

# Technological initiative for the "roadmap" implementation for the bachelors-designers' creative development in art

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**Abstract.** The article discusses the possibilities of the pedagogical technologies' initiative for the creative development of bachelors-designers, the use of the roadmap for the students' creative potential realization, the possibilities of self-development and self-realization in artistic activity, the process of personality development on a personality-oriented basis, taking into account the formation of the students' inner world, their motivation and system value relationships, educating and developing the artistic activity's possibilities. The artistic activity's functions in the learning process, art as a product of this activity are determined. The conditions for the internal spiritual transformation and harmonization of the student in the creative development context in the artistic activity process are discussed.

## 1 Introduction

The first quarter of the third millennium in the name of preserving civilization and its prosperity presents the new requirements for the constructive use of the intellectual, spiritual and creative potential of an individual. Direct attention is paid to the formation and development of a creative personality, the possibility of realizing its potential and creative approach to business. Further transformations are possible based on the creative potential use of an individual. In modern pedagogy, the humanistic model of education of a culture-like type focuses on the cultural values' new aspects discovery in the educational process. The following parameters are called in the conceptual provisions of a personality-oriented education: a person of culture - a free personality, capable of self-determination in the world of culture, she is a spiritual person, the education of which involves the development of spiritual needs, including cognition, the basis of spirituality is education; a person of culture - a creative person characterized by the developed abilities, needs for transformative activity; the person of culture is an adaptive person, he has an aesthetic taste, the ability to create life according to the laws of beauty, the person of culture is a moral person. In light of the above-mentioned, a higher education teacher who implements the technology of creative development for the bachelors-designers in their artistic activity needs to have a high level of pedagogical culture, professionalism and pedagogical skill. The evolution of pedagogical thinking is in the stage of transition from the rational objectification idea for

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the man (materiality of the world, objective activity, realism in art, etc.) to the irrational objectification idea for the man (spiritual forces, abilities, spiritual power of art, etc.). The analysis of philosophical, psychological and pedagogical materials revealed the following contradictions, the presence of which was the reason for the appearance of this publication:

- between the traditional experience of personality development, built on a functional and pragmatic basis for arming the students with skills and the requirement of a modern pedagogical situation, to build a personality development process on a personality-oriented basis, taking into account the formation of the students' inner world, their motivations and the evaluative relations' system;

- between the social and pedagogical relevance of the students' creative development in artistic activity and the insufficient prospects for the "road map" implementation in this process;

- between the students' need in creative activity, as the ability for self-realization and creative development, and the lack of initiative technologies for this ability's development in the artistic and educational space of a technical university;

- between the need to overcome these contradictions and implement the ideas of the technologies' algorithmizing for the bachelors-designers' creative development in the context of a personality-oriented education, which determined the topic and content of this publication.

## **2 The artistic activity functions in the process of the creative development "road map" implementing**

Art in the context of artistic activity harmonizes the inner life of a person, it simultaneously performs several functions, such as:

- socialization (cognition of cultural values: moral, aesthetic, humanistic, appropriation of the human being's norms);

- development (mental processes, sensory experience, emotional and value sphere);

- individualization (as a "discovery", self-affirmation, overcoming the difficulties of emotional-sensory, socially adaptive processes and forming as a subject of culture;

- correction (physical, psycho-emotional, moral, elimination of certain types of deprivations in the process of art pedagogy);

- professional definition (art education assumes its continuity).

The organization of a focused and effective process for the "road map" implementation depends on many objective and subjective factors. Objective factors include the development level of the artistic culture of the society (university, social environment), the dissemination degree and the artistic values' use, the prevailing education system and the artistic values' understanding upbringing. Subjective factors include individual theoretical experience of an individual, his worldview, moral and aesthetic values, personal psychological characteristics of the perception and evaluation of art works.

In this regard, B.M. Teplov noted that "the educational value of works of art lies in the fact that they provide an opportunity to enter the inside of life", to experience a piece of life, reflected in the light of a certain worldview. And the most important thing is that in the process of this experience certain relationships and moral evaluations are created that have incomparably greater coercive power than the evaluations that are simply communicated and assimilated".

Following the systems research theory (Yu.V. Blauberger, V.G. Sadovsky, E.V. Ilyenkov), it is advisable to highlight the prerequisites for the "road map" implementation, using the artistic activity possibilities: 1) creating an educational environment; 2) creating a developing environment; 3) creating a forming environment; 4) creating a fixing environment.

Art classes in close connection with the science foundations' study encourage the students to conscious labor activity, contribute to the labor needs' formation. Learning the operational actions for the "roadmap" implementation by the students makes it possible to better understand: 1) the form construction laws; 2) the variety of iso-constructions; 3) features of the material texture; 4) features of color perception; 4) features of the iso-space analysis.

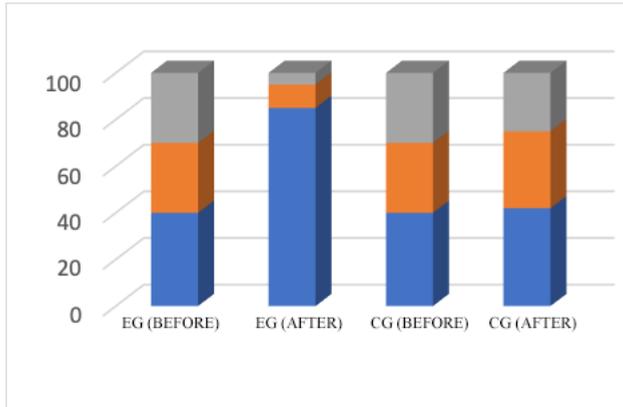
Psychological science shows that the aesthetic content of intellectual work includes three main points: the enjoyment of the world under study and the forms of its life; enjoyment of the cognitive powers of a man; enjoying own success. It is in artistic and creative activity that the elements of aesthetic and labor education are mutually intertwined. The artistic activity multifunctionality and the versatility of its influence on the personality, as well as its cultural, integrative ability to form around itself an autonomous sphere of all types of human activity makes it possible to consider it as a way to create a favorable "multi-artistic environment" that ensures entry into culture. The formation of the values and norms' system of the students takes place in the presence of experience, living, through which there is an awareness of personal meaning. The artistic activity nature contributes to the individual-personality orientation, sets the person to self-determination in creativity. When developing the individual life meanings, it is possible to expect an active and creative understanding by the students of themselves as a value subject. These circumstances, despite the microcharacter, can become decisive for the formation of the semi-sphere (they may contain energy, the potential of future "passionary development impulses").

The main mission of a teacher who implements the "road map" of creative development in artistic activity is to introduce a student to the world of culture, nature, the subject environment, preserving the peculiarity of his mentality and individual perception of the world around him as a special semantic field. The image of the world as a semantic field is a system of meanings as a generalized form of the reflection by the students of the sociocultural experience acquired in the process of joint activity and communication. The artistic image does not convey accurate conceptual information, but has a high degree of artistic generalization, subtly expresses both the "state of the world" and the "state of a man". The artistic picture of the world is based on aesthetic and ethical features of reality. For the artistic activity, the subject is important, because only the subject can present a unique, deeply personal idea of the world, offer a special interpretation of the world. We can characterize the picture of the world as the subject content totality that the student masters, and depending on his or her individual characteristics, the scope of activity, can be: sensually-spatial, spiritual-cultural, metaphysical, philosophical, ethical, physical, etc. Learning, enriching own picture of the world is based on the world culture and art's achievements.

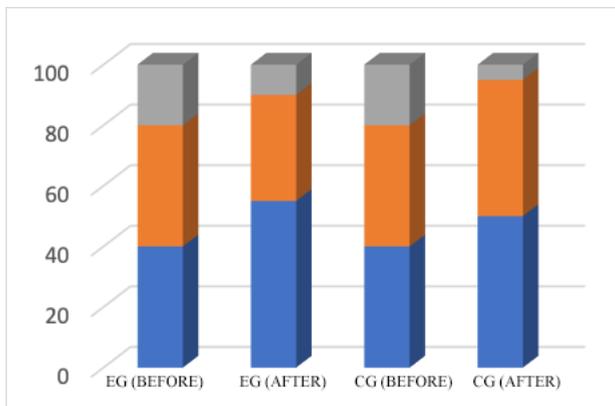
The special properties of the artistic activity are an object of interest for the directed organization of personal development in the system of pedagogical interaction relations, in the space of which the task of preserving the cultural heritage is solved, types of professional activity are built. The subject's activity throughout the space of artistic activity includes the production and reproduction of a sensually-objective plan of activity in the artistic form. Artistic activity reproduces a picture of the student's world through the visual and plastic materials. Realizing the "road map" of creative development, it is necessary: 1) to organize the activity in the classroom as a process of researching the idea of creating an artwork; 2) to determine the nature of the pedagogical initiative of art in the content and theoretical (philosophical and pedagogical) form. The expected result is an algorithm for perceiving a holistic process of transforming "ordinary" into "artistic". 3) to organize the integrity of the lesson as a prerequisite for the organization of thought activity and consideration of conditions for implementation and functioning. The relationship between the object and the subject of knowledge is dialectically united. 4) the process of cognition

in artistic activity is associated with the transfer of objective knowledge and its subjective appropriation by the students.

It is necessary to present the entire social experience of human feelings, embedded in works of art as an object of cognition, and of a student who comprehends this experience as a subject. Having analyzed the functions of artistic activity in the context of the implementation of the "road map", we examined two groups of bachelors - designers ASHD11 (EG) and ASHD12 (CG). A survey of bachelors was conducted in the following areas: "Value orientations", "Your creative potential", "Professional activity". The results of the studies are presented in Fig. 1 and Fig. 2



**Fig. 1.** Diagnostics of value orientations.



**Fig. 2.** Diagnostics of the development of creativity.

According to the results of the studies, "Value orientations" in the control and experimental groups are close in values, correspond to the characteristics of the mentality of a bachelor-designer. Creativity is the basis of professional activity. "Professional activity" in the experimental group showed the level movement of the creative development of bachelors. By criteria: fluency, originality, flexibility, metaphoricality

### 3 "Roadmap" - abstracts on technology implementation

1) The student as a subject of knowledge is able to cognize the work itself and the reality that it reflects;

2) The student creates the cognition integrity of the artistic activity products, in which he manifests himself in the presence of a “practically spiritual development of the world”, where there is a conceivable whole and a sensual whole. To comprehend this whole is possible when the diversity takes the form of “a unity in diversity”;

3) Objective information is modified to the generalization level, so that the possibility of its subjective assignment to students arises. The meaning of the artistic activity products becomes a socially significant experience, a set of moral categories in the context of an occupation. Accepting information, the student learns sensory experience that falls into his inner world;

4) The process of internal spiritual transformation of a student through the concept of an idea, the main meaning of creating a work of artistic activity, the disclosure of its moral potential through the experience of its sensual content;

5) Organization of the process of building a holistic lesson by means of a specific methodological base - the dialectical unity of content and form. In the dialectic of content and form, we find a form doubling, its theoretical division into internal and external, the formation of personality increment;

6) The organization of artistic activity takes place at the level of understanding values - the process of true cognitive activity is being carried out, moreover, of a very high order, which most effectively shapes the student’s thinking. The transformation that occurs as a process of movement from the sphere of sensory knowledge to the sphere of intellectual thought (the meaning of the idea of a work) is more likely to become a personal experience in the conceptual, abstract thinking formation;

7) Artistic activity is united into a single whole life - understanding of the world and the attitude of the subject. In artistic activity, as in a whole-life space, the creative component of activity that determines the level movement — the development of the personality, the creative nature of the subjectivity development by the subject — is worked out to the greatest degree.

## **4 Subject-subject interaction in the artistic activity process**

Artistic activity is considered to be the activity directed at the consciousness of another; the true subject of such an activity is its addressee. Art is most often defined as “artistic and creative” activity.

Artistic creative activity is able to provide the activity subject with the following diverse functions:

- developing (realization of creative potential through mobilization of internal forces);
- generative (educational, acquisition and application of new knowledge);
- harmonizing (correlation of emotional - sensual plan through multifunctional activity). Vygotsky gave the key to aesthetic and psychological research, revealing an understanding of artistic harmony. According to Vygotsky, a worthy artistic structure is completely conflicted and wonderful because it corresponds to the human needs for art as a strong and powerful causative agent of the deep, emotionally colored creative processes.
- informational (receiving, accumulating, transmitting information necessary for solving the creative problems);
- communication (interaction with other subjects and objects);
- innovative (creation of new products, due to the capabilities of new techniques and technologies), etc.

The author’s interpretation of the pedagogical initiative technology concept as a pedagogically oriented system of mechanisms and tools that contribute to the effectiveness of identifying internal resources of an individual for active life in society, the formation of

social and value relationships that help to overcome difficult, critical situations. We determined that the creative development pedagogical initiative technologies in artistic activity involve the penetration into the pedagogical process of the basic skills of the craft, vision and samples of art, the task of introducing culture into the figurative and valuable world, preserved by the Russian artistic tradition. Development is a change that represents the transition of quality from simple to complex, from lower to higher; a process in which the gradual accumulation of the quantitative changes leads to the qualitative ones. The source and its inner content are the contradiction between the old and the new. The quantitative and qualitative changes in the nervous system, psychological, physical and spiritual forces of students are associated with their comprehension of artistic activity. Consequently, the creative development is carried out as a result of the artistic activity pedagogical initiative technology. The main features of creative development are the following:

1) Differentiation-separation of old and the emergence of new aspects, updated elements, the restructuring of relationships of objects.

2) Formation - growing and stabilization; transition to a higher level; symbiosis of realized and potential.

3) Formation - design and improvement (gaining a perfect, pre-existing in the culture of the sample).

4) Transformation - self-realization and self-development; transformation is a cardinal overcoming of the established stereotype of artistic activity in accordance with the hierarchy of values and meanings. The transformation process gravitates mainly to spiritual and practical structures. We cultivate the concepts of “personality”, “subject”, “individuality” as “modes of being” of students, as “tools” necessary for development, denoting the features of life periods, the significance of having a joyful own world and the cultivation of the student’s essential forces.

The specific tasks of the pedagogical initiative technology are: providing joy and vitality, confidence in life; the formation of practical skills necessary for orientation in the subject space. The teacher-initiator by means of art constantly manages the attention and emotional state of students and, most importantly, a reproduction of the creative states. The initiating teacher is a conductor of his own feelings and manifestations of joy, faith in success, on which the students’ worldview depends to a large extent. Provoking a situation of success in the artistic activity, a situation of emotional comprehension of a new, valuable, enriching the student’s life experience, cultivating a sense of freedom and autonomy necessary for the creative development are the principles of the pedagogical technologies’ initiative.

The systematic introduction of the student into the artistic activity contributes to the formation of a value-based attitude system to creation, to material culture, to nature, to oneself.

## **5 Summary**

The main objective of the pedagogical initiative technology is to create a developmental situation in which the student and the initiating teacher enter into a special type of relationship, within which the student experiences professional artistic experience, solving the set developmental and educational tasks. The purpose of the pedagogical initiative technology is the formation and updating of certain personal abilities corresponding to those connections and relations within which this personality should develop creatively. Achieving this goal is impossible without the formation and maturation of certain functional (psycho-physiological) structures that ensure the implementation of these abilities. A high level of creative development leads to the successful self-realization,

recognition of one's own significance in society, embodiment of creative activity in the training of bachelor-designers.

Creativity is motivated from within the creative personality; creativity products, culture also affects the development of the need for self-expression through the artistic activity's products, freeing up energy for future creations. The products of artistic activity for a student, enclosed in the material subject form of his being, are also a spiritual image - a model of the world. A person is a holistic self-developing system, whose self-formation and self-development occurs at the expense of the development internal source. From the standpoint of phenomenology, this source is the spiritual potential of the personality's consciousness, manifested as the psychic powers of thoughts, feelings, emotions, physical work.

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