

Finally, one more issue is worth raising. The identification of specialised artistic competences can be done by observing the behaviour of teachers during the process of art education, their self-assessment of the level of this competence and the assessment of factual, specialised knowledge with test method. Each of these approaches applied to assess the level of specialised artistic competences of early childhood teachers requires the use of appropriate tools to analyse and evaluate the preparation of these teachers for the reception of visual arts. This issue, however, goes beyond the scope of this study.

... instead of conclusion

As it has already been pointed out, art education at the level of early childhood means a process that results in the increase of the child's knowledge in the area of broadly understood visual arts, the understanding of its language, deepening the aesthetic and moral sensitivity of the child, increasing the level of the child's involvement in the creation and reception of the value of art, as well as the acquisition of competences which determine the perception of visual products and enable artistic self-expression. In this context, it is important to prepare the teacher for the implementation of educational activities in the area of visual arts, with the use of high-level specialised artistic competences. The explications presented in this study are the first step in consolidation of the model of specialised artistic competence under development. This is only a stage of cognitive recognition of the issue under consideration, which requires further theoretical findings and coherent practical implications, however – in the opinion of the author of the study – it can contribute to moderating discussions and further research on the shaping and deepening of professional specialised artistic competences of teachers in early childhood education.

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