

ПРОБЛЕМИ ТЕОРІЇ І МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ

УДК 370

ASPECTS OF FORMATION OF AESTHETIC CULTURE OF PHILOLOGY STUDENTS

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The paper deals with some aspects of experimental approbation with the purpose to form aesthetic culture of the second year students in the area of philology. The research consists of three stages: ascertaining, formative and controlling. The objectives and methodology of each of the research stages are described. The levels of formation of artistic and aesthetic outlook and creative activity are monitored.

Keywords: *esthetic education, aesthetic culture, formation, experimental approbation*

The current stage of development of society motivates people to search for a sense of life. The contemporary system of education tends to solve new problems, particularly, humanization and humanitarization, which are aimed to develop young generation's spirituality, creative aspirations, values, high level of culture which are essential in the process of development of a harmonious and integrated personality.

This is often caused by the ideological vacuum in the society and global challenges. The spiritual experience of the mankind is mainly transferred through the art and culture. That's why studying the motivation function of art and culture in the personality's upbringing is the dominant process of education.

A significant contribution to the development of the problems related to the aesthetic education and artistic development of the individual has been made by well-known scientists and teachers as A. V. Bakushinsky (1925), D.V. Kabalevsky (1984), A.S. Makarenko (1947), S.T. Shatsky (1963-1965) and many others. In the field of psychology the works by B.G. Ananyev (1980), N. N.Volkov (1965), L.S.Vygotsky (1928), V.F. Asmus (1976), M. M. Bakhtin (1979) are the most famous. Such scholars as M.G. Kagan (1997), N.I. Kiyashchenko (1999), B.G. Likhachev (1974), Y. B. Borev (2002), N.G. Kalashnik (2008), L. V. Gritsay (2008), V.V. Strilko (2011) made contribution in the development of modern principles and approaches in the field of aesthetic education.

Today it is impossible to imagine educational activities without monitoring and specific assessment of the results.

The purpose of this paper is to consider the peculiarities of aesthetic education of students-philologists in the academic and extra-curricular activities, to analyze the dynamics of the experimental work. It is mostly based on materials of Ukrainian and English culture.

Diagnostics is essential for targeted and effective support of educational process, as it allows to correct and improve it.

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Based on the analysis of philosophical, psychological and pedagogical sources, advanced pedagogical experience we have carried out the experimental work during March-April, 2014 on the formation of aesthetic culture of students-philologists of the 2nd course at the National University of Life and Environmental Sciences of Ukraine in Kyiv. Twenty five students were involved into the experimental approbation. It included three phases: ascertaining, formative and controlling.

Some techniques were chosen to carry out the diagnostic procedures. These techniques were approbated in the psychological and educational practice before. We adapted and modified them according to the objectives of the research. They included surveys, interviews, tests, creative assignments, peer assessments, and others. Ideas from the publications of various scholars such as V. Avanesov "Measurement of artistic and aesthetic needs," M. Zuckerman "Diagnostics in needs of feelings", V. Sopova, L. Karpushina "Morphological test of life values," S. Mednyk "Diagnostics of verbal creativity", M. Rozhkov, Yu. Tyunnikova, B. Alisheva, L.Volovich "Methods of diagnostics of the level of students' creative activity", and others.

On the basis of educational research specific criteria and parameters of assessment of formation of aesthetic culture were identified [2, p.14].

Table1.

Criteria and indicators of formation of aesthetic culture

	Criteria	parameters
1.	receptive	– developed of aesthetic knowledge, ideas, perceptions, ideals, needs
2.	cognitive	– general education in the field of culture, understanding of the essence of beauty, art, knowledge of the history of development of national and foreign arts
3.	axiological	– aesthetic values
4.	systemic-active	– development of specific artistic abilities, participation in creative activities
5.	emotive	–emotional sensitivity to the aesthetic side of life, art

Taking into consideration these data, we have determined the main objective of the experimental work. It deals with the complex study of the process of formation of sophomores' aesthetic culture in the academic and extra-curricular activities.

The objective of the ascertaining phase of the research is a comprehensive study of the initial level of formation of artistic and aesthetic outlook and aesthetic culture of philology students.

We conducted a complex testing on the basis of the adapted techniques.

Testing 1.

The objective is to identify the level of artistic and aesthetic outlook of philology students.

I. Matching of the concepts of "aesthetics", "culture", "language", "education", "aesthetic education", "aesthetic taste", "aesthetic culture", "aesthetic sense", "aesthetic consciousness," "aesthetic ideal of" with their definitions.

Table 2.

Aesthetic concepts	
1. aesthetics	a) the beliefs, customs, arts, etc., of a particular society, group, place, or time; a particular society that has its own beliefs, ways of life, art, etc.; a way of thinking, behaving, or working that exists in a place or organization (such as a business).
2. culture	b) a set of ideas or opinions about beauty or art. aesthetics; the study of beauty especially in art and literature; the artistic or beautiful qualities of something.
3. language	c) the way a child is raised; the care and teaching given to a child by parents or other people
4. upbringing	d) the system of words or signs that people use to express thoughts and feelings to each other; any one of the systems of human language that are used and understood by a particular group of people; words of a particular kind

II. Open test. Fill in the names of famous people in the rubrics of the table.

Table 3.

Famous people

poets	writers	artists	musicians	dancers	singers	actors

Ivan Kotliarevsky, Taras Shevchenko, Nikolai Yaroshenko, Mykola Pymonenko, Oleksandr Murashko, Ostap Veresai, Mykola Lysenko, Mykola Leontovych, Hryhorii Skovoroda, Dmytri Bortniansky, Artemy Vedel, Boris Lyatoshinsky, Sofia Rotaru, Charles Dickens, Thomas Hardy, Alfred Tennyson, Rudyard Kipling, John Milton, Joshua Reynolds, Thomas Gainsborough, Pavlo Virsky, Francis Hayman, William Turner, Henry Irving, Serge Lifar, Nazariy Yaremchuk, Ihor Bilosir, Taras Petrynenko, Alla Kudlay, Joseph Conrad, Robert Burns, Edgar Allan Poe, William Shakespeare, John Milton, Daniel Defoe, George Gordon Byron, Emily Brontë, Ivan Franko, Lesya Ukrainka, Olha Kobylanska, Lina Kostenko, Ivan Aivazovsky, Oleksandr Litovchenko, Charles Dickens, Benjamin Britten, Henry Joseph Wood, Andrew Lloyd Webber, Laurence Olivier,

Audrey Hepburn, Marilyn Monroe, Benjamin West, John Trumbull, Ernest Hemingway.

Scale of assessment: >75% of correct answers – a high level; 50%-75% – an average level; <50% – a low level.

Testing 2.

At this stage of the experiment we used a highly productive technique “Choose music” which was firstly approbated by L.V. Shkolnyk [3, p.2].

The objective is to identify students’ abilities to express reflection and perception of beauty in the musical works (incentives)

Two parts of test are presented. Each of them consists of three fragments.

Fragment 1: Johann Strauss I “Täuberln-Walzer”, Frédéric Chopin “The magic of piano”, Boris Lyatoshinsky “Sonata-ballade for piano”.

Fragment 2: Ludwig van Beethoven "The Spirit of Freedom" Wolfgang Amadeus Mozart "The Art of Genius", Antonio Vivaldi "Venice Luxury".

Assignment: Students should listen to musical fragments and rearrange them according to similarities and differences.

Criteria for assessment according to L.V. Shkolnyk:

a high level – an ability to establish an appropriate matching of musical fragments with emotions, ideas, images, an ability to express associations, emotional experiences (3 points);

an average level – the right choice of two similar musical pieces characterizing only emotional and imaginative interpretation of music, without analyzing the characteristics of expression (2 points);

a low level is characterized by the students' inability to identify a piece of music, which is different from the other two. The attempt to analyze some characteristics of similar musical pieces is realized without relying on the emotional and imaginative interpretation of the content of music. Students cannot prove their choice of the "odd" piece (1 point).

We have also run diagnostics of the level of creative activity. This methodology was worked out by M. Rozhkov, Yu. Tyunnikov, B. Alishev, L.Volovich. It is intended for comparative analysis of changes in formation of students' creative activity [1, p.101-103].

In the experiment the assessment is carried out using analytic rating scales that measure four criteria: a sense of novelty, criticality, the ability to transform the structure of the object, focus on creativity. There's also a quiz, involving a comparison of responses and self-assessment skills.

It is important to compare the results with the self-esteem of students, which is shown in the last section of the questionnaire.

The purpose of the second (formative) phase of the experimental work is to develop a cycle of tutor's hours on theme "Beauty will save the world" and a number of English lessons aimed at the development and the formation of aesthetic culture of students-philologists in the context of a dialogue of cultures.

In the course of the control phase of the study we carried out testing on formation of aesthetic education one more time.

Table 4.

Comparative analysis of levels of formation of students' artistic and aesthetic outlook

Groups	levels	number of students		number of students	
		absolute proportion	percentage proportion %	absolute proportion	percentage proportion %
		(at the beginning of the experiment)		(at the end of the experiment)	
1 group	high	7	28%	11	44%
2 group	average	10	40%	9	36%
3 group	low	8	32%	5	20%

Table 5.

Comparative analysis of levels of formation of students' creative activity

Criteria	percentage proportion % (at the beginning of the experiment)			criteria	percentage proportion % (at the end of the experiment)		
Levels							
	low	average	high		low	average	high
sense of novelty	33%	60%	17%	sense of novelty	26%	64%	20%
ability to transform a structure of an object	32%	59%	9%	ability to transform a structure of an object	21%	68%	11%
focus on creativity	24%	65%	11%	focus on creativity	16%	67%	17%
criticality	11%	54%	25%	criticality	8%	65%	27%

To sum up, comparative data of parameters of levels of formation of students' artistic and aesthetic outlook and creative activity prove the efficiency of the research.

The process of forming of philology students' aesthetic culture has great opportunities and leads to each student's personal development.

Prospects of studies we see in the involvement of more students in the experimental work and the formation of two groups (control and experimental) for the purity of the experiment, as well as in the expansion of the vector of educational work aimed at the ethical, moral, sexual, labor, legal, physical, ecological, patriotic, political education.

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У статті розглянуто деякі аспекти дослідно-експериментальної роботи з формування естетичної культури студентів-філологів 2 курсу. Дослідження включає три етапи: констатуючий, формуючий і контролюючий. Описано цілі та методика проведення кожного з етапів дослідження, проведено моніторинг рівнів сформованості художньо-естетичного кругозору та творчої активності студентів.

Ключові слова: естетичне виховання, естетична культура, формування, дослідно-експериментальна робота

В статье рассматриваются некоторые аспекты опытно-экспериментальной работы по формированию эстетической культуры студентов-филологов 2 курса. Исследование включает три этапа: констатирующий, формирующий и контролирующий. Описаны цели и методика проведения каждого из этапов исследования, проведен мониторинг уровней сформированности художественно-эстетического кругозора и творческой активности студентов.

Ключевые слова: эстетическое воспитание, эстетическая культура, формирование, опытно-экспериментальная работа

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ВЕРБАЛЬНА АГРЕСІЯ В ПЕДАГОГІЧНОМУ СЕРЕДОВИЩІ: ВИЯВИ ТА ШЛЯХИ ПОДОЛАННЯ

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Сучасні лінгвістичні дослідження характеризуються дискурсивною спрямованістю. Вивчення явища вербальної агресії в педагогічному дискурсі розглядається як актуальна проблема. У статті описується агресія як реальний складник педагогічної комунікації та окреслюються шляхи її подолання.

Ключові слова: вербальна агресія, педагогічний дискурс, деструктивна комунікація

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