

Pedagogical Mechanisms to Activate the Creative Development of Students of Art and Pedagogical Specialties of Higher Education Institutions by Means of the Latest Art

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Abstract: *The importance of the topic of the article lies in the fact that today it is necessary to update the methods and techniques of learning in the educational process, the use of innovations in the choice of pedagogical mechanisms to enhance the creative development of students of art and pedagogical specialties of higher education institutions by means of the latest art techniques. The purpose of the article is the need to study and substantiate the importance of studying the essence of the concepts of "artistic techniques" and "newest technologies of students of art and pedagogical specialties" in the system of psychological and pedagogical categories. The article gives a theoretical basis of psychological and pedagogical aspects of creative artistic and graphic activity of students of art and pedagogical specialties of institutions of higher education by means of the latest art techniques; readiness for creative artistic and pictorial activity as professionally important quality of students of art and pedagogical specialties of institutions of higher education; definition of the role of art pedagogy in developing the creative abilities of modern students. The essence of art pedagogy lies in the synthesis of art and pedagogy capable of providing the combination of theory with practice of pedagogical process of art education through the use of art and art-creative activity. The sphere of art pedagogical forms, means and methods should include education of students of art and pedagogical specialties of higher education institutions by means of the latest art techniques.*

Keywords: *Creative methods and techniques, innovativeness of the educational system, self-development of personality, self-improvement of the teacher, art-pedagogy.*

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Introduction

Art is an artistic reflection of reality with its inherent structure and integrity. There is a unique way of transferring the spiritual experience of generations, which acts as an irreplaceable influence of ways of socialization of the personality of students throughout the history of civilization development. Art as a form of social consciousness, an integral part of the spiritual culture of mankind and a specific kind of almost spiritual mastering of the world, it is based on creative activity to create artistic objects (works of art), so in the context of education process and the result of creative activity become the main criteria of art. Usually the following fields of art are distinguished:

- literature (poetry, prose; epic, lyric, drama);
- plastic and fine arts (sculpture, architecture, design, arts and crafts);
- music (vocal, instrumental, vocal-instrumental);
- choreography (folk, classical, modern, ballroom);
- theater (musical, drama, puppet theater);
- photography (art photography, digital photography);
- cinematography (fiction, documentary, popular science, animation);
- folk art (musical and poetic folklore, rituals, arts and crafts).

Currently, new forms of artistic creativity based on the use of information and communication technologies are actively developing (and changing educational practices), which can include computer animation, computer design, electronic music (arrangement, composition, improvisation), etc. The creative approach to the creative development of students of art and pedagogical specialties of institutions of higher education in the current system of art education acts not as a consumer of art, but as a creator, actively developing the established traditions in the creation of artistic culture.

According to S. Litvinchuk (2012), an important principle of mastering art as a creative development of students of art and pedagogical specialties of higher education is the activity-based approach, confirming the primacy of the process of mastering art over its result. This process is fully realized in the study of art on the basis of developmental education. In this approach, according to I. Susokolov (2019), at the heart of children's development is live art (live sound, live colors, movement, live speech of children, a sounding instrument, etc.), ordinary creativity (own eyes, hands, hearing, movements), as well as technology and circulation products (audio and video recordings, screen media, modeling, etc.) that help intensify the educational process.

According to Khilko and Sharov (2005), the main constituent stage of developing artistic education of creative development of students of art and pedagogical specialties of institutions of higher education is the stage that promotes the image as a conceptual, psychological basis of art, in which image (in unity of process and result, content and form, general and individual, etc.) becomes a form-making component of culture, its common world language.

In the classes of development of creative potential of students of art and pedagogical specialties of higher education institutions the basis is shifted from art history (in terms of approaches, techniques and terms) work to development of art and creative activity of children, to realization of its components.

According to Dalley and Case (2016), art-creative activity is an exclusive type of socio-cultural creativity consisting in creation of artistic values, as development of human creative abilities in the postmodern era is connected with productive art-creative activity. This activity is based on the figurative nature of art, the nature of artistic creativity and human ability to creatively assimilate the world.

Art education is inextricably linked to the aesthetic education of the younger generation, which is understood as a process of developing the ability to perceive the beautiful, which is aesthetically oriented understanding of reality. Aesthetic education of creative development of students of art and pedagogical specialties of higher education is a process of development of the universal aspect of personal culture, it includes aesthetic, emotional and value consciousness of the person, as well as the respective activities. The interaction and balance of emotional and sensory and value components of the aesthetic consciousness of the individual contributes to the development of skills of aesthetic flavors.

Psychological and pedagogical aspects of creative artistic and pictorial activity of students of art and pedagogical specialties of institutions of higher education by means of the latest artistic techniques

In order to determine the theoretical and methodological basis for the formation of students' readiness of art and pedagogical specialties of higher education institutions for creative artistic and pictorial activity by means of art pedagogy, it is necessary to analyze the main approaches to explaining the categories: creativity, artistic creation of such activity, characterized in philosophical, aesthetic, psychological and pedagogical

science (Voznesenska, 2015; Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020).

Let us consider the psychological features highlighted by researchers of creativity and creative activity (Holovatyuk, 2017):

- it is a specifically human type of activity (generic, essential characteristic of man;
- creativity is a way of existence and development, formation of a personality;
- the main characteristic of the result of the creative process is the transformation of reality;
- creativity is a basis of internal mechanism of all cognitive processes.

The creative orientation of students of art and pedagogical specialties of institutions of higher education is characterized by perception, memory, thinking and imagination, manifested in the divergent nature of thinking associated with the generation of multiple solutions based on unambiguous data;

- the creative process is dominated by unconscious mental activity;
- creativity is an exit beyond the set "floor of barriers".
- the creative process is predominantly set by the inner motivation of the creative subject.

According to external motives to creativity are prompted by: the desire for material gain, ensuring one's position in society, competition in activities, etc. Internal motives are: the desire for emotional balance (in Gestalt psychology), novelty, deviation from reality, self-expression, self-actualization, the desire to reduce tension, to overcome internal conflict, "tendency to the opposite", discontented actual desire, etc. (Kuzmenko, 2018).

Artistic creativity has the following functions:

- value (axiological);
- artistically developing;
- intellectually and morally developing;
- self-affirming;
- communicative.

In the studies of Khilko and Sharov (2015) highlight the specific features of the creative activity of students of art and pedagogical specialties of institutions of higher education as a separate type of activity:

- the product of creative activity accumulates the features of the opposite - logical and figurative, emotional and rational, material and spiritual, theoretical and practical;

- as a result of creative activity a new product as a consequence of ideal and material transformation in fact is obligatory;

- art itself is characterized by the properties of imagery, metaphor and emotionality;

- and the subject of creative activity has such characteristics as non-standard expression of feelings and attitudes, sensitivity to the specifics of artistic manifestations of other subjects of creativity, the ability to maintain an artistic dialogue.

The specific features of the creative artistic and visual activity of students of art and pedagogical specialties of higher education institutions should include (Dalley & Case, 2016):

- a special emotional and figurative nature of actions;

- associativity;

- emotionality;

- dialogicality;

- contagiousness;

- subjectivity;

- creativity according to the rules of beauty.

This type of activity also affects the personality of the subject of activity.

It is characterized by qualities characteristic of the artist, (Yevtushyna, 2017, pp. 97-112):

- independence, breadth of interests;

- responsiveness, emotionality, temperament, independence of judgment, self-respect, developed aesthetic sense, self-actualization;

- ability to wonder, concentration, curiosity, honesty, enthusiasm for activities, criticism, self-criticism;

- flexibility, persistence and determination, tendency to be systematic, rejection of the obvious, passion, freshness, spontaneity, egocentrism, leadership, competitiveness, perfectionism - the desire to bring the results of activities to their highest requirements;

- sensitivity, the desire for complexity.

Let's consider the features of each structural element of creative art and visual activity.

Creative artistic and visual activity, as well as any activity is productive, that is, it has a product, not necessarily a material plan (Kyselyova, 2006).

A distinction must be made between the product of the material and of the impeccable plan. The second type of product precedes the subject-material one, defines it both on the strategic, graduation level and on the

tactical, step-by-step level. In both cases, the leading element of artistic-creative activity is its goal. The goal here has an emotional and creative coloring, caused by the motives associated with a sense of beauty (Litvinchuk, 2012).

Thus, according to the structure of activity, at the first stage there is a motive, for example, to win in a creative competition, and then a goal is set, for example, to create a picture. However the opposite situation is possible: the purpose is ahead of the motive in time of occurrence. In this case, the motive defines a goal, but it is not always clearly realized by the person. Subsequently, this motive develops into a clearly perceived internal stimulus to activity.

The global goal (strategic) of students of art and pedagogical specialties of higher education institutions determines the emergence and achievement of step-by-step (tactical) goals.

These features of creative artistic and pictorial activity put forward the requirements for the construction of the training process for students of art and pedagogical specialties of institutions of higher education (Liebmann, 1982).

For emergence of internal motivation to activity it is necessary to have external motivating factors, which are the conditions of creative activity genesis.

Such conditions of creative development of students of art and pedagogical specialties of higher education institutions, in particular, can be:

- announcement of a creative contest;
- promoting the beauty in nature, in the world around us;
- involving the perception and awareness of a related subject of creativity

(for example, good music can encourage a person to create a product of visual creativity).

For students of art and pedagogical specialties of institutions of higher education in order to develop creative abilities can be the study of the discipline of "Art-pedagogy" as part of training in higher education (Mayer & Salovey, 1993).

Art education - mastering skills and abilities, compensating deficits in the sensory, motor, emotional and intellectual spheres. Art education influences a person's emotional reactions.

In the case of motivation and emergence of a goal, the phase of counseling the subject on the creative process comes, which is the next phase of awakening activity.

Indeed, artistic creativity arises when the subject finds and determines ways to achieve this goal. So, the intellectual and subjective-material components of creative activity are combined: the received melody must be recorded with the help of notation, the received quatrains with the help of characters, etc. In this phase, the subject passes through two relatively independent phases: the phase of inspired creativity and the phase of material creativity. These phases correlate with the above-mentioned components of artistic and creative activity, but their peculiarity lies in the fact that at each phase intellectual and subject activities can take place: at the level of inspired creativity (inspiration, reflection, search and simultaneous recording of results) and at the level of material and subject creativity (search for the most successful methods of expression for arising projects, their fixation). The teacher's task in this phase is to encourage the student in possible reasoning about ways to achieve goals in focusing the subject on creative activity as the primary way to meet his or her need for self-actualization (Susan, 2016).

Let us highlight the specificity of creative development of students of art and pedagogical specialties of higher education institutions - the very creation of the product of activity. The creative process of students of art and pedagogical directions of higher education has three levels of realization (Holinska, 2016):

- a) the creation of new images;
- b) creation of new objects of the material world;
- c) creation of the newest relations between images and objects.

In scientific literature the following criteria of creative process are allocated:

- 1) the novelty of the result, the product of the activity;
- 2) novelty of a process by means of which this process is received (a new method, technique, way of action);
- 3) overcoming of a logical break in the way from the conditions of the task to its solution;
- 4) ability to self-determination and problem solving.

A necessary component of the professional training of students of art and art education subjects at universities is to nurture their readiness for creative artistic and artistic activities, which is seen as a professionally significant quality of a teacher, whose professional activity is associated with art education.

It is necessary to determine the range of important qualities of students of art and pedagogical directions of higher education, their place in the structure of readiness for activity, definition of readiness for creative

artistic and artistic activity and analysis of means of formation of readiness for activity this readiness (Urazalieva, 2018).

The elementary component of the personality of students of art-educational subjects of higher education institutions scientists consider professionally significant characteristics. And today the problem of professionalism of students is one of the key problems of psychological and pedagogical science Geiger (2019) and others have dealt with this problem: they themselves clarify the concepts, offer a methodology for developing professionally significant qualities.

The role of art pedagogy in the development of creative abilities of young students

Today, the role of art pedagogy in the development of creative abilities of young students is becoming very relevant, because the lessons of fine arts are particularly important for the healthy intellectual development of students of art and education. Having the ability to express, process, and embed their experiences and emotions, university art students demonstrate negative emotions while doing research. Drawing, sculpting, or painting with colors are proven and proven ways to relieve stress. In addition, inner feelings are easier to demonstrate through the use of visual images than through talking. Art education solves these problems in the educational system (Knowlts, 2009, pp. 18-19).

These classes are aimed at increasing self-esteem and the ability to control their own behavior. Methods and techniques of art education contribute to the development and awareness of feelings, help to implement self-expression and self-knowledge, realize the desires of students of art and educational areas of universities to have communication skills and experience of creative work in a team, contribute to the development of imagination and creative thinking.

The path of success determines the student's self-esteem, his harmony with the world, the desire for creativity. To help believe in themselves, in their strength, to express their ideas, emotions, feelings, to defend their beliefs - the goal of students of art and pedagogical directions of higher education.

The art teacher is also an active observer. His eyes and soul are focused on knowing each student as an individual and offer the student's creator psychological comfort, trust, warmth, and security through direct participation in the creative process--holding on to universal values. Art with extraordinary power gives impulses to the realization of man's inner

resources, contributes to the harmonious development of his personality and psyche (Maslow, 1987).

Let us consider the main differences between this category and related categories: "Art Therapy," "Art Education".

Elements of art therapy can be identified as the most acceptable and effective in working with students of art and higher pedagogical subjects. The use of art as a therapeutic factor is accessible to the teacher.

The term "art therapy" (literally: art therapy) was introduced when he described his work with patients with tuberculosis in sanatoria. Art education is considered an educational direction of art therapy based on the first (Naumburg, 1966).

It is necessary to note that pedagogy cannot perform its inherent functions in medicine, psychotherapy and psychology.

Practice shows that the variety of professional tasks in art education is not directly related to "treatment," although, of course, art often has therapeutic results. The principles and methods of art therapy are increasingly being used in educational practice as a therapeutic and developing effective method.

Arts education uses the potential of creative interaction between educational institutions. This interaction consists of the teacher, children, and parents being the bearers of culture, and arts education allows productive work with different categories of students: from gifted to retarded (Silver, 1989).

Art education educates the need to turn learning into self-learning, education into self-education, and development into self-development. The purpose of using art therapy in the education of art students in higher education is to promote the preservation or restoration of students' health and adaptation to the conditions of the educational institution by implementing the psychocorrective, diagnostic and psychoprophylactic potential (Susokolova, 2018).

Art education is a combination of two fields of scientific knowledge (art and education) and provides for the implementation of the theory and practice of the educational process of artistic development of children, in particular children with special educational needs: artistic and art-creative activities (music, visual arts, art and language, theater and play)) as well as the removal of communication barriers, motivation for creative activity and self-awareness, self-actualization.

The task of art therapy is therapeutic and correctional therapy, the influence of art on the subject of a traumatic situation through the use of

artistic and creative activity, creation of a new positive experience, awareness of creative needs and ways to meet them.

At the present time art-therapeutic training of students of art-educational areas of higher education includes the following ramifications:

- isotherapy (therapeutic action through visual art: drawing, sculpting, arts and crafts, etc.)
- bibliotherapy (the therapeutic effect of reading);
- image therapy (the therapeutic effect through imagery, dramatization);
- music therapy (therapeutic effect through the perception of music);
- voice therapy (treatment with singing);
- motor therapy (dance therapy, choreotherapy, corrective rhythm, the therapeutic effect of movements), etc.

The basic functions of art therapy are: cathartic; regulative; communicative-reflexive (which leads to correction of communication disorders, formation of appropriate interpersonal behavior, self-esteem).

In art therapy, the leading process is creativity, not goal-oriented training; therefore, mastering the skills of any type of artistic activity (musical, graphic, theatrical-playing, art and language) is a priority.

Art education and art therapy have different theoretical foundations, different in nature, tasks, content and technology. Taking into account the corrective personal and activity approach in the development of students of art and pedagogical disciplines of universities, art pedagogy and art therapy have a single goal: harmonious development of the subject; expansion of opportunities for their social adaptation through art, participation in social and cultural activity in the micro- and macro environment (Torrance, 1965).

There is a difference between the terms "art pedagogy" and "art education" for art students and pedagogical subjects at higher educational institutions. The main goal of art education is the artistic development of children (both with problems and normal development) and the formation of the basics of artistic culture, the social restructuring of the personality of art.

Art education as a scientific field of knowledge not only enables artistic development, but also influences all components of the correctional and developmental process (development, education, training and correction), uses art and forms the basis of artistic culture of a problem child.

The priority task of art education: education and training, development of artistic personality, formation of the basics of artistic culture and mastering the practical skills of different types of art (Kuzmenko, 2018).

There are common tasks of art and classical education: to learn to understand and perceive themselves, adapt to public life and learn the world around them according to the laws of aesthetics and morality. Art education has its own specific goals: ethical and aesthetic immunization of the individual in the development of universal and spiritual and moral culture, the understanding of universal values, concentrated art. Depending on this, art students and educational specialties of universities are divided strategic and tactical.

Strategic:

- make the learning and educational process positive and motivating,
- create conditions for personal development in which learning becomes a labor of love.

Tactical:

- finding, realizing, and activating living resources;
- development and activation of creative potential;
- learning self-regulation skills;
- training in communication skills;
- development of the perceptual sphere.

Conclusion

Thus, the article gives a theoretical basis of the psychological and pedagogical aspects of creative artistic and pictorial activity of students of art and pedagogical specialties of institutions of higher education by means of the latest artistic techniques; readiness for creative artistic and pictorial activity as a professionally important quality of students of art and pedagogical specialties of institutions of higher education; definition of the role of art pedagogy in the development of creative abilities of young students. Therefore, the methods of organizing artistic activities of students of art and pedagogical specialties of institutions of higher education can be: exercises of attributes in aesthetic actions, a variety of artistic activities. Movement through the organization of artistic activities creates this emotional background, this basis, which on the one hand leads to a sustained interest in artistic activities, on the other hand, aesthetic actions capable of developing solid skills for this work, a constant desire and desire to perform aesthetic actions, to bring beauty into their lives, to communicate with adults and peers in the arts, etc.

Students of art and pedagogical specialties of institutions of higher education can engage in artistic and aesthetic activities, to acquire certain experience, skills, which then become part of their life, socially useful activities, they understand the importance of this activity, not just its needs.

Students of art and pedagogical specialties of institutions of higher education are able to perceive the patterns of high art (music, painting, architecture, literature, etc.), to promote the need for beauty, intolerance for the ugly, whether it is a picture of an artist, a film or a specific action of a hero. It is very important to stimulate positive artistic motivation, activity, which can be provided by such methods and techniques as: showing a ready sample (for example, in visual activity show a finished product of activity - drawing, collage, molding; in artistic and linguistic activity - a sample of a fairy tale, a poem; in musicals - performance of songs, dances, etc.

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