

Oksana Derkach

VINNITSA STATE PEDAGOGICAL UNIVERSITY NAMED AFTER M. KOTSYUBINSKY

AN EDUCATE POTENTIAL OF ART-PEDAGOGY AND FEATURES OF ITS REALIZATION IS IN THE CONDITIONS OF EDUCATIONAL SPACE OF PRIMARY SCHOOL UKRAINE

INTRODUCTION

Analysis of recent scientific papers on pedagogy and psychology allowed admitting the growing interest in Ukrainian educational communities in art-pedagogy – teaching in art – therapy that is new and fairly popular in the former Soviet area of psychological and psychotherapeutic work and provides purposeful use art as a means of psychotherapy and psychic correction influence on personality. As asserts Shumakova¹, art-pedagogy «studies essence, conformities to the law, methods and forms of organization of pedagogical process on the basis of use of various kinds of art at the vital functions of a man as factor and mean of his development, realization of spiritual, corporal and creative capabilities». Such definition of art-pedagogy to a full degree represents those tendencies to integration of knowledge, what are inherent nowadays to modern humanities that must play a decisive role in the modernization of the national education system².

¹ Н. Шумакова, *Арт-педагогика как гуманистическая система образования учащихся в области физической культуры*, Ставрополь 2006, р. 124.

² Н. Сергеева, *Арт-педагогическое сопровождение профессиональной подготовки будущего учителя*, Чебоксары 2010, р. 4.

EDUCATE POTENTIAL OF ART-PEDAGOGY

Art-pedagogy goes outside traditional school education which is a «mediator between publicly meaningful cultural values and personality values of a man». In accordance with the State Standard of Primary General Education of Ukraine³, the primary objective of educational branch «Art» is development for the schoolchildren of the personality-valued attitude toward an art, ability for perception, understanding and creation of images, necessity in artistically creative self-realization and spiritual self-perfection. Thus, out of teachers attention there is a powerful therapeutic, psycho-corrective and psycho-hygiene potential of art which the representatives of past cultural epochs mastered yet, and which is a basis of art-pedagogy. Introduction of technologies of artistically creative self-expression by means of art into an educational process of establishment of education creates delicate possibility to get closer to understanding of interests and values of child, feel its uniqueness in the process of spontaneous artistic creation. Here educate, developing, diagnostic, corrective and psychotherapy processes flow at the same time due to keen spontaneous activity as a result of which emotional, trustful communicative contacts are adjusted between the adult and the child, the laws of effective social co-operation are known.

Let's consider differences which exist between traditional lessons from the school course of artistic disciplines and art-pedagogical lessons. They have different priority goals which determine their conformity to the law. In particular, as marks Voznesenska and Mova⁴, on the drawing lesson (as well as during studies of other kinds of art), a purpose is study of new activity, while in art-pedagogy (as well as in art-therapy) a leading purpose is psycho-correction, psycho-hygiene and indirect di-

³ *Державний стандарт початкової загальної освіти*, [w:] М. Демчишин (red.), *Довідник учителя художньо-естетичного циклу в запитаннях і відповідях*, Харків 2006, р. 77–84.

⁴ О. Вознесенська, Л. Мова, *Арт-терапія в роботі практичного психолога: Використання арт-технологій в освіті*, Київ 2007, р. 28.

agnostics, although obligatory remain also development, education and studies of every schoolchild.

Besides, studies foresee the estimation of the mastered knowledge and formed skills, while in art-pedagogy children works are never compared and not estimated. Unacceptable is even application of such judgments as «beautiful – ugly», «correct – wrong». Expressing of feelings and experiencing, individual style of self-expression has a greater value, than aesthetical beautifulness of product of child's graphic activity, therefore sincerity, spontaneity and openness are greeted during such lessons.

On the lessons of drawing and artistic labour a teacher watches after the obligatory observance of discipline by students, while in art-pedagogy inherent is a high degree of freedom and independence. The participants of this process themselves control the sequence of action taking into account the right for choosing the theme, material, rate of implementation of work or, on the contrary, refusal of it. Thus, during studies usually a teacher occupies dominant position («from above»), as he is that, who conducts, organizes, induces. In art-pedagogy a teacher is an equal in rights partner, «facilitator» of creative process, which encourages the child to expression of own senses and experiencing in spontaneous artistically creative activity.

The comparative analysis of requirements to organization and leading of traditional lessons from the school course of artistic disciplines (fine art, music and artistic labour) allowed to ascertain, that the determining line of these lessons is the specially organized activity, the purpose of which is art and aesthetical development of students, learning of knowledge and skills of graphic (musical) activity, while art-pedagogy carries spontaneous character (foresees absence of the standard set for an inheritance), and the presence of artistic talents or special preparation does not play a meaningful role. During conducting of such lessons the important is a creative act itself, and features of the internal world of creator, that appear as a result of implementation of this act. Another important feature of art-pedagogy lessons is absolute acceptance of every work in accordance with subjective visions and displays of its author. Such acceptance of work which foresees complete absence of any evaluation

creates the situation of success for every child, as it provides an origin of emotionally warm atmosphere of goodwill, empathy communication and confession of value of every personality, its senses and experiencing.

FORMING OF INTERNAL POSITION «I AM A SCHOOLBOY»

Among *educate tasks* that the teacher of primary school can realize by means of art-pedagogy, it is possible to name the followings:

- forming of socio-centered world outlook of child, as a result of what a child studies to correlate the actions (aspiration and desire) with senses (necessities and aspirations) of surrounding people;
- correction of «I-am-image» of child which in the moment of beginning of studies at school is in a transitional period from idealized to realistic «I-am-image»;
- forming of the system of values of schoolchildren in accordance with humanism and spiritual world outlook conceptions of humanity;
- forming of skills of empathy and reflections, abilities of emotional and willing self-regulation;
- forming of social-cultural experience of junior schoolchildren during organization of group forms of art-pedagogy work in class on principles of the mutual understanding, mutual support and mutual respect;
- forming of internal position «I am a schoolboy» which is the mortgage of subsequent successful initial-cognitive activity.

The listed tasks predefined, mainly, by the psychological features of development of first-year children which begin their studies in 6-years-old age. In this period children, traditionally, are characterized by the formed stable aspiring and personality readiness to the systematic process of knowledge capture, however they are not ready to that this process is strictly regulated, group (but not individual) and has certain terms which it must adhere to. A six-year-old schoolboy cannot at once accept and master all codes of school conduct and often violates the limits of these norms, trying to find limits between you «can» and «must not». Therefore one of major tasks of teacher of primary school there is crea-

tion of necessary terms not only for successful educational activity but also for realization of a number of educative tasks. Here an art-pedagogy can help a teacher, by which in the emotionally warm and benevolent atmosphere of complete acceptance and in format of the relaxed creative game and fairy-tale a child will not only get to know the mechanisms of effective social co-operation but also will learn to live after their laws.

The necessary condition of realization of the named tasks is a construction of all of an educate work in accordance with principles of purposefulness, system and accordance to nature. The mortgage of successfulness of such work will be creation in imagination of schoolchildren an image of certain *fairy-tale educational-cognitive reality* which will exist parallel to own educational-cognitive reality. Due to creation of such fairy-tale educational-cognitive reality in the sub consciousness of first-year schoolboy close ties are adjusted between two parallel realities – fairy-tale fantastic and own school one, and, accordingly, there are certain projections from images of one to other (both from the real on fairy-tale fantastic, and vice versa). Thus, we get unique possibility to carry out a corrective and educative influence on a child (its values, aspirations, necessities, tastes and interests) through the heroes of the created fairy-tale fantastic reality, its rules and principles of existence.

For fairy-tale educational-cognitive reality, as marks Leschenko⁵, the appropriate become the phenomena characteristic both for the fantastic and for real world, namely:

- presence of the special mysterious fairy-tale atmosphere, in which dreams, fantasies are carried out, inclinations and abilities are realized;
- a process of search of intercommunications between fairy-tale events and vital situations;
- decoding of fairy-tale information about the world and mutual relations in it;
- transformation of fairy-tale senses in reality;
- socializing with fairy-tale characters;
- possibility of reincarnation in fantastic images;

⁵ М. Лещенко, *Щастя дитини – єдине дійсне щастя на землі: До проблеми педагогічної майстерності*, ч. 2, Полтава 2003, р. 276.

- adventures which arise up as a result of co-operating with fairy-tale characters;
- action of magic forces, which is always directed on help, providing of psychical protection of personality;
- safe experimentation with own acts, a free choice of any decisions which does not bring over to fatal, as it is in the real life, consequences;
- expansion of borders of the fairy-tale world by thinking of scenarios of subsequent development of fairy-tale events.

We will illustrate the technology of realization of an educate potential of art-pedagogy on the example of creation of such parallel fantastic realities for students of 1–2 and 3–4 forms (6–7 and 8–9 years old).

1–2 forms: «Forest school». With the purpose of education for the first-year schoolchildren of the realized attitude toward the process of studies and forming of internal position «I am a schoolboy», in imagination of children we create image of parallel fairy-tale educational-fantastic School of animals. In a quality of through dominant line we took advantage of selection of author's psycho-corrective fairy-tales of Russian fairy-tale therapist Panfilova «Forest school»⁶, with the help of which we got unique possibility to carry out a corrective-educative influence on forming of school values, relations, aspirations, necessities and interests of child through the heroes of the created fairy-tale fantastic reality, its rules and principles of existence. By help of a fairy-tale, a game and spontaneous artistically creative activity first-year schoolchildren recognize essence, conformities to the law, principles and rules of successful vital functions in the conditions of school, “work out” (play, live) different aspects of school life. For example:

- implementation of project graphic test «School of animals» (Panchenko) as an illustrations to the fairy-tale «Creation of Forest school» will allow to get the understanding of relation of child to school and success of flowing of adaptation processes;
- creation of composition «Bouquet» (drawing, applique, paper-plastics) is illustration of fairy-tale «Bouquet for Teacher» – will help

⁶ М. Панфилова, *Лесная школа: Коррекционные сказки и настольная игра для дошкольников и младших школьников*, Ростов-на-Дону 2009.

- to form emotionally warm and valued attitude toward a teacher as to the transmitter and source of knowledge;
- teaching skills of creation of applique is illustration of fairy-tale «Invisible Cap» – will help children to realize importance of keeping of the certain rules of conduct at the lesson, to form respect to labour of teacher and class-mates;
 - work with plasticine (teaching skills of modeling of geometrical figure – ball – and further use of it in a plot compositions) is illustration of fairy-tale the «Magic apple» – will help to consider the questions of stealing and valid attitude toward stranger things, etc.

Thus, creation and systematic address to image of «Forest school» helps not only to consider rules of conducts at the lessons and during breaks, in a dining-room, library or gym, but also to form at schoolchildren valued and realized attitude toward them. Besides, in a fairy-tale and playing form it is possible to work out and such components of school life, as: writing off and prompts at lessons; economical attitude toward school things; tidiness, responsibility, restraint and punctuality; laziness and greed; school quarrels and conflicts; abusive words and offenses, etc. All of it is the inalienable components of internal position «I am a schoolboy» of first-year schoolboy, that provide comfort, harmonious entering of child in the new stage of the life – beginning of school studies.

3–4 forms: «Toy shop». With the purpose of forming of social-cultural competence and experience of successful social self-realization of junior schoolchildren we took advantage of idea «toy-shop», as a result of what in imagination of children we created image of parallel fairy-tale fantastic reality, protagonists of which are toys which come back to life at the end of working day. In a quality of through dominant line we again use the psycho-corrective fairy-tales of leading Russian and Ukrainian fairy-tail therapists, in which the questions of value of human life and human relations, sociability and collaboration, persistence in overcoming of vital difficulties, confidence and decisiveness, careful attitude toward nature and labour of people are examined.

Any fairy-tale, both folk and author's, is oriented to the certain socially pedagogical effect. A fairy-tale teaches, educates, warns, inspires, fills

with a faith in own forces and possibilities, induces to activity. But the most educative potential have psycho-corrective fairy-tales, that is fairy-tales, the purpose of which is the «mediated influence on the conduct of child (under a correction in this case is understood „substituting” for ineffective style of conduct on more productive one) and conditioning, for which a child consciously would be thoughtful above some aspects of his own conduct»⁷. In the context of our work the value of the use of psycho-corrective fairy-tale grew due to introducing of schoolchildren in the process of creating fairy-tails, as we stopped telling of fairy-tale at a culmination place, when it's hero got in a situation at which he could not satisfy his necessities or desires through the inadequate forms of conduct. As a result of search of possible variants of completion of fairy-tale subjects there was exteriorization of common to all mankind values, at which declared from outside by adults, they were appropriated by children and perceived as own.

Among forms of work which have most recommended themselves during the work with the children of this age, there is group work, as exactly it allows organically combining the different types of multimodal art-pedagogy. Yes, after finishing of fairy-tale it was suggested to schoolchildren to draw the heroes of fairy-tale, make out of the got images characters for a table theater and to present own work in the format of performance of table theater. Such integral dwelling of fairy-tale history allowed maximally to involve the emotional and cognitive sphere of children, and organization of group work activated the creative displays of children yet more, stimulated to the search of non-standard and creative decisions.

CONCLUSIONS

Looking after children some schools of Vinnitsa city and Vinnitsa region during art-pedagogy lessons and in the process of decision of daily educational tasks during 2007–2015, monitoring the dynamics of values changes in the outlook of schoolchildren and manifestations of these

⁷ Т. Зинкевич-Евстигнеева, *Практикум по сказкотерапии*, Санкт-Петербург 2002, р. 87.

changes in their daily life demonstrated the formation of conscious values and attitudes of pupils to their lives and health, feelings of people around them, the results of human labor and nature. Besides, cognitive interest of junior schoolchildren was activated to expressive possibilities of art and questions of own identity (gender, social, national and cultural), peculiarities of proceeding of psychical processes (functioning of memory and thought), laws of effective communication and mechanisms of life-creativity. Considerable changes were observed in the daily conduct of schoolchildren, that was showed up in aspiring to the search of effective ways of decision of conflict situations, more careful attitude toward senses of surrounding people, aspiration to understand reasons of conduct and ground one's positions, diminishing of displays of aggression. It is necessary to mark that the degree of displays of these changes to a great extent correlates with the quantitative indexes of teacher's work: situation introduction of methods of art-pedagogy was instrumental in the display of mainly behavioral changes which lasted for short span of time. Long-term projects allowed attaining quality changes in consciousness, cognitive interest and conduct of schoolchildren in accordance with all noted components, that quality distinguishes them among other students.

Thus, realization of an educate potential of art-pedagogy in the conditions of an educational potential of primary school complies to the nature features of child's perception of the world, where a leading role belongs to the fairy-tale and relaxed creative game in syncretism (organic) combination of all variety of kinds of art, and will be instrumental in forming of positive "I-am" image of schoolchildren, correction of their valued orientations and present social and cultural experience, to general harmonization of personality development of every child in the context of the system «personality – society – nature – culture».

LITERATURE

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SUMMARY

The features of art-pedagogy as an innovative personality-oriented technology of education are discussed in the article. The author has revealed: the essence of an educate potential of art-pedagogy; organizational and methodological requirements for the art-pedagogy teaching in primary school; methods and techniques of educational interaction between the teacher and pupils by means of art-pedagogy.

The special attention is paid to the psychological and pedagogical mechanisms of forming of an internal position «I am a pupil» at six-year-old first graders by facilities of multimodal Art-Pedagogy in the process of creation in imagination of children of parallel fairy-tale fantastic educational-cognitive reality. The palette of organizational forms, methods and receptions of Art-Pedagogy are widely presented and also the possibilities of their use in the educational process of primary school. All of these will allow to extend the range of the humanitarian oriented methods of achievement of pedagogical aims.

Key words: art-pedagogy, educate potential of art-pedagogy, internal position «I am a pupil», innovative educational technologies.

POTENCJAŁ WYCHOWAWCZY ARTEPEDAGOGIKI ORAZ SZCZEGÓŁY JEGO REALIZACJI W WARUNKACH PRZESTRZENI WYCHOWAWCZEJ W SZKOLE PODSTAWOWEJ NA UKRAINIE

STRESZCZENIE

Na łamach publikacji został przedstawiony przegląd źródeł historycznych oraz proces rozwoju arte pedagogiki jako innowacyjnej zorientowanej na osobę technologii w edukacji i wychowaniu dzieci w młodszym wieku szkolnym; wyznaczone organizacyjno-metodyczne zasady realizacji potencjału wychowawczego artep pedagogiki w warunkach naukowo-wychowawczego procesu w szkole podstawowej.

Poza tym szczególną uwagę zwrócono na zagadnienia dotyczące psychologiczno-pedagogicznego wsparcia procesu kształtowania u uczniów w młodszym wieku szkolnym wewnętrznej postawy „J jestem uczniem” oraz przedstawiona została cała paleta metod i środków organizowania edukacyjno-wychowawczego współdziałanie nauczyciela z uczniami za pośrednictwem artep pedagogiki; również przedstawiono szczegóły organizowania przestrzeni artep pedagogicznej w warunkach klasy szkolnej oraz stworzenia bajkowej edukacyjno-fantastycznej rzeczywistości mającej na celu kształtowanie społeczno-kulturowego doświadczenia u uczniów w młodszym wieku szkolnym.

Słowa kluczowe: artep pedagogika, potencjał wychowawczy artep pedagogiki, wewnętrzna postawa „J jestem uczniem”, innowacyjne technologie w edukacji.