

How to Cite:

Muzyka, O., Lopatiuk, Y., Belinska, T., Belozerskaya, A., & Shvets, I. (2021). Modern aesthetic education and its further directions. *Linguistics and Culture Review*, 5(S4), 12-21. <https://doi.org/10.37028/lingcure.v5nS4.1537>

Modern Aesthetic Education and Its Further Directions

Olha Muzyka

Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine

Yurii Lopatiuk

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Tetiana Belinska

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Anna Belozerskaya

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Iryna Shvets

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine

Abstract---The relevance of the research topic lies in the fact that in the field of modern education there are numerous discussions and study of such an aspect as updating the education methods. The leading task of educational policy is to ensure a high-quality level of education at all stages of education – from preschool to professional. The above also applies to arts education, as it is part of the general education system. The purpose of the study is to study the issue of modern art education, to analyse further possible directions in which it can develop. The main results that can be highlighted in the analysis of aesthetic education at the present time: education in the field of creativity is underestimated in the learning process, although it is an important aspect of the development of a particular individual; artistic and aesthetic education in the context of modern educational activities is not a primary task of society current principles embedded in education provide for the dominance of authoritarian models of regulation art education is insufficiently equipped with a material, technical and personnel base within the framework of the general educational process.

Keywords---art education, art practice, continuous education, program and curriculum, the formation of the educational system.

Introduction

Today's educational institutions modernise and update the basic idea of the teaching process. The main strategic direction of education is the opportunity to lay the foundation for stable moral and social progress in the Russian Federation. The spiritual development of a person, as well as his cultural formation, is greatly influenced by the range of artistic studies that serve as a mechanism for the development of the socio-cultural potential of his aesthetic and creative elite. But the implementation of the main strategic directions of training through creative practices has a connection with the importance of answering modern questions in the cultural field [Bakushinsky \(1925\)](#):

- Cultural nihilism of the majority of young people, when the values of higher art and its cultural role are questioned or even aroused protest.
- An increase in the gap between higher culture, which is becoming a kind of school for a prestigious trend.
- Secondary meaning is given to creative and aesthetic subjects at all levels of general education.
- Considering that the majority of the population has a low standard of living, the distribution process in the form of paid education does not allow them to receive special tools, materials and modern technical equipment, which prevents some talented young people from learning the art.
- The extremely poor materials, methodology and staffing also provide arts education, which is also part of the entire learning process.

In connection with the renewal of the teaching principle, it is necessary to introduce a new teaching method in educational institutions. The procedure for the implementation of the foundations of goal-setting also of the current school self-awareness changes the figures, the essence and the ways of educational work of students, the main transformations of educational activity ([Nyandra et al., 2018](#)). Thus, the personality of a teacher, also his prof. training plays a central role in the concept of unified teaching and learning. The significance of this problem depends on whether there will be a high-quality improvement of the learning process in school institutions, if the teacher's approach to himself and other subjects in this area, and in addition to teaching work and its components, will not undergo significant changes. Aesthetic education in the arts field is the process of researching and using public artistic culture. It contributes to the improvement of the most important qualities of the individual, such as intelligence, creative ideas, emotional background, personality completeness. Art education includes:

- The formation of cultural and historical abilities involves the studying artistic theories and history of different times and peoples.
- The formation of artistic and practical abilities, which means the development of artistic expressions.

- The formation of evaluative criteria of artworks in the context of moral and aesthetic ideals.

Materials and Method

Analysing the literature on this topic, the authors found that in the current educational process there are no case studies combined with issues of art education. In this regard, the accumulated experience of the authors and foreign theorists and practitioners reflects the idea of the importance of human creation for life and is especially important for the problem of development. Reflecting on the ideas of continuous learning in scientific research, these ideas imply the formation of a student's personality, the development of professional education, the formation of training systems, education management issues and lifelong education for high school teachers are of interest in this work ([Yavorsky, 1987](#)). These works can substantiate the philanthropic direction of the modern teaching model, which is based on the natural and cultural concepts of improving education, that is very important ([Malaiya et al., 2017](#); [Jain, 2017](#)).

The study of works of artistic psychology and sociology, as well as the spiritual foundations of aesthetic and artistic creativity have become the main features of improving creative learning as an educational system ([Mun, 2001](#)). Many works on the Russian educational tradition reflect the fundamental components of creative learning without interruption, which is the most important element developed in this survey ([Vardanyan, 2004](#)). Essays in the field of the general educational creative process played an important role in the study of inherited concepts, since they determined the direction of improving creative special education and teaching skills. After careful consideration, the authors can access the content of the D. Kabalevsky school of fine arts ([Danchikov et al., 2021](#); [Bocheliuk et al., 2021](#)).

The team led by B.M. Nemansky proposed a program for the provision of “harmonious development” in schools, “The Concept of Art Education in the Russian Federation”, which was prepared by the joint efforts of the Ministry of Education of the Russian Federation and the Ministry of Culture ([Order of the Ministry of Culture of the Russian Federation, 2001](#)). Analytical work helps to continue methodology, psychology, sociology, general pedagogy and art, methodological and pedagogical understanding of art education. The research methodology lies in the fact that many scientists, when conducting their research on this topic, have formulated several definitions of the concept of “art education” ([Agibalova, 2006](#); [Kravchenko, 2002](#)). In all these definitions, scholars are unanimous in one main aspect – art education consists of two interrelated areas. One of them is the study of art history, which allows delving deeper into the topic of spiritual human experience. The second area is teaching the basics of art, which contributes to introducing a person to the creative process and obtaining a special emotional experience ([Buchmann & Park, 2009](#); [Basler & Kriesi, 2019](#)).

The research is based on the opinion that there are 2 ways to cognise the world – scientific and artistic. The first method involves gaining knowledge by comprehending the content of the subject, understanding the world, its laws and phenomena. The artistic method is based on experiencing the content of an

object, resulting in an emotional-value attitude to the knowledge of the world. From the above, it can be concluded that it is impossible to study any subject only by means of science. For deep analysis and creative evolution, it is necessary to use imaginative thinking (Parson et al., 2018; Lewis, 2014).

Results and Discussion

In the practical creative activity, a perceived artistic practice should prevail, which is gradually and steadily expanding. For all arts, priority should be given to specific characteristics of one type. In the learning process, it is important to teach some kind of common art. The purpose of art at the elementary school stage is to familiarise students with the forms of various visual activities, artistic imaginative thinking, the development of creativity and teaching the plastic world of visual skills (Vygotsky, 1997). Each of the current charts shows what needs to be done to achieve these key objectives: education in the field of art, deepening aesthetics. But despite the common goal of the learning process “art”, various publicists have not come to a common conceptual understanding of the legitimacy of their courses. Thus, there is no choice in the current direction of school art study, but it is necessary to organise training in these specific conditions, which becomes a serious test for the teaching staff of primary classes (Machalov, 2005). To date, a number of fundamental vectors of art education have been developed and implemented. They all have their own mission, essence, structure and use their own programs to achieve them (Laal et al., 2014; Davis & Carr, 2016).

The first concept of literacy promotion was the traditional scheme, which is used in a wide range of schools in the country. This vector was formed in the works of the Russian Academy of Arts, where the methods and rules for teaching qualified artists, presented in an elementary way, were kept for the middle level of education. How desirable and important is the quality training of artists in the field of translation for general creative enlightenment. This concept was developed by a publicist and professor V.S. Kuzin (Mun, 2001). The main goal of an arts education program is to develop basic communication skills, including memory and representation, familiar craft performance, modelling and developing visual knowledge, creative style and imagination, aesthetic awareness and understanding to teach the craft. The subject is reality and art, which includes related artistic activities, including aesthetics. These components of the artistic content are subdivided into the following categories: nature (painting), painting (material), decorative works, modelling, the use of design elements, a dialogue about art and beauty around (Mun, 2001).

The Academy of Arts introduced a second concept of holistic learning and teaching methodologies based on the category of “artistic image” in the late 1960s and early 1970s. The head of the laboratory is Professor B.P. Yusov, whose main idea is to make it possible to understand the artistic image, experience and creative possibilities. Being fundamentally different from previous methods, the concept uses artistic images as the main method due to the perception of the artwork and the creative process. The main goal of the art course is to use graphic literacy to create art images of various types and genres. Visually, education is full of new content, artistic and visual language, and ways to create artistic images. Methods for creating artistic images include various educational

activities: images on a plane, volume (modelling), interaction with nature, from memory, from the processes of expression, imagination and fantasy, as well as the aesthetic perception of reality and art. When solving the educational problem of studying the characteristics of an artistic and visual language: form, proportions, colour of a design, as well as lighting and volume of space, organization of the work of artistic materials, the development of artistic meaning and aesthetic reaction (Aykac, 2015; Hills, 1988).

This position is truly a breakout discovery. For the first time in many years, school art began to be perceived as a topic of improving artistic activity and learning. In the early 1970s, the conflict group of the Aesthetic Committee of the Soviet Union of Painters under the auspices of the American Academy of Creative Education and the RSFSR named after B.M. Nemensky presented the third direction of world cultural creativity. Its main idea was to form the creative sphere as an element of the sphere of spirituality. It combines an extended practice, including the theses previously formed in the 20-30s (including theories of art education), as well as foreign art. The creative style forms an artistic culture, emphasising the individuality of children (Sadokhin & Grushevitskaya, 2001). The main goals of the concept are: to provide an opportunity to acquire a moral and creative response to the beauty and ugliness of life and creativity, the development of metaphors. Improvement of creative craft through the formation of aesthetic skills, knowledge and skills. The definition of the subject forms the general theme of the quarter or the whole year. For example: the first class of fine arts – “You and the world around you”, the second category – “You and art”, the third category – “Art around us”, the fourth category – “Every country is an artist”. An introduction to art by understanding its features takes place in a variety of areas of creativity, including visualisation, decor and useful activities (Ojha et al., 2015; Gerard, 1992).

The fourth idea is the introduction of social and folk art into special arts. The founder of this idea was T.Ya. Shpikalova, PhD Collaboration with folk art explores various creations of art in national and foreign cultural systems. In this sense, artistic images are combined with the environment, life, creativity, history and traditions of folk art. This idea allows the use of local methods for teaching art in educational institutions. The main goal of the plan is: the formation of historical memory, the development of ideology and moral status, so that students can experience human and hereditary experience belonging to a century of history, acquire the necessary skills. The emerging branches describe an object: artistic images, decorations in the art of people of the world: creativity and genres, the ethnic model of Russia: images in the process of teaching creativity, artworks as a result of craft and folk experience. Each section includes the following types of education and creative activity: experiments (practice-experiment), practice-repetition, creation of works (composition, lecture options, improvisation), artistic dialogue.

The fifth concept is being implemented as part of the “School 2100” educational program. This is one of the plans for the development of general secondary education, the main goal of which is the development and improvement of educational content and its provision with methods, programs and materials. The Academic Director of the program is Alexey Leontiev. The team of authors of the

educational program “School 2100” is trying to develop an education system. First of all, it will be a system of educational development that will provide students with a new type of preparation – inner freedom, care and the ability to connect with realistic creativity. Others can not only solve old issues but also create new ones and be able to make intelligent and independent decisions. Secondly, it will be a lot of schoolwork, and retraining of teachers is not required. Third, it will become a coherent whole, from the creation of the development of academic foundations, manuals, programs and methods to teacher training systems, systems for monitoring learning outcomes and systems applied in specific schools. Fourth, it will be a comprehensive and continuous education system). It is aimed at the formation of spiritual culture through artistic and creative visual activity, which allows people not only to perceive spiritual culture at a great distance, but also directly participates in its creation, and also shows emotional and intellectual tolerance based on the creation of a visual image of the world.

The plan is based on core modules that cover the components of general awareness and components of the artistic activity itself. In the process of mastering the training modules of the course, students not only learn certain visual manipulation skills, not only skills for creating specific visual images but also learn the skill of self-expression through the transformation of reality. And creative visual activity is inseparable from aesthetic ideas about reality, about activity, about a person and information about oneself. Therefore, in front of him, as a necessary condition, the assimilation of the general aesthetic situation (interaction, environment), expressed through the concept in the program, will help students to participate in the creative process through empathy. The purpose of this course: to expand the worldview of art and aesthetics, to understand the world art culture in various artistic traditions, to master visual operations and operations using various materials and tools, to create the simplest artistic images using painting, graphics and plastics. To master the simplest methods of decoration, to teach the audience about culture. The actual implementation of this program implies the existence of reflexive tasks of absorption and perception in the form of colour science, search and experimental directions, the result of which is the collective work to complete the substantive work on each problem (Machalov, 2005).

The sixth concept was proposed by A.Yu. Poluyanov within the framework of the development of the educational system of D.B. Elkonin and V.V. Davydov. Since 1958, the system has been developed on the basis of the experimental school No 91 of the Russian Academy of Education. A feature of this psychological and pedagogical concept is the various forms of work in which the group is discussed, and in the learning process, children reveal the main content of the educational topic. Knowledge is not provided to children in the form of ready-made rules, axioms and plans. Unlike traditional systems of experience, this course is based on scientific concepts. Children are not enrolled in primary school, and teachers and students evaluate the learning outcomes at a high level, which creates psychological comfort. It is necessary to minimize work, learn in classrooms, and integrate teaching materials. Children will not be overworked and their memories will not be full of much, but they will be full of important information. Thanks to the Elkonin-Davydov training system, children can express their own opinions, take into account the situation of others and not take information for granted,

they need evidence and explanations. Develop methods for the conscious study of various subjects. The education provided is part of the formal school curriculum, but the quality varies (Sadokhin & Grushevitskaya, 2001).

The complex direction “Fine arts and works of art” within the system of developers contains the conclusion of basic educational tasks, which takes into account the age of the students. In the main year of study, students were introduced to the available technologies based on the type of visual and work activity. The first type of curriculum is based on the design of teaching systems, beliefs introduction and transition from preschool to school. The content of educational and creative classroom work is described in the following sections: lines, spots, silhouettes, community measures and differences, design-related size and shape, sculptural paints and colours, decorative paintings, decorative buildings and memorials; the art of sewing (Sadokhin & Grushevitskaya, 2001). The second stage of art classes consists of five parts: the unity of the colour combination, harmony and expression of the range, the pace of life and creativity, the symmetry of existence and art, the shape of things and paintings. These parts are interconnected and focused in one project: to improve the child's ability to distinguish not only the various elements of the picture and product, but their interconnection.

The main goal of the third lesson is to provide an appropriate environment for learners to create and successfully implement new creative and interesting ideas. This task can be solved by studying the following parts of this course: balance of composition and structure, dynamic and static balance of sketch and model, high contrast, picture-to-structure ratio, strokes, drawing, aspect ratio. At the fourth stage, the main goal is based on the educational restructuring of ideas that were formed in children, where they demonstrate a spatial understanding of the world and methods of its presentation (Panicheva & Shabanov, 2003; Azarov, 2008). Therefore, educational content is formed from the following parts: setting a plan, three-dimensional pictures, contemplation and drawing of trees, a three-dimensional model of watercolours, creative imagination of the shape of an airplane, the pace of painting, sculpture, creations in different seasons, cities, 3D art products.

After analysing the purpose and essence of the concept, it can be said that each method (artistic image) is built in at a certain stage of learning, and then integrated into all lessons, is revealed to the students. Once a child is familiar with these techniques, a new and fundamental ability to see should be developed. As a result of the concept, the plans for teaching art in educational institutions differ and are not able to equally ensure the achievement of the main goal – the development of a creative approach to existence. Initially, art teachers will review the arts education concepts implemented in the main school chain and are guided by the basic conditions for continuing creative learning in public schools.

The modern educational process takes place at all levels of education and forms a multi-level general education system. Primary art education, in addition to school institutions, is given in children's art and art schools, art circles and related electives (own creative practice prevails) (Mun, 2008). The next step is the art education of adolescents. There are also electives and art schools, and in general educational institutions, the emphasis is placed on the artistic development of the

world as a single area of human culture in two types of artistic practice: in the content of classes – a balance between students' own creativity and their perception of works of art. For senior grades, the process of art education is based on theoretical types of creative activity, in-depth study of artistic and cultural phenomena, as well as the correlation of theoretical aspects with practice.

Arts education programs are comprehensive, bringing children of all ages to the arts. It promotes the formation of versatile talents and skills, both mental and communicative and creative. Also, art education contributes to the development of children's activities, such as music, play, subject, visual, theatrical, etc. Abroad, creative learning goes beyond the standard educational process. This is still the preferred craft, but it includes the study of school subjects, the development of new skills, participation in exhibitions and art competitions, as well as the analysis of new directions and constant acquaintances.

Conclusion

The formation of a relevant educational system depends on the ideological status of the indivisible educational institutions and society. The society survives and improves in learning. But now more and more politicians, scientists, teachers, schoolchildren and their parents notice that the interest of children and their social needs exceed the school limit. Explorers of all creative industries have come to a consensus that there can be only one way out of this situation – a fundamental shift towards weakening and increasing the humanity of the educational strategy. As a result, there is the restructuring and renewal of the entire machine of the educational process in the development of new educational concepts, areas of improvement, updating of existing aspects, as well as non-traditional forms of education.

When presenting art to students, its solution needs to organise teachers in such a way that the artistic and educational process includes and shapes the creative personality that influences their formation. The main idea behind the success of the teaching activity of art teachers is to exercise caution when evaluating children's artistic and creative activities. At the same time, this process is intelligently controlled, the main aspects of the successful creation of the world of spirituality in a child and his practical and visual skills are: many ways to formulate and solve artistic and creative tasks; art training in the country.

In the process of creating visual images, to stimulate the independence of primary school students in the choice of artistic materials and methods of expression, the desire of teachers to teach creativity and improve the educational process. Primary school drawing teachers should always remember that ever-changing social values and ever more saturated information flows are always reflected in art. Only true spiritual art can become immortal. Therefore, classical samples of painting, graphics, ornaments and folk art should be made based on the "artistic" content of the area, since they are not influenced by time. This process can be distinguished when developing teaching methods. Although modern teaching methods may be phased out, methods for new teachers who will test and prove their success in practice will form the basis for future educational activities.

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