

HUMANISTIC PRINCIPLES OF SH. SUZUKI TALENT EDUCATION

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Article reveals the essence of humanistic views of Japanese music pedagogue Shinichi Suzuki. Suzuki evolves the philosophy of socialization and personal enhancement, based on the belief that every child has a great potential and sensible assistance for fully reveal is needed.

Harmonious personality, humanity, imagination, personality's creative orientation, creativity.

An important issue is a need to build up the education and training based on humanism, interpretation of humanism principles, and implementation of these principles in pedagogical activities. This issue requires finding a solution and it attracted many pedagogues and researchers. In a context of this themes it would be appropriate to analyze and evaluate the humanistic position of Japanese pedagogue and violinist Shinichi Suzuki (1898–1998), who created his theory of young children education.

Analysis of researches and publications. At the scientific literature, the name of Shinichi Suzuki is mentioned mainly in relation to the teaching method of violin playing. There are no publications in Ukrainian yet from the humanistic point of view to Suzuki approaches in education. Generally the basic humanistic principles of pedagogy were formulated by philosophers Socrates, Plato, Aristotle long before the pedagogy separated as a science. Later humanistic ideas were developed by J. Comenius, J. Pestalozzi, K. Ushinsky, G. Skovoroda and others. Due the needs of time, pedagogy enriched by new theories and practices: natural consequences of J-J. Rousseau, pragmatism of J. Dewey, communist education of (Makarenko A., Sukhomlynsky V. and others). A new phase of the development in humanistic pedagogy was determined by personality-oriented training and education (Amonashvili Sh., Bech I., Bilousova, Goncharenko S., Malvaniy Y., Savchenko O., Yakimanska I.). As we see, nowadays the themes of humanistic principles in pedagogy and philosophical principles of education belong to several disciplines: pedagogy, psychology, philosophy, sociology, etc. The scientists attempt to interpret the basic principles of humanity, and they have also evaluated the ways of implementation these principles into pedagogical processes.

Considering the mentioned above, **the paper has a goal** to outline the essences of Sh. Suzuki humanistic views and to evaluate his contributions into development of pedagogy. Objectives – to make an analysis of Sh. Suzuki views on education and to define the terms "creative talent", "creative orientation of the individual", "creativity", "harmonious personality."

Main text. Suzuki wrote [7, 52], that he works with young children not to find geniuses among them, but to develop musical abilities and other talents of a child. He believed that this can be done through playing the violin, and the growth of one ability lead to improving of other abilities. Suzuki said, that any child can show extraordinary abilities, if one applies the correct training method " [7, 10]. In fact, the Japanese pedagogue has developed a philosophy of the formation and development of the individual. This philosophy is based on the belief that any child has a great potential which is needed to be properly strengthen. His approach of Talent Education is not just a practical and methodological guidance of the music teaching method. It is the philosophy that aims to help a child in searching of his place in life. That is why this method of Talent Education can be used not only in music pedagogy.

Development occurs through creativity, through creative orientation of the individual, and through actualization of creativity. It is the most appropriate response to the situation in the world. Human is faced with a world that is changing constantly. All the global changes bring the "value-regulatory uncertainty" (Sobkin V. S.) and form a new socio-cultural space (Rubzov V.V.). Man has to navigate and operate it effectively.

Let us clarify the terms "creative talent", "creative orientation of the individual", and "creativity", which we use in this paper.

Creativity is a combination of innate psychological preconditions of creative activity. In other words creativity talent is an ability to create, creativity potential, which any person has. Suzuki does not use this term "creativity talent" directly in his articles, but he is talking about it as human creativity. He makes emphases on personal development, based on natural instincts young child. By playing music, he creates conditions for instincts optimization caused by internal factors. Suzuki also pays attention to a forming of students' individuality due to external factors.

"Creative orientation of the individual" means focusing on human creativity in artistic or scientific activities. It also means to consider creativity as a process of finding and implementing new possibilities of human activity (Maximova S.). The result of creativity is either spiritual or material wealth, or other effects. For example, "self-creation" (Rubinstein S.), human identity as an object of creative efforts (Phrom E.), "Self-building system of relations with the world" (Leontiev A.), "life creativity"

(Sukhorukov A., Sokhan L., Stepanov S.). Suzuki aims to educate nurture creative orientation of the individual in such a broad sense.

The category of "creativity" means an activity or a process caused by many factors. The process creates new objects and values. It influences to the self-creation, self-realization to man's life.

Creativity achieves a qualitatively new state of consciousness. It is a method and a condition of the development of individuals. Mechanisms of the development (Ponomarov Y.) and processes of self-creation overcome visible boundaries. Here the subject and object are identical. Transferring of subject to a new personal level is possible. Creativity is a condition for the harmonious development of personality.

A man needs to develop in order to feel the fullness of life and to joy of knowledge. Suzuki insists on necessity to create appropriate environment for the formation of harmonious personality.

According to humanistic, philosophical and psychological concepts of personality, a man is a value of society. Harmonious personality is a comprehensively developed person. Harmonious relationship between the individual and the world means harmony between what personality demands from others, and what it can and should give them. The harmonious personality has a unity with the world, people and itself. It is person of morality. Suzuki focuses on educating of moral qualities of his students. He indicates that a personal example and love are the best opportunity to achieve a positive result. Harmonious personality, as an ideal to take an example, is a person who has harmony with himself and with the world, who is constantly being improved, creates himself and has a creative approach to life.

Creative orientation of the individual is a characteristic of harmonious personality. The creativity is an essential condition for development of harmonious personality. And here we would like to clarify that the terms of harmonious personality provides creative orientation of the individual. A target is primarily directed at the personality and personality's life. Such concepts are a key to the concept of Talent Education Sh. Suzuki.

Suzuki says that every child has rights to comprehensive development of his abilities. This requires certain conditions: patience, attention of adult environment, high-quality example of parents and teachers, natural development, based on the interest that child has. The author of the Talent Education method compares the abilities of a young child with seeds that were planted in the ground. This seeds requires care before you see a "sprout" - talent. But it is not a final goal of education. The goal is creation of a personality. Thus, Suzuki recommends educating a child very carefully, tenderly, and responsibly. Love is an essential principle of effective education.

It sometimes happens that a child is behind on some discipline, or it does not have required skills. This does not mean that the child has no talents. Suzuki believes that in this case one should look at the educational system. Indeed, schools focus on a set of informing instead of developing natural skills of students. Suzuki avoided the classification of children with musical aptitude tests. He believed that this test does not show the ability of a child, it shows the issues the child had sorted out.

The modern theory of creativity involves two main points of view on a personality. One of them says that the ability to creativity is inherited to any person in varying degrees. Implementation of creativity contributes to the normal psychological health. Another point of view takes into account only the objective value of the creativity. In pedagogy the humanistic point of view on personality appears as a constructive position. Creativity is interpreted in the wide sense of this word.

Suzuki's approach to education is humanistic, while the main goal of education was defined as influence to the forming of the young child with love, respect and creativity. Suzuki believed in unlimited possibilities and excellence of children. Uniqueness of every person creates environment of joy, supports teacher and student.

Conclusions. In fact, we should always remember that near by the creativity self-realization (in the wide sense of the word) there are other perspectives. Psychologist R. Hranovska describe implementation through aggression, power, or escaping into another reality (drugs, etc.) [1]. Researcher S. Maksymova offers another expressive option: man either creates or destroys. Destruction is a result of the inability to realize the potential [4]. Sudzuki Sh. focused on similar issues. He lined processes of education based on principles of love, respect and creativity. His sights lay on his method of Talent Education. It is another important step at the development of humanistic principles for pedagogy and philosophical bases of education.

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Розкрита сутність гуманістичних поглядів музичного педагога С. Судзукі, який розвиває філософію становлення та розвитку особистості, засновану на вірі у те, що кожна дитина володіє величезним потенціалом і необхідно грамотно допомогти їй розкритися повною мірою. Особливостям такого підходу С. Судзукі до виховання приділено увагу у публікації.

Гармонійна особистість, гуманізм, креативність, творча спрямованість особистості, творчість.

Раскрыта сущность гуманистических взглядов музыкального педагога С. Судзуки. Судзуки развивает философию становления и развития личности, основанную на вере в то, что каждый ребенок обладает огромным потенциалом и ему необходимо грамотно помочь раскрыться в полной мере. Особенности такого подхода к воспитанию уделено внимание в публикации.

Гармоничная личность, гуманизм, креативность, творческая направленность личности, творчество.

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ФІЛОСОФІЯ ПОСТМОДЕРНІЗМУ ЯК СТРАТЕГІЯ ОСЯГНЕННЯ ТІЛЕСНОСТІ

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Для з'ясування постмодерністської стратегії осягнення тілесності проаналізовано дослідження М. Фуко про вплив владного панування на тіло. Осмислено концепцію А. Арто про потенціал тілесності бути єдиним дієвим каналом, через який мистецтво може транслювати цінності та відчуття

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