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ВІДОМОСТІ ПРО АВТОРА

Кириченко Олена Іванівна – кандидат мистецтвознавства, доцент кафедри образотворчого мистецтва та дизайну Кіровоградського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: проблеми сучасного образотворчого мистецтва, дизайну та культурних процесів, естетичне сприйняття архітектурного образу та проблеми міської культури, освітні процеси.

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INTEGRATION OF ART CURRENT SUBJECTS INTO THE SYSTEM OF SCHOOL EDUCATION IN UKRAINE

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Defining of the problem. The topicality of the theme of this article is caused by a strategic turn of the educational system to democratic and humanistic values in accordance to which the problem of upbringing a child's personality is brought on the first plan. One of the most important factors of personal development in the school education system is art which connects both universal and unique experience of the mankind collected during the centuries. Seeking the ways of optimizing the educational process by means of different kinds of art has been continued during all periods of domestic pedagogy.

Analysis of the last researches and publications. In outworking principals of teaching art disciplines great meaning belongs to humanistic ideas of opening the creative potential of a personality in the process of his interaction with different kinds of art that where formulated by scholars in 20 years of the XX c. A.B. Bakushinskiy, P.P. Blonskiy, S.T. Shatskiy, F.I. Shmit. So the system of views based on using different kinds of art in educational and upbringing processis grounded upon philosophic studying of V.I. Vernadskiy, G.D. Gachev, D.S. Lihachev, P.O. Florenskiy, pedagogic ideas of N.O.Vetlugina, V.V. Davidov, O.O. Melik-Pashaev, U.I. Foht-Babushkina, D.B. Elkonina, and upon methodological researches of O.P. Ershova, A.N. Malukov, V.V. Neverov, T.G. Peni, B.P. Usov.

Understanding of upbringing potential of culturological and art disciplines has become the reason of outworking and penetrating new integrated courses into the curriculum of the modern secondary school. The scholars who outwork methodology of such subjects as «Art culture», «Musical art» are A.P. Valitskaya, M.S. Kagan, D.B. Kabalevskiy, L.M. Masol, L.M. Predtechenskaya, O.P. Shchelokova.

So the success of the educational and upbringing process depends on the level of penetration of a personality into the cultural paradigm of the sociable development, the capacity of the school graduate to self-realization. Mechanistic, summary ways which based on using logic and mechanic memory, priority

of the reproductive forms of studying, have exhausted their resources. Criteria of studying progress are overlooked also. There is a situation when every subject is all-sufficient and isolate, and educators are interested in their pupils' success only in their subjects under absence of image about the general contest of the curriculum and existing of connectors between different subjects in the same branch.

The main material. Also it is known that the sum of separated knowledge cannot be independently gathered into a general viewing of the world in a child's consciousness. The educators' task is to teach a child to perceive the world wholly, to gather information from all curriculum subjects all together, to save and enlarge knowledge and skills during an adult life. It is paradoxically that the whole picture of the world does not form into a pupils' consciousness not because knowledge get in the school are not enough. On the contrary very often we can observe that the curriculum in the school is overwhelmed by information. Thus the school graduate is not experienced but is well-informed in different branches of knowledge.

Psychologists have proved that the summary knowledge in the educational branch is a losing position both for the educational system and for its disciplines as well. The volume of knowledge necessary for a man for his success in adult life is so large that it is impossible to apprehend even for a very talented pupil. That's why the topical task is to form the pupils' need and ability to study independently, to weapon them by universal cognitive instruments which allow them in future to live harmoniously in the conditions of permanent studying. Only a personality who is able to self-perfection can correspond to a certain level of social development.

Education is a purposeful process of apprehending the cultural heritage, mental values and knowledge accumulated by generations. Culture has become the corner stone of education, at the same time general cultural development of a personality is a condition for his overall and harmonious

development standing. The role of the humanities in the curriculum increases and they have become the general ground of the social development. The humanitarian value of education is in forming and developing the mental and moral and intellectual ground of a person, is in developing of cognitive and mental needs of a man. The humanitarian component of education solves the task of forming the outlook, foundations of a person, actively forms the grounds of humane moral values. It provides certain conditions for upbringing in pupils the need to communicate with art, the need for creative self-realization in different kinds of activity and ability to adequate perception of aesthetic, mental and essential components of the works of art.

Besides the growing youth form interest to the native and the world culture, the level of a person socialization increases, the youth starts to understand the meaning of life, values, inquiries, ideals suffer their last becoming. Thus the main humane values are creativity, communication and reflection which exist in unity only wherein creativity is the highest form of freedom, communication is the natural need of a man and at the same time it is the condition of his personal realization, and reflection is a professional, art and aesthetic socialization of a person which in practice realizes as a need in enlarging the cultural experience.

Art in different forms of its existence is a part of culture, it more closely approaches to understanding the essence of culture. The famous art critic and culturologist and academician D.S. Lihachev defines studying as a process of transforming cultural achievements into personal achievements, and forming a personality by the way of assimilation and assigning the accumulated culture. That is why when we speak about what the educational process must be, what an art lesson is desirable to be, what results of pedagogic efforts of an art teacher may be, what a man graduated from a school should be, we can define that a man must be a social and creative personality, so to say an art man. A school as one of the most important educational institutions, should be rethought as well as the whole educational and upbringing process in order to bring closer the results of pedagogic efforts of all teaching staff and teachers of culturological and art subjects in concrete to reaching this goal.

But unfortunately it has not happened still that in modern educational process anybody rethinks the meaning of art which forms mentality in a man, which provides apprehending the cultural heritage and forming the outlook and aesthetic grounds of a personality. At last we can observe even reducing hours of culturological and art courses in certain secondary school in favor of language learning etc.

Thus the scholar N.I. Kiyazhenko, the specialist in the aesthetic and cultural branch, says that «it is bad that we do not imagine the process of education, studying and upbringing as the historically-cultural

process. So to say the educational process in our understanding is the process of transferring of knowledge, experience, skills from generations to generations, but not opening natural makings in every man and such a generic quality of a personality as permanent need for beauty which never ends»[5].

The integrative factor directed to upbringing the whole, socially active, creative, perfect and harmonious personality is represented by aesthetic upbringing and art education which promotes to development and enriching the cultural experience of a child. So art is one of the best means of upbringing a personality, and connecting different kinds of art during educational process, i.e. using poliartistic way of teaching opens new opportunities to educate a child's personality, his social and cultural orientation, it provides forming moral convictions and creative development. If the art vector is directed into the future, then a child becomes the inner moving essence of the cultural process, he is a bearer of the modern culture and creator of the future culture as well. A well-bred man is a man of culture and a cultural man who knows cultural heritage of his native country and at the same time respects culture and customs of other nations even when it is unusual. A modern cultural man is a man with a well developed, fine and susceptible mental inner world, a man who has abilities to creativity and high moral inspirations. More than that D.S. Lihachev looks upon a culture man as a man who sees into different kinds of art [7].

The process of apprehending cultural achievements can be successful only if this culture is included into the social experience of the growing generation, in the process of a person's development. Becoming of the unity of the world spaces, The streaming development of informational technologies brings for the first step the task of forming multilevel structure of culturological and art lessons in the secondary school. Accept the tasks of art, musical practice of pupils, enriching kinds of art and creative activity of a child, information from the history of art, art culture of different epochs and different regions, lessons of such kind should be logically connected one to another, and include information of cognitive and scientific character. The educational materials which the teacher proposes to children should overlooked in different aspects, such as regional, national, historical, ethic-pedagogic and culturological aspects.

The education in cultural space solves the task of upbringing in children the socio-cultural norm that has deep historical meaning for the development of a society and a man. To a certain degree the contest of education must be corrected by socio-cultural peculiarities of the region which defines the character of interaction of a man with cultural values, the level of development of mental potential of a man, potential needs of self-realization in creativity. So

education is a mechanism of forming the social and mental life of a man and at the same time the branch of mass mental enterprise.

Paying attention to development of mankind which was possible since the ancient times and the antique only with the help of the humanities we can define that the modern humanities bear the historical principle. This principle «...allows aesthetically understand many issues which can be misunderstood or can be naïve» [7, p. 285]. to its turn art is a united factor that unites the humanities.

Education is often seen as the way of a man's entrance into the scientific and cultural worlds. Such characteristic of education demands its overthinking from culturological aspects of this process, which does not allow to look upon it as a mechanistic act of apprehending knowledge in cultural and art branches.

The subjects of culturological and art orientation («Musical art», «Painting art», «Art culture») play great role in the process of forming a man's culture. Lessons of these subjects become systematic art activity under guidance of professionals for all pupils without exceptions. It should be mentioned that the educational process is carried out into two directions: theoretical, which includes introducing with art culture, genre and art trends of different epochs, learning famous artists' lives, etc., and practical, which grounds on manifestation and development of creative talents of pupils in certain kinds of art. More often it is spoken about vocal and chorus skills, using different techniques in painting art but somewhere in secondary schools there are pupils' theatres and instrumental ensembles of different kinds.

It has been proved that communication with art is limited exactly only by these lessons during school years for the most of people. So the level of perception and understanding works of art, presence of the art taste and general aesthetic norms and values which were apprehended at lessons of painting art and art culture has left unchangeable through the whole life. The statistics shows that only 2 percent of the school graduates connect their life with art. Thus during the educational process and first of all on the lessons of culturological and art subjects a child not only apprehends the mental and cultural heritage of the mankind but he becomes a creator and subject of the native culture. That is why the contest of the abovementioned subjects must be broad and must not be limited by apprehending of generally accepted aesthetic values, views, norms, definitions, learning terminology accepted in this or that kind of art, studying of creators' lives, etc. We should mention that full lesson of art discipline must include also different creative tasks. So, lessons of art and art culture suggest:

a) communication of pupils with works of art in any form possible both for a child and for a school. It can be perception of works of art of any kind and genre (reading books, listening to music, attending

concerts and performances at extracurricular time, etc.);

b) studying every pupils' personality as an object of pedagogic efforts, of understanding the process of development and standing of pupils in their independent creative activity, attitude to a child as a value, as an independent category the vector of which directs into the future;

c) solving the problem of polyartistic development of a child on the ground of including into any lesson the activity of interpreting works of different kinds of art, active collaboration with subjects of natural cycle and the humanities, seeking opportunities of including information from different branches of knowledge for making children be interested in their activity and for making the process of studying more diverse;

d) the ground of the educational process lays upon a child's independent creativity as the basis of art lessons, paying attention to using the whole art potential of every child;

e) acknowledging the institute of childhood, its unique essence as the concept of art and aesthetic education of children as well as forms and methods of work with children at culturological and art lessons must be built with knowing that modern childhood is not only the heiress of the culture of generations but it can form this culture and history by itself.

So school must be the first step in the art and aesthetic upbringing of a child but it should provide it not formally but in practice, a school can integrate different kinds of art into a single educational process. The academician D.S. Lihachev admits that: «A man must be well-bred aesthetically... I cannot imagine that someone can understand cinema but does not know painting, music and literature...» [7, p. 102]. One kind of art cannot educate a man. Moreover that even in everyday life we connect with different kinds of art. The scholar affirms that into the process of art and aesthetic upbringing must be included both a family and a school and for the first step a school.

Modern scholars and educators-practics have no doubts upon such affirmations that is why new concepts of art education should be built upon active cooperation of different kinds of art, upon enforcing the meaning of disciplines of art cycle into general educational process. Enlarging the informational and cognitive materials for culturological and art lessons allows teachers of these disciplines leave solving narrow educational problems and turn to solving problems of the mankind character, to construct space model of an art lesson. All kinds of art ground on a single unit of means of influence upon a looker or a listener, very often these means interlace, fill one another. Thus this unit is full of such general kinds of art as composition, form, rhythm, dynamics, character, space aspect, which stand form art and vivid ground of any work of art.

At the same time every kind of art «synthesizes in itself opportunities of reaching the high level of mental revealing, the so-called polyphonic sounding in rhythm, genre, movements, colors, sounds, space components» [1]. This mechanism reveals and explains the nature of integration of educational disciplines and polyartistic development. We cannot affirm that there are main and secondary kinds of art but still «we can speak about turning of different qualities of their language, which have their displays and impressions in the consciousness» [10]. Moreover we can speak about the meaning of this or that kind of art during certain «sensitive» periods of childhood [3]. Standing on the affirmation that there is a genetic connection between different kinds of art and a child's creativity is not separated into different kinds of art, we can logically suggest that interaction of arts must become that ground which will provide proper conditions for flourishing of creative strength of a child and «forming and supporting a child's need for art» [9, p. 450].

So the main value and the centre of pedagogic influence is a child and all principles and methodologic aspects of the modern educational paradigm must support forming a single positive art picture of the world. Such an approach is not new in pedagogy as it was suggested by P.P. Blonskiy at the beginning of the XX century. The famous scholar apprehended studying and upbringing in school as a single process of training a pupil to the adult life. He admitted that every day of school studying is a whole process of perceiving the world that is why separating it into diverse disciplines is not correct. To P.P. Blonskiy's opinion a lesson must not be limited by the sum of knowledge from this or that subject, on the contrary it should become an open informational and perceiving structure which is constantly developing. Lessons built with the help of such principles help pupils to apprehend the world reality in a whole manner. In his turn a teacher gets an opportunity to go out the borders of his discipline, to enrich the educational material by means of other disciplines. The result of this process has become an appearance of a single informational and perceiving stream of educational space.

Under such conditions the educational process has get the form in which educational subjects are not separated and isolated one from another by some educational elements but on the contrary they show correlation as at last all disciplines have a single aim – to form the whole image of the world. And due to this pupils' knowledge, i.e. their accordance to certain marks allows every pupil to form the whole picture of the world and if this picture is many-sided, multicolored, possesses different forms and dynamics it will depend upon the level of development of a pupil's personality, the depth of his interests, the broadness of his outlook.

The best form of realization of the educational process will be the form of integrated musical, painting art and art culture which is built on interaction of arts and incorporation of knowledge from other branches of science and which solves the task of polyartistic development of a child. All scholars admit that the most powerful means of connection of children with the surrounding world appears on aesthetic positions. It may be the core of all pedagogy, of a child's development. Upon these conditions the aesthetic program of care about children must be built beginning from birth, continuing into a family and preschool institutions, developing in the process of school studying and communicating with adults and coevals. Realization of tasks of such a program has in the result a preparation a child to interaction with art culture.

Lessons of musical and painting art and art activity which may be rolled up at these lessons correspond to younger and middle school age. As a rule all children of younger age like to sing and draw, mold and make applications, as these forms of children's creative display do not demand from children additional stimulus from adults. The pedagogic meaning of these lessons is very high, especially when a teacher is able to support constantly the level of creative strain in the process of studying activity. So, lessons built in such a way really develop creative talents in direction of perception, forming habits and skills in different kinds of creative activity, perfection of communicative qualities and skills to get positive emotions in the process of communication with art. So the practical realization of such a program into secondary schools becomes possible only in the conditions of adhering the following demands:

- understanding the role and the meaning of art and aesthetic upbringing and education for pupils' general development;
- understanding potential opportunities of integration of disciplines of the abovementioned cycle, readiness of teachers to interaction;
- becoming of a single educational concept and common priorities of all teachers and the school administration;
- aspiration to make a single educational space;
- working out general demands to pupils, becoming of respect of all members of the teaching staff to all disciplines;
- aspiration of all teachers to cooperation, becoming of interest to the curriculum contest, cooperation and integration with which is caused by educational needs.

The conclusion. It is obvious that that the aim of forming a single educational space and realization the program of art and culturological development is a cultural, creative personality who is able to self-development. Reaching this aim depends on the level of penetrating of polyartistic way into educational

branch, becoming of well-tooled interdiscipline interaction of educational subjects, integration of preschool, school and extra-school education, systematic and continuous art and aesthetic education of pupils. Using innovation pedagogic technologies on the lessons of culturological and art disciplines promotes to becoming of a single educational space, supporting all kinds of pupils' self-realization and getting to educational and upbringing process the necessary dramatization as well as modeling the situation of success also helps to create this space. In its turn efficiency of teaching disciplines of culturological and art orientation may be increased with the help of integration of modern pedagogic ways to realization of pupils' creative activity, by means of systemizing the ways of conducting integrated lessons, and including innovation pedagogic technologies and methodology.

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РОЗВИТОК ПРОФЕСІЙНОГО ІМІДЖУ СОЦІАЛЬНОГО ПЕДАГОГА В ПІСЛЯДИПЛОМНІЙ ОСВІТІ: РЕЗУЛЬТАТИ ДОСЛІДНО-ЕКСПЕРИМЕНТАЛЬНОЇ РОБОТИ

Інна НІКОЛАЕСКУ (Черкаси)

Постановка проблеми. Тема вдосконалення та саморозвитку соціального педагога актуальна, особливо в період розвитку соціальної педагогіки як науки. Особливої значущості ця проблема набуває в системі післядипломної освіти, яка орієнтує фахівців не лише на опанування додаткових сучасних знань, а й на стимулювання їхньої пізнавальної активності, творчих пошуків, особистісного зростання, професійної компетентності.

Аналіз останніх досліджень та публікацій. У зв'язку з підсиленням уваги до професійного самозростання соціального педагога суттєвого значення набуває питання розвитку професійного іміджу спеціаліста соціальної сфери. Дослідження С. Амінтаєвої, М. Апраксіної, О. Бекетової, Л. Жарікової, О. Калужного, О. Петрової, Н. Тарасенко, В. Шепеля, В. Черепанової та інших сприяють виокремленню нової галузі педагогічної науки – педагогічної іміджології, де імідж