

## THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR CREATIVE SELF-REALIZATION DEVELOPMENT AMONG HIGH SCHOOL STUDENTS BY NATIONAL APPLIED ART MEANS

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### ABSTRACT

The study of a development problem concerning the creative self-realization of a student in higher professional education system makes us to focus on the analysis of the philosophical, psychological and pedagogical research for the paired concepts of "creation", "self-realization", "creative self-realization" and an actually primordial one - "the development of creative self-realization capacity among high school students". Nowadays young people have the need to update their intellectual, communicative and artistic abilities, so it is important to encourage and support in her strongly the desire to exercise their interests and the disclosure of creative possibilities. In this study they examined one of the ability aspects for creative self-realization development among university students associated, in particular, with the pedagogical potential of the folk applied art. It should be noted that the development of the capacity for the creative self-realization among university students as a process of their intellectual and creative potential disclosure and realization in a variety of activities proceeds most effectively at the observance of conditions as the orientation of students on the development of their inherent instincts and abilities; the inclusion of such methodological approaches that aim future experts at self-projecting, self-development and the reflection of their creative abilities; the use of such active forms and methods of teaching, which would saturated the educational process in a high school by a personal meaning for each student and, thus, would have targeted young students for the creative self-realization; the development of students' value orientations on creative self-realization. In this regard a pedagogical support is provided by teachers. The relevance of a study is determined by the fact that the practical implementation of folk applied art pedagogical potential in the development of a creative self-realization capacity is one of the topical issues of high school educational practice, as its results deepen, extend and specify modern ideas about the artistic possibilities of student creative activity.

**Keywords:** *creativity, self-realization, ability, student, high school, folk applied art, practical implementation.*

### 1. INTRODUCTION

Nowadays philosophical, psychological and pedagogical literature accumulated the whole range of ideas that serve as a methodological and a theoretical basis for the conceptual provision development concerning the development of skills for the creative self-realization of university students.

In philosophical approaches to the "creativity" phenomenon the attention is focused primarily on the problem of a man in the combination of such aspects as the meaning and the essence of life, the understanding of creative life, the self-perfection of a man, the freedom of activity, etc. So, N.A.

Berdyaev's (1993) idea about the "recreation" of a man's personality in the process of its creative work was very fruitful for the national philosophy and started to develop at the moment.

The main thing is which is important for our study, that philosophy determines the humanist vector of this phenomenon study, recognizing that an individual can not develop himself if he does not create as his ability to creativity is dictated by the need to maintain his human existence.

It should be noted that creativity is usually studied in the following two aspects by psychology: as a psychological process of new things creation, and as the collection of personality traits, which provide his involvement in this process. Thus, the creativity process has several stages starting from an idea origin and up to the point when a new idea springs in mind. For example, the English scientist J. Wallis (1946) separated the creative process into 4 phases: preparation, maturation (of an idea), illumination and verification.

Two different points of view concerning the understanding of creation were developed in psychological and educational research. For example, E.P. Torrens (1988), L.V. Kulikov (1997), combining a creative approach to life and creative work, believe that they also provide rich opportunities for a personality self-actualization. Here, the author focuses his attention on the expansion of creativity concept, where the ability to comprehend his purpose and his place in life and the ability to achieve the desired creative objectives represent the creation.

## **2. MATERIALS AND METHODS**

During the study they used the following methods and approaches: the theoretical analysis of philosophical, psychological and educational literature, teaching methodology for fine and applied arts in the context of a problem research, the study of the positive experience from the teachers teaching design, national art, Tatar language and cultural studies, the students of the Institute of Philology and Intercultural communication at KFU, in the workshops for the artistic processing of materials; the observation of student creative activity in the process of product manufacture from natural plant materials, the analysis of student works, the interviews with students, the teachers on material art processing and methodists; the systematic approach for a problem disclosure; pedagogical experience classification, systematization, generalization in respect of a research problem; observation, comparison, questioning; the analysis of obtained results, the processing of experimental data, etc.

## **3. RESULTS**

In the context of our research, we consider an individual creativity with the ability of his self-realization, which is often connected very closely with the creation, which is accompanied by the development of a man inner world, his cognitive and organizational activity qualities. First of all the result of this process is the creation of some original ideas by students; Secondly, there is a change of young people personal qualities developing in the course of their professional training [Andreev, 2000].

Taking into account this situation, we naturally turn to the concept of "self-realization", which is often synonymous to the expression "the realization of your capabilities", as well as the concept of "self-actualization", since the latter describe similar phenomena: a full implementation of genuine opportunities [Horney, 1997]; the aspiration to the future, to the free realization of "an open personality" potencies [Allport, 2002], an "authentic (real) existence" [Bugental, 1998].

After the analysis of the philosophical views on the issue of self-realization we came to the conclusion that it is usually considered in an interdisciplinary and inter paradigm aspects.

So, having considered the concept of "creation" and "self-realization", let's identify further essential characteristic of "creative self-realization" concept.

The humanistic psychology representatives believe, that a person creative self-realization is an essential condition for a society development, as it provides for the unity of an individual and society, thus, predetermining its creative adaptation which is much needed for a full life. Considering the work as the highest human need, as well as the manifestation of psychological health, a creative person for psychologists is the one that performs some self-actualization [Maslow, 1999], which is fully operational [Fromm, 2002], and who is a productive person [Rogers, 2003].

According to the above stated, from the analysis of such paired concepts as "creation", "self-realization" and "creative self-realization" we came to the following definition of the necessary term "the development of creative self-realization capacity among high school students", which is the development of personality traits that characterize his willingness to disclose and implement student-creative potential to convert it into a chosen profession within his own intentions and value sets on the exteriorization of a positive experience aimed at search activity, the implementation of his mission and productive socially valued achievements in cultural and artistic practices related to creative diversified activities with the priority of susceptibility to all new and original.

The creative self-realization of a person in high school conditions is the most realizable at such an important condition as the co-creation of two personalities - a teacher and a student. And this process within a university educational space may occur when the goal setting of student personal development is implemented completely (i.e. they have the opportunity to lead a productive creative life activity "here and now").

#### **4. DISCUSSIONS**

Folk applied art in our country is diverse by used material, applied engineering and its product technology, and hence, by its products. The most common types are hand-patterned weaving and the painting of fabrics, art stitching and embroidery, lace-making, carpet weaving, bone carving, wood carving, soft stone processing, the art processing of metal, lacquer miniature, art wickerwork [Petrov, 2015].

So, Palekh is the lacquer miniature, the painting on papier-mâché; it is based an ancient Russian art traditions, the art of icon painting (elongated proportions of a human figure, a schematic view of a landscape, buildings).

Gzhel is also famous (a type of ceramic ware with blue cobalt painting on white) and khokhloma. Known khokhloma items - dishes, furniture, souvenirs with patterned ornament and an aluminum (formerly silver or tin) covering application with a distinctive combination of golden color and black, red, green sometimes brown and orange one.

Dymkovo toy may also be noted - a decorative clay sculpture up to 25 centimeters in height, and a doll painted with the image of a girl in a folk suit composed of a sundress, an apron and a handkerchief (the whole set of smaller dolls is inside the largest doll).

It is known that decorative art as a kind of applied art appeared during the period of a primitive communal system, when people created primitive forms of everyday objects and patterns, and the first jewelry items had a magical significance. Nowadays, decorative art is a type of fine art, the works of which are the subjects of artistic decoration or ornaments; both are used for decoration [Ahmetshina 2014].

The educational practice of the university shows, that the modern formulation and the solution of this problem requires the focus on the whole psychological, moral and intellectual complex properties of a student personality properties in the context of his life position formation and development, including the acquisition of a cultural meaning for his future professional and social activity. In this regard, the development of the above named ability of high school students is determined by the "internal" and "external" unity associated with the mechanisms of cultural experience transfer through the use of folk applied art pedagogical potential. This potential is considered by us as the set of educational and artistic opportunities in the unity with the means and methods that allow to use it effectively in the process of future expert professional training. The actualization of pedagogical potential is based primarily on the dynamic interaction of national culture and education, which are based on the following provisions: national spirit of education; the combination of scientific approaches with folk pedagogy experience; the need for direct contact with the authentic works of folk art; a creative approach to an ethnic art form of an object; an active experience of folk applied art sample beauty; the dialogic communication of students and an artist-craftsman.

These situations are necessary to increase the efficiency of creative activities and create the opportunities for a heuristic activity. It is possible in the following kinds of creative activity: the creation of new models for applied art; the interpretation of a national story within a set topic; the participation in improvised ritual actions; the dramatization of folk tasks, riddles; the holding of some national holiday in a high school; the promotion of people's labor traditions, etc.

The very heuristic activity, being a conceptually meaningful educational basis for the understanding of the national applied art pedagogical potential essence and structure, is based on continuity, which is the principle and the process of artistic and creative orientation of a person actualization by the means of folk culture that are based on the diverse forms of perception arising on the basis of information representation in the form of images, symbols, which provide picturesque images and phenomena. During the organization of heuristic activity its content and general purpose are structured specially, the forms and the heuristic methods of teaching are selected. The study found that continuity is carried out vertically and horizontally. Thus, vertically the continuity, based on the actual level of a student cultural development, is guided by the level of creative development available for him. And horizontally, according to the principle of continuity, a teacher draws on student's creative qualities and the character of their manifestations in his creative activity. Hence, the pedagogical potential has the following components of continuity: the continuity of goals and the means of a student creative orientation development through the arts; the continuity of cognitive activity and creativity; the continuity of forms and methods for the creative development from a middle to a high school; the continuity of pedagogical interaction kinds, from a pedagogical cooperation to co-creation; the continuity of a high school educational environment and the creative atmosphere of student life activity; the continuity of psychological comfort in the educational system and an aesthetic enrichment of an educational space; the continuity in the development of mental processes which condition a creative orientation of students by the means of art on the basis of aesthetic perception, aesthetic imagination and aesthetic self-activity [Salakhov + et al., 2016].

This challenge stands in front of a university - not just a professional training of qualified specialists, but the training of aesthetically and culturally developed personalities. To do this, one of the first places in the learning process is occupied by the creativity development and an independent individual education, who

is able to approach to any problem with some productive solutions. Hence, the pedagogical potential of folk applied art in the development of the capacity for the creative self-realization among university students assumes a certain responsibility that we would call a student duty: acquiring knowledge and skills they need to become educated people, who preserve tenderly the cultural values of people, develop them, making, thereby their contribution to the spread of folk art traditions.

The creative self-realization of a student as a future expert should be considered primarily as the process of a young man realization within the walls of a university, during which the realization of a student takes place in a student's life and daily activities; in the search and the adoption of his values and the meaning of his existence for every moment of his current activities; in the need and in the desire to realize his creative potential, which he had before entering a university; the desire to see himself as an integral, a single-minded personality, to learn the basics of his profession.

## **SUMMARY**

During the analysis of the nature and the capacity development peculiarities for creative self-realization among high school students in the context of the philosophical, psychological and pedagogical research, we found that the conceptual apparatus of this personal quality should be considered as a necessary component of a future expert professional training. In this regard, the task of a high school in the conditions of a new education paradigm is the organization of this process, which is crucial for the implementation of a society social order concerning an individual, capable of surrounding world creative transformation.

Thus, the pedagogical potential of the applied folk art in the development of the capacity for the creative self-realization among high school students during the learning process does not involve the obtaining of preliminary known result, and helps to form certain components of a creative self-realization, including self-development and compositional creative abilities. And as is known it contributes to the development of a positive motivation for creative activities when a purposeful search for a specific creative solution brings a particular emotional satisfaction for students. On this basis, students have a frequent need to find such conditions that would allow them to express their creative powers and abilities.

## **CONCLUSION**

Let's note in conclusion, that the folk applied arts can take an important place in the development of a cultural educated personality. Thus, using the material of folk art, students learn the colorful language of their people, its customs and traditions and the spiritual values associated with them. Currently, within the conditions of world, nations and ethnic group diversity pedagogy makes it possible to solve the problem on the study and use of the cultural heritage of the past by introducing a huge amount of folk culture into practice. People pedagogical culture contains a vast experience of younger generation education and development, the progressive ideas on the development of a person and the development of the capacity for a creative self-realization.

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