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The education of the axiological attitude to assimilation of the content of development methods and forms of the creative abilities

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Abstract. The features of the axiological education attitude of elementary school pupils to assimilation of the methods and forms content of the creative abilities development in lyceums of arts are analysed. The psychology and pedagogical bases of the axiological attitude of elementary school pupils to the art activity is revealed. It is considered as their subjective choice which is carried out on the basis of attributes and creative qualities in art, which have personal sense. Development of the axiological attitude to the works of art of elementary school pupils requires education of subjective personal position which has a creative component. The assimilation by elementary school pupils of lyceums of arts the art and creative knowledge is explained as conversion process of the knowledge content into the inner world of emotional and esthetic feelings of the personality, subjective knowledge of the works of art value, on the basis of the corresponding methods and techniques (creation of the art the creative environment, example, dialogue with the image of work, the interpretation analysis, the role reading, hermeneutic and heuristic conversations and so forth). It is found out that understanding of educational and creative actions as new and creative has to be result of effective assimilation that has the axiological sense for the pupils, the personal axiological importance. It is revealed that for the teacher of the art disciplines is necessary to: a) covert knowledge of the art creativity from the constant fixed forms (the work of art as texts) to process of cognitive creative activity of elementary school pupils of lyceums of arts; b) turn knowledge of art values into the content of the productive creative activity of pupils; c) consider knowledge of the works of art, the art and creative activity as means of the creative person formation, the subject formation, art and creative activity formation. The methods (the cross-specific comparison, the interpretation analysis, didactic games) and techniques (the role reading, choice) the axiological attitude of elementary school pupils of lyceums of arts are systematized. The content of step-by-step system of the art creative tasks which provide their execution of materialized, perceptual, exterlanguage, intellectual, developed, surrogated, generalized, independent and other forms of art and creative actions is outlined.

Keywords: axiological attitude, methods, techniques and forms, art and creative tasks.

Introduction. The modern art education demands search of the assimilation effective means of art and creative experience by elementary school pupils. The data of the last scientific researches testify to limited number of the pupils, capable to assimilate the art knowledge in full. There is a contradiction between need of society in appearance of the outstanding personalities motivated to creative art activity and insufficient volume of methods and techniques which teachers use for ensuring the assimilation by elementary school pupils the content of art and creative education.

Review of publications on a subject. The problem of the axiological attitude of the personality is investigated in works of outstanding psychologists L. Vygotskyi, O. Leontiev, V. Miasyshchev, S. Rubenstein, philosophers F. Vasiliuk, I. Ziaziun, V. Kudina, V. Tugarinova, teachers O. Oleksiuk, O. Rudnytskyi, O. Rostovskyi, T. Smyrnova. The scientists define the axiological attitude as a special type of the relations between the subject and value. The primary source of knowledge about value, as V. Vasylenko specifies, contains into emotions [3, s. 158]. The axiological attitude, according to B. Tugarinova, is a choice made on the basis of interest which is carried out on the basis of attributes and qualities which have personal sense for the concrete person. It is necessary to notice that the axiological attitude as the subjective selective attitude, to a certain extent depends on value's type. The works of art first of all concentrate in esthetically moral values. For the development of elementary school pupils the axiological attitude to the works of art it is necessary, according to O. Rudnytskyi opinion, to bring up personal, subjective position which has a creative component. The purpose of the article is systematization of the methods and techniques of the axiological education attitude to assimilation by the elementary school pupils of lyceums of arts of the art knowledge.

Materials and methods. In the dictionary literature term "assimilation" is explained as process of mastering of subjects and ways of actions with them, bases of behavior and forms of communication with people. The assimilation as the way of gaining by elementary school pupils the creative experience, according to N. Talyzina opinion, provides understanding of certain cognitive actions [4, s. 94]. Mastering by art disciplines allows pupils to find own personal sense, the ways of creative action. Therefore, understanding of educational and creative actions as new and creative ones has to be result of effective assimilation that have axiological value for pupils, the personal valuable importance. The pupils creative activity promotes assimilation the experience at the level of understanding of the valuable attitude as base of creative actions. Assimilation of axiological value of art creativity, development of creative abilities of elementary school pupils becomes the strategic direction of methods and forms development of pupils creative abilities.

It is found out that assimilation of the importance, values, educational and creative activity, ways of creative actions makes the main internal content of the art education process of elementary school pupils of lyceums of arts. The important factor of the efficiency assimilation is recognized by scientists into the wide use of subject (according to forms of art), logical and psychological variety of creative component of the education content which has to be assimilated by elementary school pupils on the classes of the art disciplines. Except knowledge of the works of art one the important tasks of assimilation also has to be an explication of the art and creative education content into the inner world of emotional stress (feelings) and the attitudes of personality of elementary school pupil of lyceum of arts. After all, "experience of emotional and axiological attitudes can't be gained by strong-willed way – it should be experienced, instead of to learn or behold" (author's translation), as O. Rostovskyi marks out [1, s. 266].

Experience of emotional stress, the relations, are based on the realization of reflexive level tasks in teaching and educational process of assimilation the art and creative education content. The attitudes, as I. Ziaziun considers, include assimilation of the creative activity procedures and understanding of axiological factors according to the system Me – World. After all, "the harmony of knowledge, experiences and attitudes, makes that content which will provide development of pupils creative abilities", as I. Ziaziun notes [3].

Especially important for development of the pupils creative abilities of lyceums of arts is the assimilation of educational influence means which include into structure of individual art and creative experience of the child, capable to reconstruct this structure, increase the pupil of elementary school to the new level of art and informative activity. The analysis of scientific researches allows to generalize tasks which face the teacher of art disciplines: 1) to transfer knowledge of the art creativity from the constant fixed forms (the work of art as texts) to process of informatively creative activity of elementary school pupils of lyceums of arts; 2) to turn knowledge of the art values into the content of pupils productive creative activity; 3) to consider knowledge about the works of art, the art and creative activity as formation means of creative person, the subject of art and creative activity. The analysis of didactic literature allows to come into conclusion that knowledge of creativity, creative activity and means of the creative activity, can be assimilated as: a) purpose of teaching and educational process; b) result of an educational or didactic plan of the teacher; c) content and means of educational influence of the art disciplines teacher (V. Hinetsynskyi).

Providing the axiological attitudes of pupils to assimilation of the content and means of creative activity demands from the teacher mastering of ability to adapt the art and creative knowledge according to the psychological and age opportunities the assimilation of elementary school pupils at the lessons of the art disciplines. Considering the statement of V. Hinetsynskyi about three types of knowledge (the subject matter, the educational text, the educational task), the basis for development of the pupils creative abilities at elementary school pupils of lyceums of arts have to be educational texts (including the works of art) and the educational (art and creative) tasks. The educational texts make linguistic, speech form of educational knowledge expression which is imparted only subjectively, in the course of the active art and creative activity of the pupil. All educational knowledge has to be systematized, interconnected, to have a certain logical structure and to be assimilated in a certain sequence.

The analysis of scientific works of L. Vyhotskyi, V. Davydov, P. Halperin, N. Talyzina allowed to find out that process of the assimilation of the axiological attitude of elementary school pupils to creative actions can take place taking into consideration the theory of step-by-step formation of intellectual actions, considering such steps as: a) the previous acquaintance with actions, creation of the approximate basis of actions (ABA); b) the materialized action; c) the external speech; d) the internal speech; e) the automated action [4, s. 94].

For understanding by pupils the necessity to assimilate the methods and forms content of creative development at

the classes in choreography, at the choral class, theatrical disciplines, were used art and creative tasks. The first type of the art and creative tasks provided the previous assimilation by pupils of the approximate basis of the art and creative actions. This type of tasks that was more based on the art texts, promoted assimilation of the creative activity procedures and understanding of the axiological factors content according to the system Me – World. Tasks to pay attention to the subject (the work of art), the purpose, motive, performance conditions (an approximate basis of actions), functions (approximate, performing, control correctional) were given to the pupils. The art and creative tasks for assimilation by pupils of different forms (materialized, perceptual, exterlanguage, intellectual, developed, surrogated, generalized, independent) were given subsequently [4, s. 94]. In the research the assimilation by elementary school pupils of lyceums of arts the art and creative knowledge was considered as process of knowledge content transfer into the inner world of emotional and esthetic stresses of the personality, the subjective knowledge of the works of art values on the basis of the corresponding methods and techniques (creation of the art and creative environment, an example, dialogue with the image of the work, the interpretation analysis, the role reading, hermeneutic and heuristic conversations and so forth).

For carrying out of the educational, art and creative tasks pupils were offered to find the informative and personal sense into the process of the works of art comprehension. The system of pedagogics art methods, and also methods of interactive education, problem and dialogical, game methods were used for this purpose. As a whole the analysis of scientific works and the made forming experiment allows to generalize methodical tools of the art knowledge assimilation.

1. The method of creation the art and creative environment and demonstrations of the works of art fragments allows to immerse the pupils into the art creativity, to assimilate varieties of the art activity using paintings of outstanding artists.

2. The hermeneutic conversation helps the elementary school pupils to explain sense of the painting (the song, dance), results of art comparison and provided education of abilities to think flexible and original.

3. The heuristic conversation promotes activation of intuitive processes of intellectual activity of the pupils into the process of creative tasks solution, education of the elementary school pupils the abilities of divergent thinking.

4. The dialogue method with the image of the work cultivates at the pupils the creative abilities of empathy to heroes of the work of art, helps them to find independently essential signs of creative abilities into the art activity.

5. The method of the interpretation analysis directs the teacher and pupils to search balance between objective (the analysis) and subjective (the emotional and esthetic stresses) which is enriched with personal sense (the interpretation).

6. The techniques of the art experience imitation cultivates respect, the axiological attitude of pupils to the creative contribution of the outstanding artist, the artistic technique.

7. The techniques of the role reading the didactic fairy tale, choice and selection of elements of an artistic image, stimulate development of the axiological attitude of the elementary school pupils to means, ways, techniques of creative activity of the fairy tales heroes.

Let's consider the content of art and creative tasks in details. For understanding the purpose of assimilation pupils were offered to listen to the song about the sun; to draw the sun; to find an example of the illustration, dance, the poem. For understanding the motive of assimilation, identification of personal sense, pupils chose the most attractive painting among offered; they interested, what painting were pleasant to mother, to father, to desk neighbour. In the process of carrying out the tasks for understanding and assimilation of the approximate basis of actions pupils were offered to define, what every pupil need to draw the picture of the favorite fairy tale hero? Pupils made the help plan for studying and dramatic reading the poem on a school holiday; found ways of expressive and beautiful singing of the song "Podolianochka"; for this purpose chose suitable words (the melody, the words, the smile, the bashfulness, the laziness), and added the own words.

Alternative tasks were offered, various according to the content and complexity level among which the pupil had to chose that variant what he can and wants to carry out. Under conditions of the variability of tasks every child had opportunity to chose adequate one for himself at this stage of the creative development. For example: 1. The task for consciousness assimilation of the performing actions: what you need to do to be prepared: a) to execute elements of national (classical) dance; b) to breathe correctly singing the song; c) to read poems dramatically. 2. The task for consciousness of need to control the performing or approximate actions: a) check the neighbour, whether he correctly executed a dancing figure? b) whether he truly made the plan of his concert performance?

For the detailed assimilation of the art concepts, special techniques, pupils were offered the tasks to assimilate art actions in the different forms. The materialized form: to execute choreographic exercise, to check sequence of movements of feet, hands and head. Show this exercise together with other pupils of your class. The perceptual form: 1. Listen to the record of a piece of music. How do you think, what tool carries out it? 2. See how your desk neighbour draws fox and hare. The exterlanguage form: 1. Tell, what do you like in this piece of music? What feelings do you have after listening to the melody of this dance? 2. Answer, whether the pupil of your class executed this choreographic exercise correctly? For the carrying out of the tasks with the linguistic form pupils were offered to tell all operations what they carried out, in turn (do and say). In such a manner the ability to carry out actions in the linguistic performance was developed.

The intellectual form which showed changes of actions of lyceum pupils from external to internal, from materialized to perceptual and then to exterlanguage finishing by

the intellectual form was considered as the most difficult (N. Talyzina). The intellectual form: count, whether you executed all choreographic movements which are parts of the dance? Task for the action form (developed, familiarity, generality, independence): 1. Execute this dance completely. And now show, what dancing figures it consists of? 2. Start singing the song "Podolianochka" refrain completely. Sing it phrase-by-phrase. It was consider that the intellectual form is final on the way of reconstruction of actions from external into internal form (from practical to performance in mind). After the general work with all class the teacher suggested each pupil to draw own attitude to the hero of this song.

It is found out that performance of the art and creative tasks promoted transferring of the content art and creative education into the inner world of emotional stresses, moral and esthetic feelings and the attitudes of the identity of the elementary school pupil of lyceum of arts. Experience of emotional stresses and the personal attitudes supplemented the volume of the art and creative knowledge, promoted development of the creative abilities of elementary school pupils. Considering the statements of didactics and pedagogical psychology about the selectiveness of creative knowledge, the teacher supported elementary school pupils of lyceum of arts who concentrated on that knowledge and concepts which seemed to them important and essential.

The art lesson (classical and national choreography, theatrical art, choral singing, musical and theoretical disciplines) was the main collective form on the basis of which there took place the development of pupils creative abilities. For education of the valuable attitude to assimilation of techniques and methods of the creative abilities development the individual occupation (playing musical instrument, voice training) was considered as the effective form. It is necessary to notice that educational classes, rehearsals, art concerts created positive conditions for understanding of the identity value for every pupil that helped to firm the faith into own creative opportunities and creative abilities. Different types of educational conversations with use of examples from life and creativity of the greatest actors, the ballet dancers, the opera dancers, pop singers were carried out. For the purpose of prevention the mechanical reconstruction of knowledge the thematic structuring was carried out which influences positively on the development of the problem and creative view, abilities to make hypotheses, to transfer knowledge and ability to the new situation.

Conclusions. Therefore, development of elementary school pupils of lyceum of arts the axiological attitude to assimilation the methods and forms of creative abilities development has to be carried out with the help of system of methods (cross-specific comparison, the interpretation analysis, didactic games), techniques (the role reading, the choice), step-by-step system of tasks which provide performance with materialized, perceptual, exterlanguage, intellectual, developed, surrogated, generalized, independent and other forms of creative action.

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Радиевская А. Воспитание ценностного отношения к усвоению содержания методов и форм развития творческих способностей

Аннотация. Проанализированы особенности воспитания ценностного отношения учеников младших классов к усвоению содержания методов и форм развития творческих способностей в лицах искусств. Раскрыто психолого-педагогические основы ценностного отношения учеников младших классов к художественной деятельности, которое рассматривается как их субъективный выбор, который осуществляется на основании признаков и качеств творчества в искусстве, что имеют личностный смысл. Развитие у учеников младших классов ценностного отношения к художественным произведениям нуждается в воспитании у них субъективной личностной позиции, которая имеет творческий компонент. Усвоение учениками младших классов лицеев искусств художественно-творческих знаний объясняется как процесс перевода содержания знаний во внутренний мир эмоционально эстетичных переживаний личности, субъективного познания ценности художественных произведений, на основании соответствующих методов и приемов (создание художественно-творческой среды, примера, диалога с образом произведения, анализа-интерпретации, ролевого чтения, герменевтической и эвристической бесед и тому подобное). Выяснено, что результатом эффективного усвоения должно быть осознание учебно-творческих действий как новых, творческих, что имеют для учеников ценностное значение, личностную ценностную значимость. Обнаружено, что учебно художественных дисциплин необходимо: а) перевести знание о художественном творчестве из постоянных фиксированных форм (произведения искусства как тексты) в процесс познавательно творческой активности учеников младших классов лицеев искусств; б) превратить знание о ценностях искусства в содержание производительно- творческой деятельности учеников; в) рассматривать знание о произведениях искусства, художественно-творческую деятельность как средство формирования творческой личности, субъекта, художественно-творческой деятельности. Систематизированы методы (межвидового сравнения, анализа-интерпретации, дидактичных игр) и приемы (ролевого чтения, выбора) ценностного отношения учеников младших классов лицеев искусств. Раскрыто содержание поэтапной системы художественно творческих заданий, которые обеспечивают выполнение ими материализованной, перцептивной, внешнеязыковой, умственной, развернутой, свернутой, обобщенной, самостоятельной и других форм художественно-творческих действий.

Ключевые слова: *ценностное отношение, методы, приемы и формы, художественно творческие задания.*