

An aerial photograph of a city, likely Kazan, Russia, featuring a prominent mosque with a large green dome and minarets, and a tall, dark stone cathedral spire. The city is situated on a riverbank with a white stone wall in the foreground. The sky is overcast and grey.

**Pedagogical approaches to
the development system of
artistic culture of individual**

PEDAGOGICAL APPROACHES TO THE DEVELOPMENT SYSTEM OF ARTISTIC CULTURE OF INDIVIDUAL

APROPIACIONES PEDAGÓGICAS DEL SISTEMA DE DESARROLLO DE LA CULTURA ARTÍSTICA DEL INDIVIDUO

ABSTRACT

In this article we consider the most significant pedagogical approaches that are applied in the pedagogical system of the development of the artistic culture of the individual that we have developed. Today, along with traditional pedagogical approaches, innovative approaches are actively being developed and used in work aimed at the subject-subject relationship of the teacher and the student in the educational process [5]. Teacher's choice of the most effective approaches should be implemented taking into account age features of students. The following priority goals were defined: preschool children (4-6 years) – development of observation and imagination, junior and middle school children (7-12 years) – development of creative abilities, adolescents (12-16 years) – development of interest and preferences in arts, students (16-22 years) – needs formation (professional level). The main findings of the study were made on the basis of both theoretical and empirical study: the experiment from 2012 to 2017 in the open by the authors of the Children's Academy of art and design (ages 4 to 16 years), Design college in Naberezhnye Chelny city (age 16-20 years), a Private educational institution of higher education «Kamsky Institute of art and design» in Naberezhnye Chelny city (18-22 years), the Department of design and national arts of the Kazan Federal University (18-22 years). The main method that we used in the analysis of the effectiveness of the pedagogical process aimed at mastering the fine arts is the analysis of the art works performed by students. The article reveals the main results of theoretical research, confirmed in the course of the experiment.

KEYWORDS: pedagogical system of development of artistic culture of personality, system approach, interactive approach, facilitative approach, integrative approach, differentiated approach.

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RESUMEN

En este artículo consideramos los enfoques pedagógicos más significativos que se aplican en el sistema pedagógico del desarrollo de la cultura artística del individuo que hemos desarrollado. Hoy en día, junto con los enfoques pedagógicos tradicionales, los enfoques innovadores se están desarrollando activamente y se utilizan en el trabajo dirigido a la relación sujeto-sujeto del profesor y el alumno en el proceso educativo [5]. La elección del maestro de los enfoques más efectivos debe implementarse teniendo en cuenta las características de edad de los estudiantes. Se definieron los siguientes objetivos prioritarios: niños en edad preescolar (4-6 años) - desarrollo de observación e imaginación, niños de escuela intermedia y secundaria (7-12 años) - desarrollo de habilidades creativas, adolescentes (12-16 años) - desarrollo de interés y preferencias en artes, estudiantes (16-22 años) - formación de necesidades (nivel profesional). Los principales hallazgos del estudio se realizaron sobre la base de estudios teóricos y empíricos: el experimento de 2012 a 2017 en el abierto por los autores de la Academia de Arte y Diseño Infantil (edades de 4 a 16 años), Escuela de Diseño en Naberezhnye Ciudad de Chelny (16-20 años de edad), una institución educativa privada de educación superior «Kamsky Instituto de arte y diseño» en la ciudad de Naberezhnye Chelny (18-22 años), el Departamento de diseño y artes nacionales de la Universidad Federal de Kazan (18 -22 años). El método principal que utilizamos en el análisis de la efectividad del proceso pedagógico dirigido al dominio de las bellas artes es el análisis de las obras de arte realizadas por los estudiantes. El artículo revela los principales resultados de la investigación teórica, confirmados en el transcurso del experimento.

PALABRAS CLAVE: sistema pedagógico de desarrollo de la cultura artística de la personalidad, enfoque sistémico, enfoque interactivo, enfoque facilitador, enfoque integrador, enfoque diferenciado.

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1. INTRODUCTION

In the modern Russian pedagogical science are important issues for the development of arts education as an integral continuity of the system with specific shared goals and objectives (educational, developmental, educational), and determine target priorities for each age period. The main purpose of the system is to develop the individual's artistic culture, which is formed by each member of the society and determined his needs and abilities to master and create the world of art values. It is about a cultivated aesthetical perception which is able to regulate the productive artistic and creative activity [1]. Nowadays, society is experiencing an objective need of an individual capable of artistic and creative re-comprehension and the development of the surrounding world in accordance with the laws of beauty [7]. In this regard, there is a great need of scientific-methodical support in the educational practice in the field of fine arts implemented through system approach. It is necessary to represent art education as a holistic process that includes the student in the art-oriented productive creative activity focused on developing his cognitive aesthetic views and emotional-value attitude towards the fine arts [9].

MATERIALS AND METHODS

The process of development of an individual's artistic culture becomes successful only if the priority principles of goal-setting are clearly defined at each and every level of the person's growing up period. Proceeding from the great practical experience, we can state that, for example, in the work with preschool children, the greatest attention we should pay to the development of observation and imagination, to filling the consciousness of a small person with numerous visual images since the child so far has no significant experience of communication with the outer world. For this, it is necessary to teach him to consider, synthesize and analyze the visual information

he received, the techniques and methods of fantasizing and the creation of new objects. In working with schoolchildren, it is important to develop creative abilities, skills and skills in the field of the image of the surrounding world. By the age of 10-11 the child is already able to compare the results of his artistic activity. One is quite self-critical towards them. If he realizes that his drawings and the surrounding reality are not alike and recognizes higher qualitative criteria and significance in other children drawings, he will abandon drawing for a long time and even forever.

In adolescence (pre-professional period), it is necessary to create a high level of interest and aesthetic preferences with the aim of consciously choosing the cultural environment where the teenager later plans to live and realize his future plans including the professional field. Working with students, whose future profession is defined, requires the formation of an aesthetic need in a creative attitude to any activity. If the chosen profession is also related to the creation of artistic objects, the teacher's task is to maximize one's involvement in creativity and create daily need for it.

The holistic pedagogical system ensures the realization of goals, sub-goals in accordance with the age limits, the tasks of art education; it is correlated with the traditions accumulated by the historical experience of artistic and aesthetic training of the younger generations and is based on various pedagogical approaches: system, cultural, personality-activity, individual, interactive, facilitation, integrated, multicultural, etc. The teacher, who determining his attitude to the teaching process, his philosophical vision of the organization of the pedagogical process, focuses on the subject-subject or subject-object approach in interaction with students. The prevailing form of education in the modern Russian education system generally is based on subject-object relations, which are based on the teacher's priority in the educational process. Subject-subject relations, involving an equal interaction between the teacher and the student in the process of achieving educational goals, unfortunately, are rare. This is a serious problem that requires timely solutions, since the use of the subject-subject approach significantly increases the effectiveness of the learning process and gives an opportunity of the efficient solution of such educational tas-

ks as: activation of the learning process, increasing motivation for learning, building subject-subject relationships in the human – nature system, brake the barriers between the student and the teacher, activation of thinking, establishment of dialogical relations, promotion of the manifestation of personal qualities, creative their abilities, desire for cooperation and social activity. One such approach (of subject-subject type) in our opinion is an interactive approach, which might be realized by achieving an effective feedback in the teacher-student dialogue. This is continuous, free, active communication, in which teacher provides constant observation of the students' response, and presents constant adjustment and optimization of the educational process. Interactive – which means that the educational process contains an element of interaction, if the object is able to respond to any other object's actions in real time, i.e. here and now, it is interactive. For example, during the process of performing any creative pictorial or graphic task it is exactly the contact that happens between the teacher and the student.

One of the increasingly popular pedagogical approaches is the facilitation approach, which is close to the interactive one. "Facilitation" in the context of the education system means "creating favorable conditions". This approach implies the creation of the good environment in the classroom, the most optimal for solving educational problems, based on the teacher's cooperation with the students, the acceptance and constant support of the students, belief in their ability, mutual respect and trust.

In our opinion, the possibility of creating a supportive creative environment in the classroom visual arts does not require much effort from the teacher. Entourage in the form of a professional bench-easels, field training tables with still lifes, burning lamps-the floodlights, the kind of theatrical space contribute to this. At the same time, the soft voice of a teacher giving individual recommendations on the conduct of the work. Background not loud classical instrumental music further enhances this effect and adjusts the student in a working mood. Every new bar or swab brings him aesthetic pleasure. If the teacher doesn't like what the student is doing, then immediately corrects it and sends it. So the fear risk of student failure is reducing.

Facilitative approach having a humanistic orientation in our opinion is universal in mastering any kind of art. And the space itself plays a special role in it, which is an integral part of the environment, because the space is empty, not filled with objects, color, sounds, smells, action, learners is not clear. Therefore, we identify the notion of space with the notion of surroundings.

It should be noted that the environment puts forward one more pedagogical condition for the realization of art education – an integrated approach to mastering art ("Every art is a means of organizing space" – P. Florensky). The environment makes it possible to maximize the field of spatial imagination among students, it is integrated by nature. Speaking of spatial imaginations, we mean the breadth, scope of imaginary ideas, fantasy, which from Boris Yusov's theory's point of view are an indispensable condition for the development of the creative potential of the individual [3]. B.P. Yusov developed the pedagogical aspect of the problem of the interaction of art back in the 80's of the 20th century. The same author invented the term "polyartistic approach". This approach presupposes a form of involving learners in art, which allows them to acquire basic ideas and skills in the field of each art, to understand the origins of different types of artistic activity [8]. How can this be realized in the current educational process? Use of music in class: listening to/"immersing" in music, associative perception and image of musical fragments, background sound, creating creative compositions in accordance with the theme of the song, and even simply drawing musical instruments, studying their design, the principle of sound production – an emotional mood and a desire to immerse in the musical environment too. The improvisational nature of the synthesis of the arts, which underlies any creativity, is a constantly evolving evolutionary process that gives rise to a new in culture, science, and education.

In spite of the fact that the teacher primarily searches for approaches to work with the teaching staff, one must not forget that a person, especially a creative one, requires an individual approach or a differentiated approach to the organization of the educational process [2]. Unfortunately, this approach is fully possible only for experienced masters who possess a rich set of knowledge, skills

and pedagogical abilities; these are teachers with a pronounced professional orientation. In each age period of human development, both the general properties inherent in the social group and the specific, individual characteristics are formed.

The development of creative abilities can not be the same for all children because of their individual characteristics [10]:

- Some students present themselves more fully in decorative work, others – in thematic tasks, some - in modeling, sculpture, volumetric modeling, and the others – in drawing from real objects;

- Someone more likes to draw with crayons, paint, but someone, with a pencil and even just a pen;

- Someone draw interesting and rather complex compositions, others choose a very simple plot and are primitive, they simply solve it, others like to represent the same objects, for example, tanks, planes, other equipment, but are indifferent, say, to depicting objects of nature and people .

That is why individual approach to students and differentiation in the organization of training are very important, which contributes to the creation of conditions for the development of all, not only those capable of visual activity. Teachers with skillful leadership should give every child the opportunity to actively, independently express himself and experience the joy of creative work. Selection of tasks of different levels of complexity, preparation of auxiliary materials with more detailed explanation of the creative task, assistance to the lagging child, the definition of artistic material in accordance with his preferences, the choice of an individual pace of the task – all this will help the learner to more successfully cope with the work performed, to believe in one's own strength.

RESULTS AND DISCUSSION

During the experiment on introduction in educational process of pedagogical approaches indicated we made the following conclusions: teacher, implementing the pedagogical system of the development of artistic culture of personality is necessary in orientate in

a wide range of modern technologies, trends, ideas, schools [11]. Traditional pedagogical experience is our wealth, to which we must be treated with respect and maximum use. Despite that, new ideas, approaches to teaching children deserve attention. Subject – subject approaches aimed at an active equal interaction between the student and the teacher acquires the greatest relevance in the modern educational environment. To which we include such pedagogical approaches as: system (pedagogical system of development of artistic culture of personality), interactive (interaction of teacher and student), faculty (organization of creative environment), integrative (multicultural, synthesis of arts), differentiated (individual). The introduction of these pedagogical approaches in the practice of special educational institutions artistic direction showed high performance in the system of additional education of children (Children's Academy of art and design) significantly decreased the percentage of those who cease to attend classes and to engage in throughout the school year (from 33% at the beginning of the experiment to 8% at the end of the experiment); in the system of professional education (College or University) increased quality indicators, the average score at the evaluation of results of creative activity rose from 3.8 to 4.3 (with a five-point system), has increased interest in developing the profession, the desire for professional realization in their profession.

CONCLUSION

The effectiveness of art education in different age groups mostly depends on how well the priority goals are set and how did pedagogical approaches are determine in the system of development of the artistic culture of the individual. At the same time, we should consider that only the genuinely creative personality of the teacher, who organizes the given pedagogical process, is able to stand on same level with the student and to conduct the dialogue as equal. Only this interaction brings the exact result which we expect from the system of art education.

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