels successful and intellectual. This makes the learning process productive and gives every student the opportunity to reveal himself, develop his own creative abilities and realize himself as a self-sufficient individual. In our opinion, the use of interactive learning technologies in fine arts classes will ensure not only the successful learning of the educational material by all students, but will also positively affect the development of their intellectual and creative abilities, contribute to the development of their independence and activity.

So, the essence of interactive learning is that the learning process takes place only through constant, active interaction of all students. This is co-learning, mutual learning (collective, group, cooperative learning), in which the student and the teacher are equal, equal subjects of learning, understand what they are doing, reflect on what they know, can do and do [7, p. 13].

The organization of interactive training involves modeling life situations, using role-playing games, joint problem solving based on the analysis of the circumstances and the relevant situation. And also contributes to the active formation of skills and abilities, the creation of an atmosphere of cooperation, interaction, which excludes the dominance of one participant in the educational process over another, one opinion over another. In the process of interactive learning, students master the skills of communicating with other people, think critically, make informed decisions, and also prepare for the use of educational innovations in further professional activities.

We believe that interactive trainings are the most effective among all modern learning technologies. After all, they provide for dialogicity, activity-creative nature, support for the individual development of the student, giving him independence in decision-making, creativity, choice of content and method of learning and behavior.

Therefore, the main content of the forms of training education is the formation of an individual style of professional creative activity of the future art teacher. Interactive learning technologies affect the traditional educational process in a new
way, increase its effectiveness, and are aimed at the development of the student's personality.

Active learning is such an organization of the educational process, which is aimed at all kinds of activation of the educational and cognitive activity of pupils (students) by means of a wide, preferably complex, use of pedagogical (didactic) tools.

Currently, researchers are convinced that an active learning mode is the most desirable and justified for modern students. After all, it involves the use of cooperative learning with all technologies of work in small groups, projects, debates and other types of discussion, experimental exercises, modeling, sociological and field research, etc. [7, p. 16].

In the context of our research, the experience of using interactive learning technologies in the process of training future art teachers deserves attention. Currently, along with traditional educational work, interactive learning technologies are combined with students. It is they who provide effective feedback between the participants of the educational process, between students and educational information. This is co-learning, mutual learning (collective, group, paired, cooperative learning, etc.), where the student and teacher are equal subjects of learning.

L. Masol, O. Krasovska [5; 4] in their writings, they sufficiently thoroughly reveal the peculiarities of the use of interactive technologies for teaching art disciplines. Their wide application has a positive effect on the training of future teachers of art disciplines.

Discussion. Currently, the use of the project method is one of the possible means of effective training of future art teachers. For example, students' implementation of artistic projects (informational, research, practical-creative, game) contributes to the development of their creative non-stereotypical thinking, activity, independence, etc.

Thanks to brainstorming, there is a free accumulation of a significant number of ideas and the ability of students to express their emotional and valuable attitude to an artistic work of fine art, its content, to reveal the author's main idea, etc.

Collective creative work unites students in the process of performing a joint artistic and creative task, the elements of which each student performs. So, interesting examples of the implementation of this technology are the execution of free paintings for panels in the Tryplian style, the execution of decorative wall paintings (Petrykivskyi, Samchykivskyi, Umanskyi, etc.), salt dough modeling of favorite fairy-tale heroes, making collages from various materials, etc.

Using the method of working in small groups and pairs gives students the opportunity to acquire the necessary skills for creative communication and cooperation in a team. Situational games, story role-playing games, dramatizations, educational games - enrich and complement the content of practical classes. For
example, "Advertising agency" (production of various advertising products), "Fashionable style" (production of clothing sketches for various life events), "Creative workshop of young florists" and others. In particular, the use of role-playing games involves simulating the educational process and learning to quickly and correctly respond to a new situation, make specific decisions, evaluate various significant circumstances and perspective.

The method of interviews, microphones, questionnaires and surveys allows each student to quickly express his opinion orally or in writing. For example, "Primary and derivative colors", "Important laws of composition", "Types of decorative art", "Painting techniques", etc.

The use of such effective programs as CoPt and SAI for drawing, ArtRage for creating realistic artwork on the computer, and Let's Create! Pottery 2 for online sculpting lessons" [8] as well as the use of game techniques (quests), information and communication platform Google Arts & Culture, virtual tours of museums of Ukraine and the world [8].

Debates are an interesting method of teaching art subjects. Their flexibility allows you to use elements of art as factual information, learn new radical and moving ideas, and expand the boundaries of your creativity and thinking [10, p. 205].

**Conclusions.** The search for ways to further improve the training of future art teachers who could successfully introduce innovative methods (technologies) into the work practice of the new Ukrainian school continues. The use of interactive learning technologies, in our opinion, is a means of preparing students for innovative activities. In particular, the formation of a new position of the individual in relation to the world, to psychological and pedagogical science, to himself.

The analysis of studies devoted to the professional training of future teachers of fine arts in the context of the application of modern innovative learning technologies showed that the use of interactive learning technologies creates conditions for the training of a competent specialist, armed with the latest methods (technologies), capable of working with any audience, in the broadest sense - with society; to create an atmosphere of active work, creativity, cooperation, mutual understanding. The prospect for further exploration is the development of complex innovative technologies for the professional training of specialists in artistic disciplines in the conditions of European integration and globalization.

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