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SIGNIFICANCE OF ART-PEDAGOGY FOR SELF-AFFIRMATION OF A PERSONALITY

У статті розглядаються основи і сутність арт-педагогіки, визначається її значення для самоствердження особистості. Зокрема розвитку емоційно-чуттєвої сфери, поглиблення знань, інтенсифікації візуального і сенсорного досвіду та мотивації щодо творчої діяльності, формування загальної та естетичної культури особистості. Виявляються основи теорій і концепцій у сфері таких сучасних арт-напрямів, як: арт-педагогіка, арт-терапія та арт-технології. Обґрунтовуються психолого-педагогічні та особистісні аспекти феномену «самоутвердження». Визначаються критерії (особистісно-мотиваційний, когнітивно-аксіологічний, діяльнісно-технологічний) і показники самоствердження особистості для об'єктивного виявлення його у людини. Презентуються можливості арт-педагогіки для самоствердження з метою подальшого творчого потенціалу особистості в різних видах діяльності.

Ключові слова: арт-педагогіка, арт-терапія, арт-технології, самоутвердження особистості, критерії та показники виявлення самоствердження особистості, мистецтво, творча діяльність.

В статье рассматриваются основы и сущность арт-педагогика, определяется ее значение для самоутверждения личности. В частности – развития эмоционально-чувственной сферы, углубления знаний, интенсификации визуального и сенсорного опыта, мотивации относительно творческой деятельности, формирования общей и эстетической культуры личности. Выявляются основы теорий и концепций в сфере таких

современных арт-направлений, как: арт-педагогика, арт-терапия и арт-технологии. Обосновываются психолого-педагогические и личностные аспекты феномена «самоутверждение». Определяются критерии (личностно-мотивационный, когнитивно-аксиологический, деятельностно-технологический) и показатели самоутверждения личности для объективного выявления его у человека. Презентуются возможности арт-педагогика для самоутверждения с целью дальнейшего проявления творческого потенциала личности в различных видах деятельности.

Ключевые слова: арт-педагогика, арт-терапия, арт-технологии, самоутверждение личности, критерии и показатели выявления самоутверждения личности, искусство, творческая деятельность.

The article discusses the basics and essence of art pedagogy, determines its significance for self-affirmation of the individual. In particular, the development of the emotional-sensual sphere, the deepening of knowledge, the intensification of visual and sensory experience and motivation regarding creative activity, the formation of a general and aesthetic personality culture. The foundations of theories and concepts in the field of such modern art areas as: art pedagogy, art therapy and art technology are revealed. The psychological, pedagogical and personal aspects of the phenomenon of 'self-affirmation' are substantiated. Criteria are determined, as well as indicators of self-affirmation of a personality (personality-motivational, cognitive-axiological, activity-technological) for an objective identification of it in a person. The possibilities of art pedagogy for self-affirmation are presented with the aim of further manifestation of the creative potential of the individual in various activities.

Key words: art pedagogy, art therapy, art technology, self-affirmation, personalities, criteria and indicators for identifying personal self-affirmation, art, creative activity.

The purpose of the article is to justify the importance of art pedagogy for the formation and self-affirmation of a person, as well as the provision that, under modern conditions, the implementation of productive art pedagogical tools is a consistent and appropriate action in the educational process when, using art as a guide for certain values, experience, knowledge and ideas, self-affirmation of a person can be successfully exercised.

Target setting. The assertion about the importance of the relationship between art and personality has been axiomatic for a long time, since art certainly influences the formation of the personality, aesthetically educating and improving it, and the personality finds in art the satisfaction of a wide range of natural needs that are important for it, as well motivation for self-affirmation and support for emotional and moral sustainability. But above all, art contributes to the entry of man into the world of beauty, becoming for him an unconditional reference point regarding cognitive, cultural, aesthetic and ethical values.

Presentation of basic material of the research. The analysis of research and publications of the indicated issues is based on the provisions of theories and concepts regarding the effectiveness of the dissemination of modern art trends such as art therapy, art pedagogy and art technology throughout the world. It is generally known that the basis of art therapy was laid by the theoretical ideas of Z. Freud and C. Jung, which subsequently gained further development in the concepts of C. Rogers and A. Maslow regarding the humanistic model of personality formation.

The provisions of these concepts were based on the fact that art therapy promotes the restoration of the balance between the unconscious and conscious 'I', with the active use of art in the development and upbringing of the personality, which greatly facilitates the process of individualization, self-expression and self-affirmation. The challenges associated with art therapy were studied mainly by researchers in the field of theoretical and practical psychology, pedagogy, sociology and art criticism, with respect to all, without exception, people and especially children and young people (G. Ball, T. Barisheva, V. Becker-Glosh, E. Bern, L. Vygotsky, J. Guilford, A. Gretsov, I. Zvereva, I. Zyazyun, V. Kokorenko, O. Kondritskaya, E. Kramer, L. Lebedeva, K. Malchiodi, R. Martin, A. Maslow, V. Molyako, Y. Ponomarev, N. Rozhdestvenskaya, V. Romenets, N. Suchkova, E. Fromm, S. Hogan).

However, despite the fact the definitions of 'art therapy' and 'art pedagogy' are often equated, nonetheless, the essence of the concept 'art pedagogy', which has recently received special attention not only of scientists, but practicing teachers of different educational and fostering institutions, differs from the essence of the concept 'art therapy'.

For example, the meaning of the definition 'art pedagogy' is interpreted by modern scholars (V. Animsimov, O. Bulatova, T. Dobrovolskaya, L. Komisarova, I. Levchenko, E. Medvedeva, E. Taranova, S. Khlebnik, Yu. Shevchenko) as 'the synthesis of two branches of scientific knowledge (art and pedagogy), which ensures the development of the theory and practice of the pedagogical process of the artistic development of people and the formation of the foundations of artistic culture using the means of art and creative activity' [1, p.24].

Scientists consider the main goal of art pedagogy in the context of personal harmonization through the development of self-knowledge and self-realization abilities. Extremely relevant in this aspect are the conclusions of A. Maslow that the main source of human creativity is its continuous desire for self-actualization, self-expression and self-affirmation [3].

Regarding art therapy, the effect of which is carried out mainly in the psychological sphere, its goal is to 'create conditions for activating personal changes and psychological support for a person in these changes; analysis and discussion of psychological categories (self-awareness, 'I-concept' of personality integrity, self-knowledge, self-regulation, self-affirmation, social roles and attitudes towards other people)' [2, p. 94].

It is known that in the field of art therapy, not only art, but also the process of creativity itself is deeply studied and actively used as a way of exploring reality and learning something new, previously unknown. Together with traditional art techniques, materials and forms, which are widely used in various types of art by painters, musicians, artists, as well as amateurs and ordinary people, other art therapeutic tools that act as certain art technologies are increasingly used. Among them are the following: assembling, happening, performance, interactive installations, photo art, cyber art, street art, land art, body art and others).

In connection to this, today we can confidently say that art technologies with a variety of pedagogical approaches, forms and methods for creative and expressive self-actualization and self-affirmation have become indispensable in the young personality development.

Among them, the attention of people in many countries of the world (Switzerland, France, the USA, Germany, Japan, Lithuania, Latvia, Estonia, the Republic of Belarus), as well as in Ukraine is attracted by: exclusive art design, fine art, symbol drama, dramatization, music therapy, plastic drama, fairy tale therapy, game therapy, work with a variety of natural materials (stone, sand, plasticine or clay).

In this regard, it is important to emphasize that it is the art in art technologies that is successfully assimilated with such modern artistic and expressive means as: cinema (video), television, holography, computer graphics and art photography, which is considered by modern scientists as the most effective ways to study the problems of self-affirmation of each individual. The identification and justification of the significance of art pedagogy for the education of the individual was facilitated by the consideration of its relevance and importance in the process of self-affirmation of each person.

It is known that the problem of educating a person using art was deeply and convincingly investigated by a famous scientist, teacher, aesthetic and art critic G. Reed, who, in the middle of the last century, developed the original pedagogical concept 'Education through Art' and therefore soon, as an honorary president, he

headed the 'International Society for the Education through Art' (INSEA), which for a long time resolved issues set forth above [6, p.15].

For example, in his work 'Education through art', G. Reed substantiated the importance of art in the education of the individual. At the same time, practical correspondence of the intellect and sensuality of a person, his/her personal development by means of art was especially important for the scientist. At the same time, it must be emphasized that aesthetic education was interpreted by the researcher as not only the implementation of aesthetic perception, but, first of all, as a manifestation of creativity.

In particular, G. Reed emphasized that 'education through art' allows everyone to express externally something 'hidden' in the psyche in the way the creator often does. In addition, the scientist called 'education through art' a panacea for modern society and recommended using it as universal 'medicine' that contributes to the harmonious development of both the individual and the society as a whole.

At the same time, an important condition for the harmonious development of the individual is considered the improvement of his/her activities and the satisfaction of personal needs in self-determination, self-realization and self-affirmation. The importance of art pedagogy for personal education is emphasized by many modern Ukrainian scientists (L. Babenko, A. Voloshchuk, G. Grebenyuk, R. Zakharchuk-Chugai, I. Zyazyun, O. Kaydanovskaya, V. Kovalchuk, N. Miropolskaya, I. Muzhikova, N. Reznichenko, T. Sayenko, G. Sotskaya, V. Sukhomlinsky, I. Tumanov, E. Shevnyuk, R. Shmagalo, V. Shpilchak, O. Rudnitskaya, T. Tselikh, G. Shevchenko), who consider it one of the most effective educational means, as it is this direction of pedagogy that, thanks to its universality, contributes to the formation of a personality, development of his/her emotional and sensuous sphere of general and aesthetic culture, formation of moral self-awareness, an increase of knowledge and skills in the field of art and creativity.

It is obvious that the versatile significance of art pedagogy comes from its multifunctionality. Indeed, as a branch of scientific knowledge, art pedagogy serves as a means of communication between people of different nationalities and cultures, and also acts as an effective way of transfusion of the main artistic and cultural achievements to new generations.

Very important are its functions such as: accumulation of aesthetic information by humanity; creation of emotional balance and a creative self-affirmation of a personality; its educational function, namely formation of a human aesthetic culture, which combines a developed sensitivity, intellectual, cognitive and creative abilities, which allow for the perception and appreciation of the aesthetic in the phenomena of life, reflected by the means of art.

It must be emphasized that it is art that acts as an effective way in cultivating the qualities of the individual that reflect focussing of a person deeply on his/her

inner world, and reveal the level of acquirement the aesthetic and ethical values of mankind, as well as the formation of his/her personality, taking into account the criteria of humanity. 'Self-affirmation' is among these qualities (values) of the individual.

It is known that the desire for self-perception, for the realization of one's place in life and oneself as a subject of relationships with people around oneself, is activated at a very young age. That is, an image of one's own 'I' is formed (or 'I-image' in reference to the 'I-concept').

At the same time, it is important to take into account the views of the outstanding scientist-psychologist A. Petrovsky, who considered the image of the 'I' to be a relatively persistent, although not always conscious and experienced by the individual, unique system of ideas about him/herself, on the basis of which he/she builds his/her interaction with other people [4].

With this in mind, it should be remembered that almost every person has a particularly active desire for self-assertion by means of awareness of the image of their 'I' (or 'I-image').

Some modern scholars (V. Kapponi, T. Novak, A. Solitaire) term the phenomenon of 'self-affirmation' as assertiveness (from the English assertion, literally - conviction), which provides for the formation of a certain quality of behavior in a person, thanks to which he/she possesses: a conscious manifestation of emotions; an ability to express one's own point of view; to insist on his/her beliefs; ability to forgive other people and adequately perceive criticism regarding him/herself.

That is, assertiveness provides that a person should decide everything for him/herself and be responsible for the consequences of such decisions. In addition, from the point of view of E. Fromm, self-affirmation 'is not self-denial or selfishness - but it is a self-love, not the denial of the individual - but the affirmation of one's truly human self' [5, p.15].

Famous researchers in the field of psychology and pedagogy (I. Idinov, L. Korostyleva, K. Rogers, O. Rudnitskaya, S. Sysoeva, Z. Cheruha, G. Chernyavskaya), considering the essence of the concept of 'self-affirmation', relied on the interpretation of the phenomenon of 'self-development' as a kind of accumulation of energy, experience, knowledge, skills, abilities, stored-up by a person, which, accordingly, stimulate him/her to demonstrate his/her 'I', that is - to 'self-realization'.

Besides, by systematizing the categories that characterize the 'self' of a person, psychologists structure them in three blocks: cognitive, behavioural, and regulatory. Concepts 'self-knowledge', 'self-observation', 'self-esteem', 'well-being' are referred to the first of them; 'self-control', 'self-order', 'self-forgiveness', 'self-hypnosis' are referred to the second of them. The third block includes 'self-

training', 'self-education, 'self-upbringing', 'self-development', 'self-actualization', which, respectively, act as a means of regulating the process of 'self-realization'.

In order to state and confirm these categories in the pedagogical process, we have developed such criteria and indicators regarding self-affirmation of a person as:

- Personal-motivational criterion (indicators: the presence of integrity, harmony, originality, general and creative endowment, the desire to achieve one's plans, the ability to see the unusual in the ordinary, the manifestation of perseverance and a conscious desire for experimentation).
- Cognitive-axiological criterion: (indicators: ability to manifest original thinking, ingenuity, broad-mindedness, creative thinking, philosophical mindset, ability to perceive and evaluate beauty in culture, art and life in general).
- Activity-technological criterion: (indicators: desire for self-development, art-cultural self-expression, self-actualization and self-affirmation, manifestation of innovation, spirituality, enthusiasm, creative approach to any work, ability to find beauty in everything, a creative approach to all matters, a desire to create something new, relaxedness in creative self-realization, the ability to use a creative approach everywhere and in everything, including modern pedagogical art technologies).

Creative self-development, which involves the realization by a person of his/her own intellectual, spiritual and creative potential is a particularly significant way of self-affirmation of an individual by means of art in a conscious desire for self-actualization, self-realization and self-affirmation.

As a matter of fact, creative self-development is inherent in any sphere of human life activity and, of course, creative activity. Therefore, individuals should, first and foremost, acquire the optimal supply and level of knowledge, skills, perceptions, expertise in a particular sphere.

Therefore, this is exactly what can significantly contribute to the expansion of the volume of classes in the field of art in various pedagogical institutions by increasing their structural and methodological quality of education and upbringing, as well as improving their conceptual and technological content.

In this context, today the most optimal should be considered the following classes:

- a) classes on acquaintance with art objects (when acquaintance is carried out both with individual pieces of different types and genres of art and with thematic series of such works);
- b) classes on the study of the work of individual representatives of different types of art (when discussions, lectures, collective discussions are held regarding the creative path of one or more authors);

c) classes on the perception and evaluation of pieces of art (when the perception, analysis and evaluation of a particular piece of art or group of works is organized);

d) classes in creative activity (in which independent creative pieces in different types and genres of art are created individually or collectively).

Alongside with this, it is important to emphasize that, under modern conditions, many scientists believe that the harmonization of the formation of personality should be carried out through the development of motivation with respect to creative self-actualization, and self-assertion of the person with the help of very popular art technologies today, which include such technologies as : 'Waldorf pedagogy', 'integration of various types of art', 'technology of collective creative activity', 'cultivation of creativity' and others.

At the same time, it is necessary to pay attention to the fact that in pedagogical practice there are several approaches to solving problems related to the upbringing and self-affirmation of a person by art-technological means.

It is also important to expressly indicate the unconditional effectiveness of using art-pedagogically focussed forms of training and education in personal self-affirmation, including: creative dialogues; improvisations as models of the creative process; educational, business and creative games; tests, trainings; exercises on creative thinking, imagination, artistry, teamwork; online education and others.

In addition, it can be noted that art-technological approaches can be as effective as possible if you also introduce into academic activity such methods as heuristic, interactive, personality-oriented, collective, game, creatively stimulating, emotionally-regulating, problem-modeling, perceptual-axiological in verbal and non-verbal versions, electronic-informative, multi-screen, multimedia, project methods and paradoxical situations.

With that, it is especially important that many researchers in the sphere of art pedagogy effectively assist in this process by developing appropriate trainings and methodological recommendations that can be successfully used in practical pedagogical activities not only by teachers and lecturers, but also by heads of various art schools, studios and amateur circles.

Conclusions. The current coherent strategy and tactics regarding improvement of the system of education and upbringing by changing the priority of the upbringing, developmental and educational functions of art with the mandatory predominance of the first two, as well as intensifying the use of not only traditional, but also modern upbringing means, certainly makes it possible to reach the necessary effectiveness of the significance of art for self-affirmation of personality.

As a result, it seems possible to conclude that in the current context it is especially relevant and necessary to intensify the use, in the educational process of various educational institutions, of many well-known art technologies, which are

an important factor in self-assertion of the person, as they contribute to the integral harmonious development of the individual, expand his/her cultural thesaurus, and enrich emotionally-sensual sphere and stimulate the manifestation of creative activity in various types of life activities.

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