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ANALYSIS OF ARTISTIC AESTHETIC CREATIVITY AND CHILDREN'S ART EDUCATION BASED ON THE SCIENTIFIC SOURCES

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Abstract. *The article deals with teaching developing and nurturing after-school arts education on the process of harmoniously developed personality. The problem of the formation of a sense of beauty in the students in Ukrainian society. Emphasis is on basic research in the field of art education, the theoretical approach to the problem. Analysis of literature on the problem of artistic and aesthetic education of youth through art.*

Keywords: aesthetic education; art; art education; art schools; educational; fine art; national school education; organizational and methodological work; skills; social pedagogical problem.

1. Introduction

Art education of young people is an important part of the development of Ukrainian state.

The future of our nation depends on the ideology of the young generation, on what measure of the spirituality the foundation of their life will become.

Therefore, in the context of the establishment of an independent Ukraine state the artistic and aesthetic education are very important.

The aesthetic needs and interests are formed in this process, and it generates emotions, feelings and it develops artistic and aesthetic tastes and abilities.

2. Analysis of investigations and publications

The problem of organization and efficiency of Art Education is devoted to scientific work of such scholars A. Makarenko [11], O. Duhnovich [11], V. Sukhomlynsky [10], K. Ushynsky [4], E. Kay [5], S. Isakov [5], I. Ginzburg [5], D. Luchynskyy [11], W. Piasecki [4], E. Krupnik [12], R. Rabinovich [12], L. Nikolsky [11], B. Anan [4], B. Yusov [12], G. Labunska [8], A. Usov [12], T. Komarova [10], A. Grabowski [2], paid attention to the study of effective forms and methods of the development of creative abilities in the extracurricular art education.

3. The aim of the article

The analysis of artistic and aesthetic creativity of students in the extracurricular educational institutions and art education of children through the means of art based on scientific sources.

4. Children's art education

Creative human activity is extremely favourable background for expression of personal views and feelings.

Artistic creativity is a means of self-expression for humans.

It characterized as an activity in which the process, the material and spiritual values are created by means of fine, decorative arts, working on-learning, studying the design: formation of artistic knowledge, ability, skills that are impossible without art.

Artistic and aesthetic education are not only the process of the artistic knowledge and skills, but also a universal means of personal development of children based on the detection of artistic and aesthetic needs, interests and individual abilities.

The aim of it is to form a positive attitude to art in the children, to develop artistic and aesthetic consciousness, the capacity for self-actualization, the need for spiritual self-improvement by the help of art.

The system of artistic and aesthetic education and training has a broad space for improvement and revival of national, cultural traditions. It is important that for radical changes the urgent need will be experienced and realized not only by scientists and educators-practitioners, and also by all people who are involved in the education of the children and youth.

Many teachers advised to develop a personality and aesthetic culture in the most suitable for it ages - the early school years.

Those teachers were – A. Makarenko [11], V. Sukhomlinsky [10], K. Ushinsky [4].

They argue that harmony and beauty creates a particular emotional experience in the child, inspires direct interest to the life, to the art and to the society.

K. Ushinsky [4] said that every academic subject has an aesthetic element.

V. Sukhomlinsky [10] argued that full mental development of the child is impossible without the art.

Exploring the role of art in the education of children. E. Kay [5] notes that the value of aesthetic sense in life and human activities fit into it much deeper than all the others, so it is necessary to introduce art classes in a system of education.

For the purpose of artistic and aesthetic education it is necessary to draw children's attention to the beauty of the surrounding nature and the environment in the author's point of view.

Paper, crayons, chalk, paint and clay should be provided to the child after the first moment of adult life. The child should be granted to full freedom in the choice of themes and subjects for his paintings [5, p. 138].

The sculpture has great importance on the artistic development of the child.

S. Isakov started that studies of modelling and design of the paper can be the first step in art education from 5 - 6 ages [5, p. 143].

Well-known scholar and sculptor I. Ginsburg argued in his work [5] of teaching modelling in extracurricular learning that many of the tasks for the development of three-dimensional thinking successfully solved in the three-dimensional shape at first, and then on a plane sheet.

The problem of his work reflects the interest of teachers to different types of children's art, who often used in combination, – painting, sculpture, design, illustration, perception, as well as to various aspects of education – family and extracurricular educational institutions.

We can say that the author means the creation of aesthetics' educational system.

It includes all teachers and consistency in the educational process of various kinds of artistic activities, including artistic and aesthetic perception of art and reality [1, p.200].

An essential element of art education, says D. Luchynskyy [11], considers art history, namely the problem of its teaching.

He focused that it is necessary to teach this discipline not only in the extracurricular educational institutions, but also in secondary school [5].

V. Piasecki [4] wrote about the great values of the arts in the children's education.

He argued that art is one of the foundations of life, along with religion and science, and introduction to all secondary schools of aesthetic education and training is one of the best factors of moral health of our country and increase in value of all aspects Ukrainian's people [3, p. 140].

Investigating the artistic interests of children, E. Krupnik [12], R. Rabinovich [12], L. Nikolsky

[11] demonstrate that the focus of interest in art is a necessarily prerequisite for artistic and aesthetic development of children, the formation of artistic and aesthetic ideals.

Attitude to art objects and values, individual artistic and aesthetic activities define the outer limits of artistic development. [5, p. 40].

The moment of artistic and aesthetic activities, according to B. Ananeva [10], B. Yusova [12] is built on cognitive, aesthetic, artist, and organic moments of it and includes in complex the behaviours in a variety of links to the art and creative development of children.

Researcher G. Labunska [8] reports that expressive activity of children is a means of harmonious and comprehensive education of the child; it is a means of creative development.

This is the ability to perceive the surrounding world actively and through the art; and expressive activity affects on the artistic, aesthetic development of the child. [12, p. 16].

A. Usova [12], T. Komarova [10], A. Gribovska [2], exploring children's creativity, noted the important role of folk and decorative arts in the artistic education of children.

They argue that familiarity with folk art encourages in children the first bright idea of homeland, culture and art, it is the desire to create beauty, to create beautiful work [2, p. 14].

Extracurricular art educational institutions help children to navigate the socio-cultural situation in the state, it plays an important role in the professional implementation of personality, because they have their own specific characteristics. Investigating this question T. Sushchenko [11] believes that 90 % of young people got artistic skills and education in extracurricular institutions.

Author argues that extracurricular educational institutions promote the creative action and raising children.

Only in the extracurricular art the educational institutions are ahead of studying that enables artistic development.

Extracurricular pedagogical process is considered as a process of spiritual enrichment of teachers and children, enrichment of optimal social relationships and creativity.

Artistic creativity is an essential element of each component of extracurricular education, which positively affects on the aesthetic and artistic education of the child.

T. Sushchenko identifies the following principles of extracurricular educational process as its

individualization, voluntary, priority of education, co-creation, unity of development and self-development. He argues that the harmonious development of the child and the collective, creative process should be based on a study of the inner world of the child [11, p. 14].

T. Buhayko [5] in many of his writings clarifies the concept of “aesthetic education” and “art education”.

Author argues that aesthetic education is the education of aesthetic sensitivity, aesthetic attitude to the objective world of phenomena, objects.

It involves the formation of aesthetic feelings and aesthetic judgments of man, and art education is a tool of the overall objectives of aesthetic development [10].

The researcher believes that aesthetic education is impossible without art.

Art - is a part of the aesthetic culture as art education is a part of the aesthetic, and this part is extremely important. [10].

I. Podlasy emphasizes that the practical implementation of the educational principle requires a unified system of education both - in the classroom and in the extracurricular hours [7, p.10].

Education, by I. Kharlamov [7], is a process of organization and promotion of various activities of children, it is the key of experience that means the knowledge in various areas of their lives, practical abilities and skills, social and spiritual sense.

It promotes artistic and aesthetic education of children, identifying and developing their creative abilities. Various forms of extracurricular educational work should promote full development of personality [7, p.64].

D. Kabalevskyy believed that art occupied one of the important places in the process of identity formation [2, p.14].

The author emphasized on the importance of various kinds of extracurricular activities as a part of children's lives in this process, where an active involvement of the children can be seen.

V. Shatska [3] argues that aesthetic education is the formation of the aesthetic attitude of children to the works of art, makes them desire to create beauty.

V. Shatska [3] considering aesthetic education as a set of consistent, interrelated effects on the students under the guidance of the teacher as a means of art and of life itself, aimed at overall aesthetic development of students, which contributes to the aesthetic sense, artistic tastes and views in accordance with the objectives of education

V. Shatska [3] include not only the gradual development of skills and aesthetic perception to the process of aesthetic education, but also the possession of the ability to actively, creatively expression of themselves in a particular art form, to an amount corresponding to a certain degree of studies [3, c.3-4].

P. Blonskyy [4] notes that aesthetic education involves the formation of creativity or development of artistic taste and perception, but the artistic taste can be formed only in the art process. It is closely connected with the active life of the child: every child is a creator of different values, including artistic and aesthetic [4, c. 98].

O. Dukhnovych [11] paid considerable attention to the use of art for art education of children. He recommended to study various types of folk of decorative applied art [11].

T. Kryzhanivska believes that comprehensive use of arts is necessary for the creative development of children, it is aimed at developing the children's art and culture, showing activity in the self [4, p.171].

T. Shevchenko studied the use of art in the artistic education of children. He believes that the use of art in extracurricular work contributes to exacerbations artistic vision of the world, which is embodied in the work that promotes art and culture of children [11].

O. Raduhin [2] proves that art education is a purposeful formation of human and it is aesthetic attitude to the life. He believes that education through art forms not only artistic values of personality, but also develops the ability to be creative, to create aesthetic harmony around you.

M. Stas considers artistic works as an important condition of artistic education [10, p.10].

The development of abilities and skills depend on it. Fundamentals of aesthetic attitudes and beliefs of human are laid in childhood.

Therefore, the formation of the child it is one of the most important tasks of education.

G. Vretsona, defended the view that the development of the child without the aesthetics and art will be inferior. He singled out the art among many means of education. He believed that artistic creativity is the main condition for successful artistic and patriotic education [3, p.10].

The important role of folk and decorative art of aesthetic education was noted by many local children's graphic art critics and scholars.

They clearly show that acquaintance with the works of folk art encourages the children's first

bright idea with the country, its culture, promotes education of patriotism, and adds to the world of art.

5. Conclusions

Analyzing scientific papers on the problem of extracurricular education it can be concluded that the system of artistic and aesthetic education has ample room for improvement, revival of national cultural traditions and introducing the latest innovative ideas.

The purpose of art education is the development of high aesthetic ideals in children, forming needs, and abilities of the fine arts in the artistic interpretation of the world using means of art in a concise, concentrated form.

It is known that the perception of sound in any age dominates the other. Because of this it is important to make early foundation for further improvement of the visual system of students.

Understanding of the progressive ideas of the past in terms of nowadays is a prerequisite for a comprehensive understanding of the new problems by the researchers.

This problems faced before science and practice in connection with the establishment of a national education system and extracurricular education.

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В.А. Левицька. Аналіз художньо естетичної творчості і художнього виховання дітей на основі наукових досліджень

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Розкрито навчально-розвивальний та виховний впливи позашкільного художнього виховання на процес формування гармонійно розвиненої особистості. Висвітлено проблему формування почуття краси в учнів в умовах сучасного українського суспільства. Акцентовано увагу на фундаментальних дослідженнях у галузі художнього виховання. Проаналізовано літературні джерела з проблеми художньо-естетичного виховання молоді засобами мистецтва.

Ключові слова: виховна, соціально-педагогічна проблема; здібності; естетичне виховання; національна позашкільна освіта; образотворче мистецтво; організаційна та методична робота; творчість; художнє виховання; художні школи; художня освіта.

В. А. Левицкая. Анализ художественно эстетического творчества и художественного воспитания детей на основе научных исследований

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Раскрыто учебно-развивающее и воспитательное влияние внешкольного художественного воспитания на процесс формирования гармонично развитой личности. Освещена проблема формирования чувства красоты у учащихся в условиях современного украинского общества. Акцентируется внимание на фундаментальных исследованиях в области художественного воспитания. Проанализированы литературные источники по проблеме художественно-эстетического воспитания молодежи средствами искусства.

Ключевые слова: воспитательная проблема; изобразительное искусство; национальное внешкольное образование; способности; творчество; художественное воспитание; художественное образование; художественные школы; эстетическое воспитание,

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