

СЕКЦІЯ 3. Розвиток сучасних ЗВО України та світу. Культурні та освітянські традиції

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THE ROLE OF CULTURE AND TRADITIONS IN AESTHETIC EDUCATION

A need for a holistic study of the experience of Ukrainian aesthetic education is especially acute in the context of significant transformations of Ukrainian society, which is forced to respond to numerous global, cultural, informational and other challenges of the time. These challenges urge the need to form a new cultural identity that has to acknowledge the high level of education, culture and personal development of a new generation of Ukrainians. This issue is especially important when it comes to the future teachers, called to form the intellectual elite of our country.

The problem of preserving the fundamental traditions of art education and its development on an innovative and interdisciplinary basis arises in the first decades of the XXI century within the implementation of integrational and cultural processes in the scientific and educational environment in Ukraine and abroad. This unique scientific and educational field aims at creative, spiritual, intellectual, ethical and aesthetic development of personality, his abilities, moral, ethical, aesthetic and spiritual qualities in artistic endeavour through educational institutions.

The issues of aesthetic education are exacerbated in the modern information age, when young people are at the centre of endless information flows, which are impossible to keep pace with, resulted in the formation of a

new, so-called «clip» type of thinking that requires new pedagogical approaches to work [3, p. 22].

Therefore, there is an urgent need for in-depth study of these processes in order to take into account their features in the construction of relevant, high-quality educational models that would meet the special needs of the time.

Aesthetic education is an indispensable component in the structure of comprehensive harmonious development of personality. The success of this development depends on the formation of a young person's sense of beauty, fostering a love for nature, formation of established evaluation criteria for works of art, acquiring knowledge and mastering the skills necessary for a creative and active lifestyle.

At the present stage of the development of society education appears to be one of the most important areas of human activity, closely connected with all other areas of social life. The ability of the education system to meet the needs of the individual and society in high-quality educational services determines the prospects for economic and spiritual progress of the country.

In itself, the aesthetic attitude of a man to the world does not have its own subject, it is a universal attitude to everything that surrounds a human being, and therefore aesthetic knowledge and skills are not something independent, they act as an aspect of all knowledge and skills [2, p. 239].

Art is a special form of reality reflection, an aesthetic artistic phenomenon that conveys the beauty of the surrounding and inner world of a man through understanding the fundamental categories of «beauty», «harmony», «rhythm», «proportionality», «perfection» and others. Peculiarities of mastering art in higher education establishment are connected with its multifaceted influence on the human's consciousness and subconsciousness, their emotional and sensory sphere, thinking and needs. Art contributes to the artistic and aesthetic development of a man and stimulates the willingness of the individual to participate in various forms of cultural life of society.

Art has unique opportunities to influence people, therefore artistic and aesthetic education should be considered not only as an acquisition process of artistic knowledge and skills, and, above all, as universal path of personal development of the students on the basis of individual abilities, diverse aesthetic needs and interests.

Today, there is a growing recognition of the idea that the reality of the world is created by many cultures with their own discourses. A new probabilistic style of thinking is characterised by cultural diversity or, in other words, by «consensus or social rationality», which arises as a result of discussion of various ideas, alternative judgments, variable prospects. Artistic heritage, accumulating emotional and aesthetic experience of generations, embodies and transmits a valued attitude to the world through the prism of ethno-national specificity, so it is effective means of educating morality, patriotic feelings and civil position. The values of art are also important in view of the modern existence of children and youth in a multicultural space. Due to the universality of artistic language, they convey semantic information comprehensible for different people, allow individuals engage in nonverbal dialogue with different cultures of the past and the present, understand others and expand their own spiritual world, uniqueness, and originality in this way [4].

In each historical period, the function of aesthetic improvement of personality was assigned to specific types of art. The XXI century is the age of video and the Internet. Art education in Ukraine has deep time-tested traditions.

Education is the most productive investment that increases the quality of society. The priority of education is also important because the educational policy of the past period led to the ideologization of public consciousness and the reduction of the actual spiritual potential of general culture.

The methodological basis and important principle of aesthetic education at the present stage is the idea of an integrated approach, which has a double meaning in the implementation of the system of aesthetic education. The system of aesthetic education should be built in such a way that different types of art

constantly interact with each other in the process of influencing a student. So, there is a need for close interaction with art on the basis of interdisciplinary links. Aesthetic education by means of art and reality must become an organic part of any kind of education.

Art education in modern conditions should be a component of aesthetic development of personality, together with the formation of creativity and culture of methodological thinking, stimulation of cognitive and creative activity in various areas of human life [1, p. 222].

It is already axiomatic that the creative possibilities, inherent in every person, at a certain stage should be pedagogically adjusted, because it is the teacher who can professionally lay the foundation for aesthetic development of personality and determine the sustainable direction of this process. That is why aesthetic education is a process of forming a holistic perception and correct understanding of the beauty in art and reality, this ability for creative self-expression is inherent in man. However, this ability requires conscious, purposeful and systematic development.

Thus, modern higher education establishments should become the centres of education of true spirituality and creative personality with a high emotional and aesthetic culture.

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