

Social Work & Education

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УДК 37.015.3:159.922.76-056.45]:7

DOI: 10.25128/2520-6230.21.4.2

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Article history:

Received: November 11, 2021

1st Revision: December 16, 2021

Accepted: December 30, 2021

Dobrovolska, R., Gazinska, O. (2021). Development of gifted children in the art educational environment. *Social Work and Education*, Vol. 8, No. 4. pp. 451-460. DOI: 10.25128/2520-6230.21.4.2

DEVELOPMENT OF GIFTED CHILDREN IN THE ART EDUCATIONAL ENVIRONMENT

Abstract. Solving a wide range of methodological and applied problems related to the reproduction and capacity building of gifted children and youth requires the creation of an artistic educational environment as a set of conditions for learning, development, individualization and socialization of gifted individuals. Giftedness in accordance with natural inclinations, interests, requirements of age socialization, on the one hand, and social demand, on the other. Despite the existing research in psychology and pedagogy on the problem of the educational environment, the only position on the definition of "artistic educational environment", the structure and methods of its creation, is still under development. One of the reasons for this is the variety of methodological prerequisites and empirical principles for research on the problem of artistic educational environment for the gifted. Overcoming methodological and methodological differences is possible only if we take into account psychological features, patterns and principles of gifted personality as a starting point for creating educational systems and technologies (unity of goals, content, methods and learning conditions), including artistic educational environment as a condition for their practical implementation. The use of innovative technologies does not always meet the specifics of the phenomenon of giftedness and individual psychological characteristics of gifted children and youth, and therefore does not give the desired result for full disclosure of the potential of gifted at different stages of age. The reasons for these difficulties and ways to overcome them are not yet fully understood, and therefore should be the subject of theoretical and methodological reflection and empirical research. Thus, the trend towards personality-oriented and culturally appropriate educational systems and technologies necessarily requires the design and creation of this type of educational environment for gifted children, whose integrative quality indicator is the ability to provide all actors in the educational process a system of opportunities for effective personal self-development. That is why there is a problem of creating favorable conditions for the development of creative, intellectual and spiritual potential of gifted children in the context of the system "man - environment", in accordance with natural inclinations, interests, needs, age requirements, on the one hand, and social request, on the other. Thus, the logic of the development of pedagogical science requires special psychological research to determine the structure and principles of building an artistic educational environment focused on the manifestation, development and full realization of gifted children.

Key words: art educational environment; giftedness; developmental educational environment; integrative education; gifted children.

Introduction.

One of the leading problems of modern art pedagogical education is the development of a gifted child. The giftedness of a child means a higher susceptibility to learning and creativity than his peers. The concept of "giftedness" comes from the word "gift" and means particularly favorable internal conditions for human development. Today, psychologists and educators recognize that the level, quality and nature of giftedness - is always the result of a complex interaction of heredity (natural endowments) and the social environment mediated by human activities (gaming, learning, labor), which occur with self-development. Giftedness is defined as "... individual potential uniqueness of human talents, through which it can achieve significant successes in a particular field of activity" (Petrovsky & Yaroshevsky, 1998). High level of development of general abilities, which determines a relatively wide range of activities in which a person can achieve great success. Giftedness is the basis for the development of special abilities, but it is a factor independent of them (Rapatsevich, 2005).

The potential of the individual is the internal structure, which includes general and special abilities and is determined by the willingness to carry out various activities, through the ability to achieve a high level of personal spiritual development. Thus, as a result of the analysis of scientific literature it is possible to draw a conclusion that giftedness is a basis of development of creative abilities, potential of the person which occurs in the course of active creative activity.

The development of each individual is the result of the interaction between the innate biological characteristics of the organism and the acquired life experience. Researchers have long tried to quantify the share of hereditary factors and environmental influences in the development of a child's abilities. This issue is traditionally one of the fundamental in psychology and pedagogy. In a favorable environment, individuals develop harmoniously in the family, fruitfully study in an educational institution, interact effectively at work, in culture, social relations, therefore, due to various talents complement each other, mutually develop each other.

The more opportunities for children's creative development, the greater the chances of discovering bright and diverse talents. One of the primary tasks of the modern educational system is to determine what should be the educational environment that promotes the development and integration of gifted individuals, the practical application of its creative product and its recognition by others. Over the centuries, it has been observed that geniuses and gifted people often appear in large groups at once (for example, the Renaissance). One of the common hypotheses states that the reason is the environment that stimulates a particular type of talent, creativity, activity. All these people belonged to the same class with strong traditions, supported by social continuity. In communication with each other, in mutual influence on each other, and also due to the fact that their work was needed not only by a narrow circle of admirers, but also by the broad masses of free urban people - they were able to realize their inherent abilities (Semenova, Music & Korolev, 2014).

Professional associations of artists were also schools for gifted youth. Specialized art education institutions have also been established in the modern educational system.

This promotes creative interaction between the gifted child and the teacher in the process of learning artistic and creative activities.

Methodology

I. Baeva, V. Panov, V. Slobodchikov, I. Yakimanskaya, V. Yasvin, and others devoted their research to clarifying the general characteristics of the educational environment, its components and principles of organization. Thus, the nature of the developmental educational environment is determined by the priority of the subject-centered strategy of pedagogical interaction, the availability of educational information, its content. As a result of the implementation of these approaches, an enriched multivariate environment should be formed, which will function according to the laws of creative dynamic chaos, which will become a driving factor for new pedagogical goals, values and creative impulses. Obviously, the elevation of individual consciousness can be achieved only by cultivating their abilities.

Experiencing a sense of personal responsibility for the state of one's consciousness and existence, without which the activity of a teacher and educator is inconceivable, should become at the same time a natural need for self-development and self-education as a form of spiritual creativity. Thus, the constitution of the educational environment determines the spiritual and artistic development of a gifted child. The humanistic position of the subjects of the educational process includes a high level of manifestation of moral and value properties, the dynamics of "I-concept", positive thinking and subjective interaction (Marchenko, 2012).

Results

The period of study at school is key both for the formation of artistic abilities and for the socialization of a gifted person. However, despite the understanding of the value of creative people for the life of society, in modern Ukrainian society has not been properly studied the features of socialization of creatively gifted individuals, including children. The problem is the contradiction between, on the one hand, awareness of the importance of creatively gifted individuals and, on the other hand, neglect of existing potential, lack of real means of adaptation, inclusion of gifted in the cultural space of society. In specialized art institutions, the process of talent development is considered in the context of the problem of teaching art. Among the various forms of organization of education and aesthetic development of the individual, art schools appear as the best form. Unlike evening art schools, the school of arts combines general secondary education with professional training in one of the types of fine arts - painting, graphics, sculpture.

Peculiarities of educational and creative process in a specialized art institution are the formation of students' ability to work in the chosen field of art, values of art, as well as the development of their own artistic and aesthetic skills, aesthetic tastes through the integration of art disciplines, involvement of art professionals. in the acquisition by students of direct artistic and aesthetic experience. At the same time, it is about encouraging all students without exception to actively participate in classroom and extracurricular activities, which is marked by various types of artistic activities. It is very important to involve parents in the educational process, who together with teachers

and create an educational aesthetic and developmental environment that has a positive impact on the educational process.

The issue of research of art educational environment is defined by domestic and foreign scientists as one of the most important psychological and pedagogical problems. Its solution is associated with increasing the educational impact on the individual, as learning is seen as the first step towards transforming the environment of a modern educational institution. The interest in the problem is evidenced by the analysis of pedagogical, psychological literature, pedagogical practice. In a broad context, the developmental educational environment is any socio-cultural space in which the process of personal development is carried out spontaneously or with varying degrees of organization (Semenova, Music & Korolev, 2014).

In preschool pedagogy, the term "developmental artistic environment" means a set of material and technical, sanitary, ergonomic, aesthetic, psychological and pedagogical conditions that ensure the organization of life of children and adults.

The purpose of creating an artistic educational environment is to meet the vital needs of the emerging individual. In order for the educational environment to act as an artistic one, in the course of the interaction of its structural components it must have certain qualities:

- flexibility - the ability of educational structures to quickly restructure in accordance with the needs of the changing individual, to changes in the environment, society;

- continuity - the interaction and continuity in the activities of the elements that are part of it;

- variability - anticipation of changes in the development environment in accordance with the needs of educational services;

- integration - ensuring the solution of educational tasks by strengthening the interaction of the structures that are part of it;

- openness - anticipation of broad participation of all subjects of education in management, democratization of forms of education, upbringing and interaction;

- installation of joint activity communication of all subjects of the educational process, which is carried out on the basis of pedagogical support as a special, hidden from the eyes of the child the position of the teacher.

In order for the educational environment to have an artistic character, it must provide a set of opportunities for self-development of the subjects of the educational process (children and teachers).

Such a complex, according to V. Yasvin (2001) includes three structural components:

1. spatial-objective (premises for classes);
2. social (nature of interaction of subjects of educational activity);
3. psychodidactic (content and methods of teaching, due to the purpose and objectives of the educational process).

The artistic educational environment presupposes the orientation of the principles, methods, forms of organization of education and training to achieve the greatest effectiveness in the development of children's cognitive abilities. Based on the

cycles of mental development of the child, the developmental environment forms the mental abilities, independence of children, interest in learning and more.

The formation of artistic educational environment means the orientation of the content, forms, methods, means, nature of interaction of participants in the educational process on the child's personality, which promotes the development of its intellectual, creative, spiritual potential, emotional and volitional qualities, thinking, culture, general culture. independent, active activity.

The organization of artistic educational environment in general includes:

1. creating an atmosphere of friendliness;
2. targeting more trained subjects;
3. giving children the opportunity to work independently (Kulyutkin, 2001).

The developmental effect of art education environment is provided only by the presence of a set of opportunities for self-development of students and teachers, which should contain three structural components:

1) Communicative, or social, component related to interpersonal relationships of teachers, students and parents.

2) Psychodidactic component, which should ensure compliance with the content and methods of teaching the needs of gifted children.

3) Spatial-subject component (study space, appropriate equipment, creation of artistic space that stimulates the development of talent).

Let's take a closer look at these components.

1. Communicative component of art educational environment. If we describe the personality-oriented system of education in such a "three-dimensional" space: personality - pedagogical communication - culture, the teacher and the student are equal subjects of this process. According to the proponents of innovative personal developmental pedagogical technologies, the teacher can not be considered the subject of the whole learning process, because his knowledge and their individualized implementation interacts with the experience and own anticipations of the student. The importance of such a model is especially growing in connection with the educational activities of the artistic direction. It is a relationship of two (or more) equal subjects in a single process of comprehension and expression of aesthetic meaning. In our opinion, the ideal model of the educational process here is connected with the principle of co-creation of teacher and student.

2. Psychodidactic component of art educational environment. The dialogical nature of the relationship between teachers and students ensures their simultaneous development, self-development, self-realization, harmonious coexistence of their interests in the initial and artistic interaction. The freedom of expression of the child's creative "I" is manifested in all products of the artistic and creative process, and hence in the process of activity, personal development. Note that you need to take into account the emotional state of the child in the classroom. This will allow you to compensate, adjust the emotional state, in general, developmental difficulties.

3. Spatial-subject component of art educational environment. The space of an educational art institution is an artistic and subject environment in which the gifted communicate (the interior of the school, exhibitions, concerts of students and teachers). Here the subject environment is not a background factor in the external aestheticization

of the environment. Its effectiveness - in reflecting the artistic activities of students and teachers. In this way, the subject environment begins to play the role of transmitter of artistic information and stimulator of its understanding and further artistic cognition. In an educational institution designed to find, identify, develop and support artistically gifted children, the educational space is transformed into an artistic and educational one. It is necessary in the learning process to create a space where there is an equal dialogue between all its members - artists, teachers, students, the creation of joint art projects, communication with prominent cultural figures. Thus the need and ability of the student to influence the educational environment, to create it is brought up (Semenova, Music & Korolev, 2014).

Based on this, to build an artistic educational environment for gifted children, the following organizational issues should be addressed:

- use the channels of personal development (perceptual, cognitive and practical);
- to actualize the action of psychological mechanisms of personal development (cognitive processes, fantasy, reflection, empathy, etc.);
- to build the educational process in accordance with the age, gender, cultural and other specific features of the gifted person.

The general principles of design and organization of art educational environment rightly include the following:

- 1) organization of complex and heterogeneous educational environment;
- 2) focus on the actualizing potential of the educational environment;
- 3) organization of personally adequate educational environment (Gontarovska, 2009).

Since art at all ages is able to act as a special form of spiritual and practical activities in which there is a personal and semantic self-determination (formed values, worldview and worldview), develops its abilities, the purpose of teaching artistic competence is to develop perception, artistic thinking and imagination, as well as the formation of the foundations of a critical attitude to their own works.

However, deep immersion in the processes of artistic analysis, comparison and creative synthesis in the creation of works of art leads to enormous psycho-emotional stress, dangerous to the mental health of children. Therefore, in working with the gifted it is very important to create an atmosphere of tolerance and security in the classroom. It is also necessary for the free expression of the adolescent in the process of creating their inner world, to establish emotional resonance between student and teacher, and therefore for dialogue using not only verbal but also nonverbal means of communication, as well as indirect student-figure interaction. teacher. In addition, it may be appropriate to use elements of art therapy and any methods of indirect (implicit)

European educators use both traditional and modern, new forms and methods of educational influence, trying to maximize the aesthetic development of students' personalities. The most popular forms of artistic talent development in the practice of secondary specialized art schools are classes in museums, galleries, artists' workshops, creative associations, excursions, creative drama, project work, etc., which are based on free, creative choice that promotes freedom of self-realization and self-affirmation of schoolchildren. In order to cultivate the aesthetic culture of gifted students, British educators use such methods as role-playing, dramatization, presentations, portfolio,

project method, research methods, method of stimulating creative activity, interactive methods and more. There is a problem of improving the educational process based on the construction of educational space of the school, aimed at the harmonious development of rational-logical and artistic thinking, intelligence, outlook, creative potential of students and education of emotional and value relations to the world. Thus, the European and Ukrainian experience has shown that the integration educational space is especially productive, the constructive core of which is art (Semenova, Music & Korolev, 2014).

Let's outline the basic principles on which the art educational environment is built:

1. Continuity as the main principle of art education.
2. Reliance on the latest advances in art history, psychology and pedagogy.
3. Psychological comfort of learning, consistent implementation of its mechanism in the organization of the educational process.
4. Formation of motivation for learning and artistic creativity.
5. Combination of different art specialties in one educational institution.
6. Early professionalization and the possibility of adjusting professional orientation. Copyright and intellectual protection of students.
7. Aesthetics of educational space.
8. Democracy, tolerance and nobility of relations under strict discipline.
9. The growing role of the teacher's personality, a high level of professional requirements for teachers, the introduction of the principles of partnership pedagogy.
10. Introduction of information technologies in the learning process, computerization of art education.

Coclusions

The presence of a gifted adolescent in an orderly, filled with individual meanings of life educational communicative space structurally organizes his consciousness, which contributes to the formation of a holistic worldview. The developmental educational environment must resist the chaotic communication of gifted adolescents, the semantic oversaturation of the general cultural context, the erosion of values. However, when creating a general strategy of education, the change, complication and expansion of the spheres of influence of art on the development of the gifted child's personality and his socialization are not sufficiently taken into account. To date, the psychological mechanisms of formation of professional motivation of students in the educational environment of art schools, their psychological resources and potential opportunities, ways to master the future profession have not been sufficiently studied. In particular, when working with gifted adolescents, their level of ability to self-analysis, self-development and self-actualization is mostly not taken into account, and psychological and pedagogical opportunities for the development of professional motives in learning are underestimated. Only education that stimulates the creative development of the individual can bring culture out of a protracted crisis. One of the most effective ways to creative self-realization is through education through art.

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РОЗВИТОК ОБДАРОВАНИХ ДІТЕЙ У МИСТЕЦЬКОМУ ОСВІТНЬОМУ ПРОСТОРИ

Руфіна Добровольська, асистент кафедри мистецьких дисциплін дошкільної та початкової освіти факультету дошкільної та початкової освіти імені В. Волошиної Вінницького державного педагогічного університету імені Михайла Коцюбинського, м.Вінниця, Україна; rufina.dobrovolska@vspu.edu.ua

Олеся Газінська, провідний концертмейстер кафедри вокально-хорової підготовки, теорії та методики музичної освіти факультету мистецтв та художньо-освітніх технологій Вінницького державного педагогічного університету імені Михайла Коцюбинського, м.Вінниця, Україна; gazinskaya.olesya@gmail.com

Анотація. Розв'язання широкого кола методологічних і прикладних проблем, пов'язаних із відтворенням та нарощуванням потенціалу обдарованості дітей і молоді, потребує створення мистецького освітнього середовища як такої сукупності умов для навчання, розвитку, індивідуалізації та соціалізації обдарованої особистості, що забезпечує можливість прояву і розвитку її обдарованості у відповідності з природними задатками, інтересами, вимогами вікової соціалізації, з одного боку, і соціальним запитом, з іншого. Незважаючи на існуючі в психології та педагогіці дослідження, присвячені проблемі освітнього середовища, єдина позиція щодо визначення поняття «мистецьке освітнє середовище», структури і методів його створення, все ще знаходиться на стадії розробки. Однією з причин цього є розмаїття методологічних передумов і емпіричних засад щодо досліджень проблеми мистецького освітнього середовища для обдарованих. Подолання методологічних і методичних розбіжностей можливе лише за умови врахування психологічних особливостей, закономірностей і принципів становлення обдарованої особистості як вихідного підґрунтя для створення освітніх систем і технологій (єдності цілей, змісту, методів і умов навчання), включаючи мистецьке освітнє середовище як умову їх практичного втілення. Саме тому застосування інноваційних технологій не завжди відповідає специфіці феномену обдарованості та індивідуально-психологічним особливостям обдарованих дітей і молоді, а, отже, не дає бажаного результату щодо повноцінного розкриття потенціалу обдарованих на різних етапах вікового зростання. Причини цих труднощів і способи їх подолання ще не до кінця зрозумілі, а тому мають стати предметом теоретико-методологічної рефлексії та емпіричних досліджень. Разом з тим тенденція переходу до особистісно-зорієнтованих і культуровідповідних освітніх систем і технологій з необхідністю потребує проектування і створення такого типу освітнього середовища для обдарованих дітей, інтегративним показником якості якого виступає здатність забезпечити всім суб'єктам освітнього процесу систему можливостей для ефективного особистісного саморозвитку.

Саме тому постає проблема створення сприятливих умов для розвитку в процесі навчання творчого, інтелектуального та духовного потенціалу обдарованих дітей в контексті системи «людина — навколишнє середовище», у відповідності з природними задатками, інтересами, потребами, вимогами вікової соціалізації, з одного боку, і соціальним запитом, з іншого. Отже, логіка розвитку педагогічної науки вимагає проведення спеціальних психологічних досліджень з метою визначення структури і принципів побудови мистецького освітнього середовища, орієнтованого на прояв, розвиток і повноцінну реалізацію обдарованих дітей.

Ключові слова: мистецьке освітнє середовище; обдарованість; розвивальне освітнє середовище; інтегративна освіта; обдаровані діти.

Статус статті:

Отримано: листопад 11, 2021

1-ше рецензування: грудень 16, 2021

Прийнято: грудень 30, 2021