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FORMS AND METHODS OF AESTHETIC EDUCATION OF PRIMARY SCHOOL PUPILS

Topical issues of today are the issues of aesthetic education and the development of aesthetic culture of young generation. The personal orientation of modern education provides the involvement of a young person in the aesthetic experience of humanity and in the creative activity. In this regard, it becomes important to understand specific issues of aesthetic education and aesthetic activity and basic theoretical foundations of the formation of aesthetic personality culture.

The problem of aesthetic education in the aesthetic and pedagogical aspect is widely represented in the heritage of prominent Ukrainian educators E. Vodovozova, P. Kapterev, S. Lysenkova, S. Rusova, E. Mikheeva, K. Ushinsky.

Psychological bases of aesthetic education were revealed by B. Ananiev, L. Bozhovich, L. Vygotsky, I. Kon, B. Teplov and others. In recent years, many works have been published in which the importance of creativity and cognitive activity in the aesthetic education of young learners has been addressed; mechanisms of creativity are revealed; regularities of interrelation of creative activity; the basic principles of formation of creative personality are formulated F.Govorun, B.Korotyaev, V.Levin, V.Molyako, Yu.Petrov, P.Pidkasysty, Y.Ponomaryov, V.Romanets, V.Tapok.

A significant contribution to the solution of the problem of the development of aesthetic culture was made by foreign and blighty scientists M. Ariarski, I. Ave, G. Argen, N. Bessem, J. Bosch, M. Wilson, D. Genkin, G. Eskina, G. Zagadarchuk, V. Kirsanov, O. Mironyuk, I. Petrova, F. Solomonik, who consider the process of aesthetic education as a purposeful formation of qualities of a comprehensively developed personality, which enables it to perceive natural and social realities, to act and to create in accordance with universal ideals of harmony.

Therefore, all of the above testifies that at present there is still insufficiently developed question of forms and methods of aesthetic education of elementary school students in pedagogical science.

The primary education should be through art to lay the foundations of the aesthetic perception of the surrounding life by the means of the visual arts. From the very beginning, the teacher should create an atmosphere of joy, enjoyment, joint participation of children in the process of perception of the material around the topic of the lesson, and the need for active creative dedication in carrying out the practical work of each task [3, p. 127]. In order to achieve this goal, pedagogical activities use different forms and methods of education. We distinguish the most essential areas of aesthetic education is to master aesthetic knowledge in the process of studying such subjects as music, painting and literature.

The word is the most comprehensible means of expressing the ideas of an artist (as opposed to sounds, colours, etc.), which makes literature the most spiritual universal form of art [1, p. 9-10]. On this basis, we can name the main task of literary and creative development of primary school children: developing the imagination, to make it more meaningful, enriched with knowledge of the laws of the surrounding world. And according to it we can suggest such tasks which develop creative reading skills, general literary and creative abilities, such as comparing variants of one work or comparing the translations by different writers; "verbal drawing" is widely practiced ("How would you draw this character?"). By drawing words, the young learner trains the imagination, develops speech and sense of style. Primary school children willingly perform a simple exercise that develops attention to the details of the text: a story or a passage from a story, then children are shown an illustration, and they must indicate the place to which this illustration belongs [3, p. 40–41].

Fine art plays no less significant role in the aesthetic development of young learners. It not only allows them to get acquainted with a specific kind of art that has its own means, its own language, thus expanding the knowledge and understanding of art, but also to involve students in artistic activities, taking into account the age of children and the characteristics of their personal development. Practical activity combines traditional plane work (drawing) with the skills of three-dimensional image and artistic orientation of the environment (sculpting, artistic design, architecture) [1].

F. Schmidt emphasized that "drawing is a need for all children", so it is necessary to learn to draw in his opinion not only gifted children, "who can become professional artists in the future", but if possible, all [5, p. 63].

Ukrainian writers B. Grinchenko, M. Kotsyubynsky, O. Pchilka, L. Ukrainka, I. Franko considered literature as one of the most effective means of aesthetic education of children. For example, Lesja Ukrainka paid a great deal of attention to the problem of children's literature, considering it an effective means of education. Through poetry and fairy tales, the writer tried to "teach children to see the beautiful in the world around them, to feel the beauty and richness of life" [4, p. 76].

Among the different types of art, a special educational role belongs to musical education, which introduces children to the world of musical art, acquaints with the musical culture of different peoples, promotes enrichment of the individual with the knowledge of the laws of musical art, necessary for understanding its essence, formation of taste, musical abilities, elaboration of abilities, elaboration that will allow students to be active listeners, skilled performers. Touching the emotional sphere of man, music influences the formation of his moral and aesthetic tastes and ideals.

Extracurricular work is the best way for aesthetic education of primary school pupils and the main tasks of it are consolidation, enrichment and deepening of the knowledge acquired in the course of learning, their application in practice; expanding the general outlook of students, forming a scientific outlook in them, developing skills and self-education skills; formation of interests in various branches of science, technology, art, sports, identification and development of individual creative abilities and inclinations; organization of leisure of schoolchildren, cultural rest and mental entertainment; the spread of educational influence on students in different areas of education.

Some forms of work cover large groups of young learners, others satisfy their individual requests, inclinations, interests: art circles of lovers of painting, music, literature, etc.; lectures, art lovers, school puppet theaters, drama circles; competitions, exhibitions, talent reviews; organization and functioning of small art museums. There are a lot of forms which are closely related to academic subjects, deepen and extend the aesthetic preparation of students, while other forms are new: calendar Ukrainian holidays, various fairs, "Cossack competitions", etc. [2, p. 8–9].

Therefore, education should not only contribute to individual measures taken after the lessons, but also the learning process. The close connection between education and upbringing helps to develop the aesthetic tastes and world outlook of young learners, to stimulate them to be active, responsible, expressive, artistic, and also to support the motivation for mastering a foreign language as a whole.

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