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CREATIVE INDIVIDUALITY OF THE PUPILS OF OUT-OF-SCHOOL EDUCATION INSTITUTIONS OF ARTISTIC-AESTHETIC DIRECTION: ESSENCE AND STRUCTURE

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The article reveals the essence and structure of creative individuality of the pupils of the out-of-school education institutions of artistic-aesthetic direction. Formation of the specified phenomenon is considered through the prism of motivational, cognitive, perceptual and interactive components and the following clusters of the pupil's competences: value-motivational, cognitive-potential, creative-emotional, reflexive-activity. Value-motivational cluster characterizes the level of pupil's motivation. It is determined by awareness of the importance of the creative component of artistic-aesthetic activity, understanding the need for creative self-development, efforts to improve one's creative potential, interest in various disciplines of art education. Cognitive-potential cluster is manifested as a developed artistic-aesthetic thesaurus, variability of creative individuality in different types of artistic-aesthetic activities, the direction of creative self-development. Creative-emotional cluster covers such qualities of the personality of the pupil of the out-of-school education institution as initiative, independence, risk-taking, emotionality, etc. With the help of reflexive-activity cluster can be measured the ability to reflections in the creative process, the ability to manage one's mental state, overcoming internal and external obstacles, purposefulness and criticism in performing creative tasks. It is argued that creative individuality of the pupil of the out-of-school education

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institution is a complex and multi-aspect quality, which is formed in a multi-vector educational process, which focuses on individual creative development of pupils, and effectiveness of this process depends on providing a number of pedagogical conditions, in particular: development and application in the process of teaching the pupils of the out-of-school education institutions visual or decorative-applied arts of creative technologies of creative individuality formation; motivation for creative activity with a focus on opportunities for creative self-expression; providing an aesthetic and developmental environment in terms of art education; introduction of various forms of individual creative work.

Key words: *creative individuality, pupils, out-of-school education institutions, artistic-aesthetic activity, visual and decorative-applied arts.*

ТВОРЧА ІНДИВІДУАЛЬНІСТЬ ВИХОВАНЦІВ ЗАКЛАДІВ ПОЗАШКІЛЬНОЇ ОСВІТИ ХУДОЖНЬО-ЕСТЕТИЧНОГО СПРЯМУВАННЯ: СУТНІСТЬ І СТРУКТУРА

М. А. Бойченко, І. А. Чистякова, А. В. Бойченко

У статті розкрито сутність та структуру творчої індивідуальності вихованців закладів позашкільної освіти художньо-естетичного спрямування. Формування зазначеного явища розглядається крізь призму мотиваційного, когнітивного, перцептивного та інтерактивного компонентів та низки кластерів, що охоплюють ціннісно-мотиваційні, когнітивно-потенційні, творчо-емоційні, рефлексивно-діяльнісні компетентності вихованців закладів позашкільної освіти. Ціннісно-мотиваційний кластер компетентностей включає рівень мотивації вихованців закладів позашкільної освіти й визначається усвідомленням значущості творчого компонента художньо-естетичної діяльності, розумінням необхідності творчого саморозвитку, прагненням удосконалити свій творчий потенціал, інтересом до різних дисциплін мистецького спрямування. Когнітивно-потенційний кластер розкривається через розвинений художньо-естетичний тезаурус, варіативність творчої індивідуальності в різних видах художньо-естетичної діяльності, напрям творчого саморозвитку особистості вихованця. Творчо-емоційний кластер охоплює такі якості особистості вихованця закладу позашкільної освіти, як ініціативність, самостійність, здатність до ризику, емоційна експресивність ідей тощо. За допомогою рефлексивно-діялісного кластера можна виміряти здатність до рефлексії у творчому процесі, здатність керувати своїм психічним станом, подолання внутрішніх і зовнішніх перешкод, цілеспрямованість і критичність у виконанні творчих завдань. Визначено, що творча індивідуальність вихованця закладу позашкільної освіти є складною й багатоаспектною якістю, яка формується в багатовекторному навчально-виховному процесі закладу позашкільної освіти, орієнтованому на індивідуальний творчий розвиток вихованців, результативність навчання. Означений процес залежить від забезпечення низки педагогічних умов, зокрема: розробки та застосування у процесі навчання вихованців закладів позашкільної освіти образотворчого чи декоративно-прикладного мистецтва творчих технологій формування творчої індивідуальності; мотивація творчої діяльності з орієнтацією на можливості творчого самовираження; забезпечення естетичного та розвивального середовища в умовах мистецької освіти; впровадження різноманітних форм індивідуальної творчої роботи.

Ключові слова: *творча індивідуальність, вихованці, заклади позашкільної освіти, художньо-естетична діяльність, образотворче та декоративно-прикладне мистецтво.*

Introduction of the issue. Modern education system is focused on the development of active, initiative and creative citizens who in the future will ensure innovative development of the country and its competitiveness in the

world labor market. In this context, it is important to develop creative individuality of the personality, which should be carried out within both school and out-of-school education institutions.

One of the main tasks of the out-of-school education institutions is to form a creative approach to the artistic-aesthetic activities of children and youth. It is an indisputable fact that creative individuality, which, according to leading Ukrainian and foreign education theorists and practitioners, is one of the most important qualities of modern children and youth, can be especially successfully formed in the process of artistic-aesthetic activities.

Out-of-school education institutions offer children and youth a wide range of artistic-aesthetic activities: solo and choral singing, vocal and instrumental ensembles, playing musical instruments, drama activities, choreography, folk ensembles and orchestras, visual and decorative-applied arts, etc.

Participation of pupils of the out-of-school education institutions in artistic-aesthetic activities gives them the opportunity to deeply engage in their favorite pastime. The teacher, dealing with interested children, has the opportunity to widely involve them in artistic-aesthetic activities, to form independence and creative activity. It is important that all types of aesthetic activities in the system of the out-of-school education were aimed at spiritual education, formation of the culture of children and youth. Widespread use of various types of artistic-aesthetic activities should promote formation of artistic interests, development of artistic imagination, artistic-creative abilities and so on.

Among the directions of artistic-aesthetic activity a special place is occupied by visual and decorative-applied arts. In addition to drawing, painting, modeling, etc., students develop an aesthetic attitude to life, develop figurative thinking.

Current state of the issue. Modern views on the problem of creative individuality are presented in scientific works of famous Ukrainian and foreign scientists, devoted to the analysis of individual originality of creative activity

(O. Antonova, J. Baer, D. Beattie, T. Berezina, D. Bohoiavlenska, M. Boichenko, A. Craft, H. Gardner, J. Guilford, H. Hontash, V. Klymenko, H. Kostyuk, E. Kulchytska, L. Mishchykha, V. Moliako, R. Munro, E. Nikolaieva, R. Sternberg, O. Turynina, S. Zeki and others). These scientists have proved that creativity as a generic human characteristic always remains a manifestation and expression of the individuality. It is emphasized that development of creative individuality is a key element of the pedagogical process and requires revision, reassessment of all elements of the education system. The results of their research allow us to consider formation of creative individuality of the pupils of the out-of-school education institutions as one of the important components of their artistic-aesthetic and spiritual development.

The outline of unresolved issues brought up in the article. The analysis of psychological, pedagogical and methodological literature has revealed the lack of proper attention to the issue of educating and upbringing the pupils of the out-of-school education institutions, in particular, formation of their creative individuality. This is evidenced by the following contradictions: between the scientifically determined problem of the creative individuality formation and insufficiency of its theoretical substantiation in the scientific-pedagogical discourse; between the social need for new generations of creative citizens, and the lack of innovative methods of forming the creative personality in the out-of-school education institutions of artistic-aesthetic direction in Ukraine; between the objectively existing potential opportunities at the out-of-school education institutions of artistic-aesthetic direction for the formation of creative individuality of their pupils and the lack of grounded criteria and indicators for its evaluation. Given identified contradictions, the aim of the

article is to reveal the essence and structure of creative individuality of the pupils of the out-of-school education institutions of artistic-aesthetic direction.

Results and discussion. While defining the essence and structure of creative individuality of the pupils of out-of-school education institutions of artistic-aesthetic direction, we focused on the results of theoretical analysis of the specified phenomenon, conducted in various scientific fields: philosophy, art, psychology and pedagogy. Therefore, one of the leading tasks of the out-of-school education institutions of artistic-aesthetic direction is upbringing of a creative personality, able to think in an original way, to express his/her thoughts clearly, to find extraordinary solutions in difficult situations.

Characterizing the creative personality, the scientists V. Moliako, V. Rybalka identify such features as:

- creative potential, bright creative abilities, and most importantly – the need for creative work for self-realization and self-affirmation;

- certainty in a specific form of activity;

- high level of intellectual initiative, as well as efforts to find one's own style of activity;

- dissatisfaction with the achievements, constant search for new positive results [7; 9].

Structural analysis of scientific research has revealed the components of creative individuality, reflecting different spheres, namely: intellectual, motivational, emotional, volitional, self-regulatory, subject-practical and existential.

The intellectual sphere consists of different types of thinking (creative and cognitive, theoretical and empirical, divergent and convergent), styles of thinking (analytical, visual, etc.), quality of thinking (intelligence, flexibility, independence, critical character), cognitive processes (attention, imagination, perception, memory).

The motivational sphere combines a set of human needs, motives and goals that are formed and developed throughout life. Learning motivation is an important component of a pupil's motivation. Learning motivation is understood as a set of goals, needs and motives that motivate a person to consciously acquire knowledge, to be active in educational activities.

The emotional sphere consists of emotions and feelings, as well as self-esteem. Thus, with low or high self-esteem, the pupil of the out-of-school education institution has difficulty communicating, inadequately responds to comments [5].

Characteristic of the volitional sphere is conscious setting of goals and objectives. A person with a developed will is characterized by purposefulness, muscular and nervous tension, initiative, ability to overcome external and internal obstacles, self-control.

The self-regulatory sphere allows a free choice of the goal and means of its achievement, being aware of the choice characterized by self-criticism, versatility of mental actions, the ability to relate one's own behavior to the actions of others, reflection, optimism, the ability to cope with one's physical and mental condition.

Subject-practical area includes abilities, actions, skills in various activities and communication. To develop the subject-practical sphere means to help a person perceive him/herself as a social and unique unit.

The characteristics of the existential sphere are the harmony of feelings and actions, the harmony of words and deeds expressed in the life position of a person in relation to him/herself and others. According to these provisions, we offer the following structure of creative individuality: motivational, cognitive, perceptual and interactive components.

Today a person's ability to consciously treat his actions, try to improve them, control his needs, manage himself is becoming relevant. Increasing attention

to creative potential of art education raises the socio-cultural status of art as a process and result of creativity, which is characterized by individual character. This feature of art education provides personal orientation of learning and ability to influence its results [2].

Theoretical analysis of psychological and pedagogical works on the research problem made it possible to determine creative individuality of the pupil of the out-of-school education institution as a form and result of holistic expression of his individual characteristics and integrative personal quality with a set of

intellectual, motivational, emotional and professional characteristics.

Formation of creative individuality in our study is diagnosed through such clusters (groups) of competences as: value-motivational, cognitive-potential, creative-emotional, reflexive-activity. We considered these competences as the end result of the educational process, the ability of pupils to productive artistic-aesthetic activities. The ratio of components and clusters in the structure of the creative personality of the pupil of the out-of-school education institution is given in table 1.

Table 1

Ratio of components and clusters in the structure of the creative personality of the pupil of the out-of-school education institution

Components	Clusters
motivational	value-motivational
cognitive	cognitive-potential
perceptual	creative-emotional
interactive	reflexive-activity

Value-motivational cluster reveals the level of motivation for learning and artistic-aesthetic activity, the main characteristics of which are awareness of the importance of the creative component of this activity, understanding the meaning of creative self-development, attempts to improve one's own creative potential, interest in art disciplines.

The leading place in this area is given to needs. Derivatives of needs are motives, aspirations, values, interests, desires. Note that needs are interpreted by researchers (S. Rubinstein, P. Simonov, R. West and others) as the core of individuality and as its main feature; the term "motive" means a person's conscious desire to act, as well as a conscious need. Motives are usually related to a person's goals. Therefore, the motivational sphere includes needs, motives and goals. In relation to the pupil of the out-of-school education institution of artistic-aesthetic direction, we can speak about the motivation of learning, i.e. the system of needs, values

and goals that lead the pupil to a conscious and active attitude to learning.

The proposed cluster allows pupils to show willingness to perform educational and artistic-aesthetic activities regardless of existing stereotypes or developed recommendations, willingness to feel creative joy of positive results, willingness to find creative solutions to implement creative ideas. In this case, the creative personality shows a strong will in situations of finding, modeling and creating his/her own versions of the creative product or solving arising problems.

Cognitive-potential cluster is determined by the degree of development of artistic-aesthetic thesaurus, variability of creative personality in different types of educational and artistic-aesthetic activities and the direction of creative self-development (single-vector, multi-vector). Its feature is the constant need to find something new and unusual, to recognize the general erudition in the field of art, the ability to analyze and systematize artistic phenomena and

processes occurring in art culture. This ability is manifested through cognitive and creative thinking.

Note that cognitive thinking is divided into two types – reproductive and productive. Reproductive thinking makes it possible to assimilate ready-made knowledge and reproduce it. Productive thinking allows finding a better solution to the problem. Therefore, development of cognitive thinking is one of the main tasks of improving the creative personality of the pupil of the out-of-school education institution. There are also two types of creative thinking – convergent and divergent. Convergent thinking is characterized by solving a problem in one direction, and divergent thinking is characterized by finding several options. Convergent and divergent thinking have different levels of creativity [1].

Accordingly, we find it expedient to consider the musical-cognitive skills that must be formed in the pupil of the out-of-school education institution of artistic-aesthetic direction. Involving oneself in visual and decorative-applied arts, the pupil, in our opinion, must gain knowledge about famous native and foreign artists and their works. However, he needs such knowledge to apply it in various situations and use it for his/her own creative projects. Therefore, an important feature of the pupil of the out-of-school education institution is the ability to accumulate all the knowledge he will gain from various disciplines, even those that do not seem to be directly related to art education (including visual and decorative-applied arts). The ability to use them in specific situations of learning to draw/paint/create objects of decorative-applied art allows a thorough immersion in the essence of the artistic phenomenon, to find new solutions and designs of artistic works.

Creative-emotional cluster includes self-awareness as a creative unit, understanding of one's own creative potential in various spheres of artistic-

aesthetic activity. It determines the degree of identification of such creative traits as independence, risk-taking, initiative, improvisation, emotional expression of ideas, mobility, fantasizing and so on. He also demonstrates the expression of feelings that accompanies searches, discoveries, inventions, is characterized by sensitivity to situations that require original solutions.

Reflexive-activity cluster reveals the degree of ability to reflect in the creative process, overcoming internal and external obstacles, the ability to cope with the mental state, purposefulness and self-criticism in performing creative tasks.

This cluster includes the following competences: self-regulation (self-analysis and self-evaluation of one's own activity as an artist, ability to correlate one's own activity, style of communication with social and professional experience, adequate assessment, ability to regulate creative activity).

Generalization of the presented material made it possible to state that the creative individuality of a pupil of the out-of-school education institution is a complex and multi-structured quality. It is created in a multi-vector educational process of the out-of-school education institution, which gives direction to the individual creative development, and the effectiveness of this process depends on the provision of appropriate pedagogical conditions.

The researchers (Yu. Babanskyi, G. Kodzhaspirova, et al.) consider the concept of "pedagogical conditions" as:

- circumstances necessary for the pedagogical process;
- factors, ways, directions of pedagogical process;
- imaginary results of the pedagogical process;
- forms, methods, pedagogical techniques.

Pedagogical conditions reflect the dialectic of the potential and opportunities of the educational process

and provide a real opportunity to manage it by organizing positive factors and neutralizing negative pedagogical circumstances. In particular, G. Kodzhaspirova studying individual human development identifies such basic conditions as:

- role of the teacher, team, environment;
- self-development of the personality;
- freedom, which determines a person's ability to think, act, perform actions based on internal needs, interests and goals;
- acceptance of pupils by the teacher, and the teacher by pupils as a starting condition [6: 68-72].

Thus, the pedagogical conditions for forming creative individuality of the pupil in the out-of-school education institution are referred to as a set of interrelated activities necessary to create a purposeful educational process.

Interesting for our study is the opinion of V. Rybalka that the main ways to manage creative activity are: involving people in solving problem situations that require intuitive understanding of the essence of the proposed problem, creating a set of heuristic methods to stimulate creative activity; education of characteristics of a creative personality, in particular his/her worldview, beliefs, needs, interests, inclinations, motives, abilities, acquisition of knowledge about the subject of creative activity. At the same time, the scientist emphasizes that the early and purposeful development of these features in childhood and adolescence is an important internal condition for the formation of creativity [9].

Another important opinion is presented in the study of O. Grebenyuk, who considers the most important condition for the development of creative individuality is presence of creativity in the teacher and the pupil. According to the researcher, it is manifested in receptivity, sensitivity to the problems, openness to new ideas and a tendency to break or change persistent stereotypes to

create something new, to obtain original, unexpected and unusual solutions to life problems [3].

The mechanism of acquiring creative individuality is an individual style of activity, improvement of which occurs in the educational process. Factors that influence or inhibit manifestation of creative individuality of the pupil include the following: the nature of the adoption of socio-cultural norms, the choice of position, the degree of development of the volitional sphere.

Summarizing the scientific views of researchers on pedagogical conditions for the development of creative individuality of the pupil of the out-of-school education institution of artistic-aesthetic direction, we have come to the conclusion that this process can be effective only if the pupil, feeling his/her own creative potential, becomes a responsible and interested subject of self-development and desire to develop his/her creative individuality.

Therefore, developing pedagogical conditions for the formation of creative individuality of the pupil of the out-of-school education institution at visual or decorative-applied arts classes, we consider the fact that the effectiveness of their application will be determined not only by external factors, i.e. the focus of the educational process on the relevant activities, diversity of creative tasks, creating friendly atmosphere of pedagogical communication at visual/decorative-applied arts classes and so on, but also internal, purely subjective factors that depend on the creative qualities of pupils, their professional and life experience, creative thinking.

Taking into account these factors, we distinguish the following pedagogical conditions:

- development and application in the process of teaching the pupils of the out-of-school education institutions visual or decorative-applied arts of creative technologies of creative individuality formation;

- motivation for creative activity with a focus on opportunities for creative self-expression;

- providing an aesthetic and developmental environment in terms of art education;

- introduction of various forms of individual creative work.

Conclusions and research perspectives. Given the multifaceted nature of the concept of "creative individuality of the pupil of the out-of-school education institution of artistic-aesthetic direction", in the study it is determined by the following positions: presence of a stable and positive emotional and value attitude to the art; focus on innovation, which is dominated by the need for novelty, the search for perfect ways of artistic-aesthetic and educational activities; striving for self-realization and achieving high results of these activities; awareness of one's own significance, ability to make one's contribution to artistic activity; ability to feel inspired by works of art; flexibility of mind, associativity, imagery and metaphorical thinking, ability to create objects of visual/decorative applied arts. According to the outlined views, formation of creative individuality of the pupil of the out-of-school education institution of artistic-aesthetic direction is considered through the prism of motivational, cognitive, perceptual and interactive components and the following clusters of competences of the pupil: value-motivational, cognitive-potential, creative-emotional, reflexive-activity. Value-motivational cluster characterizes the level of pupil's motivation. It is determined by the awareness of the importance of the creative component of artistic-aesthetic activity, understanding the need for creative self-development, efforts to improve one's creative potential, interest in various disciplines of art education. Cognitive-potential cluster is manifested as a developed artistic-aesthetic thesaurus, variability of creative individuality in different types of educational activities, the direction of

creative self-development (single-vector, multi-vector). Creative-emotional cluster determines the degree of identification of such creative qualities as independence, initiative, mobility, risk-taking, improvisation, fantasizing, emotional-expressive ideas and so on. With the help of reflexive-activity cluster can be measured the ability to reflections in the creative process, the ability to manage one's mental state, overcoming internal and external obstacles, purposefulness and criticism in performing creative tasks. These competences are considered as the end result of the educational process, the ability of pupils to productive artistic-aesthetic activities.

The creative individuality of the pupil of the out-of-school education institution is a complex and multi-structured quality, which is formed in a multi-vector educational process, which focuses on individual creative development of pupils, and effectiveness of this process depends on providing a number of pedagogical conditions, in particular: development and application in the process of teaching the pupils of the out-of-school education institutions visual or decorative-applied arts of creative technologies of creative individuality formation; motivation for creative activity with a focus on opportunities for creative self-expression; providing an aesthetic and developmental environment in terms of art education; introduction of various forms of individual creative work.

Given the importance of the specified issue, further studies will be aimed at designing the model of the pupil's creative individuality formation in the out-of-school education institution of artistic-aesthetic direction.

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