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THE BECOMING OF A PERSONALITY OF A STUDENT IN THE CONTEXT OF THE CONCEPT OF THE SPIRITUALITY OF UPBRINGING

Introduction. The scientific, technical and informational development of the society, its globalization at the beginning of the third millennium, actualizes the need for a scientific analysis of the impact of these processes on the effectiveness of the functioning of various public institutions, the most important of which is education. Its primary social role is stipulated by the high mission of the Man creation in a man, the formation of an integral Personality, the intellectual and spiritual spheres of which are in indissoluble unity. In this connection, there is an increased interest of scientists to the problems of interconnection and mutual influence of the informational and spiritual contexts of upbringing,

as well as to the study of current level of spirituality of the education itself and the state of development of this essential phenomenon in the modern world.

Brief review of publications on the topic. International studies of the problems of spirituality of upbringing [1; 2; 3; 4] were aimed at considering the problem of unity of the material and spiritual aspects in today's pedagogical reality. This, first of all, is related to the interest in the becoming of a personality, the spiritual world of a man and its manifestation in the social environment. The scientifically based concept of spirituality of upbringing, with its proved importance for modern education, has become the result of the search.

Статтю присвячено проблемі становлення особистості студентів педагогічних спеціальностей у контексті концепції духовності виховання. Обґрунтовується значення духовності виховання як необхідної умови трансформації привласнених студентами духовних цінностей у їхні особистісні якості. Виявлено особливості прояву цих якостей у процесі соціальної та професійної діяльності майбутніх педагогів. Розкрито сутність педагогічних феноменів «духовне виховання», «виховання духовності» і «духовність виховання», проаналізовані можливості їхнього впливу на процес становлення особистості студента.

Ключові слова: концепція, духовне виховання, виховання духовності, духовність виховання, становлення особистості студента.

In the specified monographs spirituality is considered as a sense that appears in the activities of the subjects, that spiritualize the environment and transform it into their own world [1, p. 16]. Accordingly, spirituality of upbringing is considered as a sense that appears here and now as a result of creation and spiritualization of the educational space by these subjects. In other words, the spirituality of upbringing is a «reflection of a personality in the culture of the environment and, in this respect, is a component of modern education. In this case, both the space created by the subjects (educational reality) and the subject itself who creates it are transforming (personality of the learner) [5, p. 7].

Such comprehension of the sense of the environment is revealed to a man in the process of collision of his spiritual potential and the spirituality of the surrounding culture and is reflected as a result of the becoming of a personality [5, p. 8]. Besides, there emerge opportunities for a man to understand the new phenomenon created by him – the spirituality of the environment, including the educational one, as an expression of the unity of a personality

and social spiritual potentials. This opens up opportunities for spiritualizing the environment and for creativity of a man, as well as self-involving of a man as a subject of the environment in the process of becoming of his own personality through such spiritualization. It is this comprehension of the spiritualization of the environment and the spirituality of culture that has become the basis of the author's concept of the spirituality of upbringing.

On the other hand, a man's awareness and comprehension of the spirituality of the environment occurs gradually, in an educational process that encompasses spiritual upbringing, upbringing of spirituality, spirituality of upbringing [4, p. 260]. In this connection, it becomes necessary to investigate the relationship between these categories in the pedagogical process and to identify the conditions for managing this process. In other words, there is need in the following:

- a pedagogue's awareness of the essence of the phenomenon of spirituality;
- a pedagogue's training for the pedagogical support of a disciple in the spiritualization of the environment he creates and in the becoming of his personality at various stages of this process;
- continuous development of personality of a pedagogue himself in the process of professional training.

Aim of the article is to study the peculiarities of the becoming of a personality of a student (a future teacher) in the process of professional training at the faculties of arts in the context of the concept of spirituality of upbringing.

To achieve this goal, we have put forward a number of tasks (the consideration of spiritual upbringing as the basis for the becoming of a personality, the disclosure of the possibilities of manifestation of the inner world of a future teacher-musician in creative and performing activities and the study of the process of his personality becoming as a social subject), the solution of which, in our opinion, will allow to present the possibilities of practical realization of the concept of spirituality of upbringing.

The most important guidelines of the modern upbringing and education, as considered by scientists, are humanistic pedagogical values that are inseparable from moral and spiritual values [6]. The latter constitute the core of the culture of a personality; a seed from which a spiritually mature and responsible personality (before himself and others) is born, capable not only to cognize and reflect the surrounding world, but also to spiritualize it.

The basic motivational and semantic regulators of vital activities of such personality are the highest human values: Faith, Hope and Love. They, each in its own way, refract through the prism of a personality, determining its content, quality, direction, influencing the development of the corresponding personality qualities of a man.

Materials and methods. The development of modern education is inseparable from the issues related to the inclusion of a personality in the value-semantic world of culture. This determines the quality and the vector of the becoming of the inner world of a student, the transformation of his subjective characteristics, that ensures his spiritual and creative self-realization in the profession and in life, which is based on the ability to recognize himself in the role of the subject of relations both with the world of art and with the social environment.

The special study was dedicated to the becoming of the inner world of a student in the process of vocational training and to the possibilities of its manifestation in the social environment [7, pp. 130-138]. The starting point, which actualizes the appeal to this problem, is the conceptual position that the individualized needs of each of the subjects of the pedagogical process in free self-development, self-expression and self-realization have replaced the unified mass lifestyle.

To ensure the effectiveness of this process, it is important to use the resources of the art educational space of the university. The educational segment of the latter contains a set of spiritual factors that ensure a student's creative mastering of this space and the self-creating in it as a personality

and a specialist. It is the upbringing component of professional training that ensures the becoming and development of the spiritual potential of a future music teacher.

The specificity of this process is that it is mediated: through the creation of optimal organizational and pedagogical conditions, and in the process of including a personality in various types of sociocultural and professional, especially creative and performing activities. That is, the effectiveness of the personality and professional development of a future music specialist depends, on the one hand, on the content and quality of the artistic educational space in which he is included objectively, on the other hand, from his «cooperative efforts» (V. Gatal'sky) – a conscious desire for spiritual self-improvement and creative self-expression in this space through professional activities.

One of the most effective ways to allow a future teacher-musician to show his personal intentions and professional abilities is a creative project that ensures the originating of a new content of education, as well as new ways and technologies of pedagogical activity and thinking.

The work of the six-year students-musicians at Kirovograd State University V. Vynnychenko, where each of them present his own author's project has become an example. It is the originating and presenting of creative projects that allow the students to show creativity and independence, to reveal themselves as a personality, to express their artistic and professional abilities.

Each of the projects submitted by undergraduate students touched vital problems of both personal and public nature, they dealt on a parental home, a sincere and devoted friendship, a first love and a first betrayal. And it is each student's choice of type, genre and form of self-expression in creative and performing activities, peculiarities of arrangement or the author's coloring of the presented work, that reflects the features and peculiarities of his inner world as a necessary condition for the becoming of a personality in pedagogical reality.

In the above material we find confirmation that the becoming of a personality (and of a future teacher-musician as well) is due to the appropriation by him a certain system of spiritual values, which he uses to spiritualize the reality that is being created. In this process, spiritual values are transformed into personal qualities. It is important that in the process of creating such projects, the spirituality of a student is developed and his inner world is manifested in the context of the content of the work. Thus, the appropriated content contributes to the emergence of certain qualities of a personality, which indicates its becoming and practical possibilities for realizing the concept of spirituality of upbringing through creative and performing activities.

Similar results have been obtained in the course of an experimental study conducted at Vilnius Pedagogical University. After listening to the course of the foundations of artistic education and the interpretation of a piece of art, students of various specialties (214 students in the flow) prepared the final works in which they independently interpreted the selected artwork. An important result of the experiment is that in the interpretations of the content of the works the influence of the entire course read is felt. This allows us to consider the becoming of a personality of a student in the context of the pedagogical process, and not just the interpreted work [5].

Results and discussion. An interpretation of the painting the «Landscape» (Francesco Guardi, 1712-1793) by a student D.M. can serve as confirmation of this position. After a brief presentation of the author of the picture, the student singled out the expressive means used in it and commented on their meaning. In the context of her impressions, she noted the historical significance of the picture, her own attitude towards it; the role played by the course, that was heard in the pedagogical process, which enabled her to interpret this work taking into account her own artistic and even social experience. In assessing her activities, the student

used the concepts: «self-improvement,» «good for society,» «change my inner world,» «transfer values to children,» etc.

In the process of research we have identified the subcategories (confidence in their actions, optimistic forecasting of their lives and professional activities, the importance of humaneness and mercy, etc.), indicating the presence of certain personality traits in students that are closely related to such fundamental categories of spiritual values as faith, hope and love, respectively. The appearance of these subcategories in the process of experiment and, in particular, in the student D.M. work, shows that on the basis of manifestation of the inner world the creative activity (the interpretation of the work) is being spiritualized, through which certain qualities of a student's personality are actualized and fixated. It is especially important that such comprehension of activities is determined by the interpretation of the piece, which in this case is the source and method of pedagogical actualization and consolidation of the qualities of a personality.

In addition, the indicator of the becoming a personality of the student D.M. is her attention not only to the piece, but also to the pedagogical process, as well as to her life experience. The evidence of this is her attitude to the social environment and her behavior in it. That is, here we can already talk about the interpretation of the culture of the environment within the frames of the piece and at the same time about going beyond the content of the piece into social space.

Conclusions. Proceeding from the foregoing, we can talk about spirituality as a system of appropriated spiritual values that are actualized by the pedagogical process, on which a man's personality qualities that determine his behavior in a social environment are based. In addition, understanding the value of the system as part of the actualization of one's own culture and its links with the culture of the environment can be viewed as an indicator of the person's integration into the social environment through the interconnections of spiritual and material principles. Moreover, the

manifestation in the inner world of a student of the above categories can be viewed not only as indicators of appropriation of certain personality qualities, but also as indicators of the maturity of his personality, which makes it possible to use them in the pedagogical process as certain benchmarks (levels) and directions (vectors) for further becoming of a personality as just a social subject (the direction of becoming of a personality). This opens the unity of the influence of the interpretation of a particular piece and the sense of the whole pedagogical process on the becoming of a personality of a student and the possibility of extrapolating this becoming into the culture of the environment, based directly on the life experience of a future specialist in the artistic sphere and the cultural heritage of the nation. In other words, the relationship and interdependence of the becoming of a personality in the pedagogical and social space is traced, and the importance of the spirituality of upbringing as an integral component of the becoming of a personality as a social subject is proved. In turn, the changing space indicates certain shifts in the becoming of a personality, relying not only on the unity of the material and spiritual principles, but also on the interconnection and unity of the artistic, pedagogical and social spaces. And the selected categories of the social plan testify to the existence of the possibilities for the becoming a personality as a subject of modern society already directly in pedagogical, and not only in social reality.

Thus, the conducted studies show that spiritual upbringing is the basis for the becoming of a personality of a student. For a future teacher, the creative activity he inspires is of special importance in this process, through which the unity of his becoming as a personality and as a future specialist is realized. This becoming is facilitated by the disclosure of the spirituality of the studied subject and the entire pedagogical process on the basis of the concept of spirituality of upbringing.

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МИСТЕЦТВО В ОСВІТНЬОМУ ПРОСТОРІ ШКОЛИ: УКРАЇНА – ЄВРОПА

Відповідно до планів роботи Міністерства освіти і науки України та Державної установи «Інститут модернізації змісту освіти» на 2017 р. на базі Миколаївського ОІППО та пансіонату «Лагуна Бриз» 21–23 червня проведено XI Всеукраїнську Школу методичного досвіду з художньо-естетичної освіти та виховання «Мистецтво в освітньому просторі школи: Україна – Європа».

Метою Школи є впровадження інновацій у зміст і технології мистецької освіти в контексті Концепції «Нова українська школа».

До участі в роботі Школи були запрошені науковці, методисти ІППО, вчителі.

Співпраця відбувалася за основними напрямками:

- компетентісний підхід у мистецькій освіті;
- інтеграція як стратегія шкільної освіти в Україні;
- зміст художньо-естетичної освіти та виховання, його реалізація в державних стандартах, навчальних програмах та підручниках.
- інноваційні художньо-педагогічні методики й технології.

Під час пленарної роботи Школи у виступі доктора педагогічних наук, професора кафедри теорії й методики мовно-літературної та художньо-естетичної освіти, директора Миколаївського ОІППО, заслуженого вчителя України В. Шуляра було розкрито філософію Нової української школи та висвітлено специфіку освітньої галузі «Мистецтво». **(Закінчення на с. 43).**