

Educational Value of Art In the Process of Youth Enculturation

Theoretical and Methodological Aspect

Lyudmila Makovez

State Pedagogical University named after V.P. Astafiev
Krasnoyarsk, Russia
e-mail: makovez@mail.ru

Svetlana Mitasova

State Pedagogical University named after V.P. Astafiev
Krasnoyarsk, Russia
e-mail: mitasvet@mail.ru

Valentina Suray

State Agrarian University
Krasnoyarsk, Russia
e-mail: sourai@mail.ru

Abstract—the authors of the paper study the process of the art perception as a means of the modern youth successful enculturation. Goals, tasks, types of work aimed at educating a creative, socially responsible personality are illustrated by the example of the activity of the Department of Music and Artistic Education of Krasnoyarsk State Pedagogical University named after V.P. Astafiev.

Keywords—enculturation; education; artistic education; works of art perception

I. INTRODUCTION

Enculturation as a complicated phenomenon is studied by a range of humanities. Introduction to culture is carried out by means of different forms and ways among which the art is of utmost importance as for complex influence on a human being wholly involving perceptual, emotional and intellectual spheres. An unquestionable attribute of enculturation is a skill of interpretative sense formation when an individual acts not only as a consumer of cultural benefits and services but a creator of his/her inner world as well and, what is extremely important, as a socially responsible personality.

Artistic and aesthetic education is one of the key parts of the creative personality formation able to perceive and appreciate the beautiful and the ugly, tragic and comic, fundamental and secondary not only in art but also in various manifestations of life. An inspiring power of art evokes feelings not less authentic than the ones caused by the life itself.

The process of perception of the work of art must be viewed as a special kind of activity with different stages of origin, development, maturation and essential qualitative features of each age stage.

The peculiar feature of perception of the works of art lies in the fact that they are always conditional on intimate

and personal nature of the influence of art on a specific person. This should be considered from the very first baby steps towards the art world to avoid any schematization of the process of artistic and aesthetic perception in the future.

II. PSYCHOLOGICAL INFLUENCE OF MUSIC ON A PERSON

Simplifying to a large extent mental and physiological processes, let us imagine the impact of music on people as the specific absorption of energy arising from the vibrations of a sound in space, which changes the rhythm of our breathing, pulse, blood pressure, etc. In the revived music therapy, having millennial roots (for example, in Chinese culture) sound is the main instrument. As a physical phenomenon it has a wave nature. Our organs respond to sound – waves, at that each of them having its specific frequency.

It has been established that playing the clarinet normalizes cardiovascular system, oboe affects the liver. Flute and violin help to get relaxed. Piano is not “medically oriented”, it all depends on what music sounds are like. Results of numerous experiments have proved that classical music restores energy balance and fruitfully affects the processes of higher brain activity. Spiritual music gives a feeling of peace and enlightenment, helps to get over and relieve pain. From the Bible we know that David playing the harp healed Saul. The music of romanticism has certain effects: themes of mysticism and individualism expressed in it help to cultivate compassion and love. Jazz and blues cheer up, help to some extent to set some deep feelings and emotions free. Rock music evokes passion, stimulates active movement. However, if a person is not in the mood to listen to these sounds, some tension, dissonance, stress and even pain might be experienced. Heavy metal, hard rock and other aggressive music act like narcotics.

III. IMPORTANCE OF TEACHING ART IN THE PROCESS OF YOUTH ENCULTURATION

The data from music therapy eloquently show how deep and different the impact of musical art is on a person, but it is no exaggeration to say that more than half of our population is limited during its life to primitive products of variety art, mainly with elements of kitsch and "pop" culture. Lack of communication (and often an aggressive denial of the need itself for such communication) with masterpieces shows that the perception is not developed, the brevity and clarity of emerging emotions and images give only temporary enjoyment without any analytical and internal co-creative artistic work.

Similar situations can be observed in visual arts, in fiction, and in relation to serious movies and in other areas of art. In modern media, and in the surrounding objective world the distinction between art and non-art, between artistically oriented specially prepared perception (museums, exhibition and concert halls, theaters, etc.) and "in passing" perception not calling upon for denial of other life concerns and pleasures is getting increasingly obliterated.

The developed process of artistic and aesthetic perception is a necessary condition for ensuring the positive impact of art on the world outlook, the nature of communication and creative potential of the personality being formed. Through this process feelings, evaluations, tastes, judgments are brought up, reflection and analysis take place, and in the final analysis, the need for the individual self-actualization in the process of enculturation is being performed.

With proper organization of artistic and aesthetic perception not only individual knowledge and skills are acquired, not only important mental processes are being formed, but there comes a change of attitude to reality; new higher activity motivation comes into being.

The importance of art education in effective enculturation of the personality has a strategic substantiation at the state level. According to the Concept of education development in the field of culture and art in the Russian Federation for 2008 - 2015 must it is necessary to "guarantee the preservation of the best traditions of Russian education in the field of culture and art in the process of adaptation of higher professional education to international trends in the development of higher education" [3].

A draft Concept of development of education in the field of art and culture in the Krasnoyarsk region until 2020 has been worked out, which notes the social demand for education in the sphere of culture as the education that organically combines upbringing, training and development of a personality [2].

Implementation of priorities declared in the Concept in actual practice is sometimes hard to achieve because of the problems related to the complexity of the enculturation process of modern youth.

The global problem is the lack of clear value guidelines that have negative social consequences. On the one hand, it is civil passiveness, political apathy, unwillingness to

participate in the society life and take responsibility for everything that happens in life, low level of morality, bad habits as an escape from reality; on the other hand, social aggression, nationalism, unlawful activity, permissiveness.

IV. DIRECTION OF THE ACTIVITY OF THE DEPARTMENT OF MUSIC AND ARTISTIC EDUCATION OF KRASNOYARSK STATE PEDAGOGICAL UNIVERSITY NAMED AFTER V.P.

ASTAFIEV

Being aware of the specificity of the world outlook of today's youth, the faculty of the Department of Music and Artistic Education of the Krasnoyarsk State Pedagogical University named after V. P. Astafiev is applying every effort in the education of students in accordance with the modern model of education, which has been adopted in the framework of the national project. Scientific, methodological and educational work of the Department focuses on the development of the problem: "The role of art in the development of modern personality". The relevance of spiritual and moral education of youth in modern society dictates the creation of the multifunctional center in the future in the field of art education based on the Department.

The main objective of the projects and activities undertaken by the Department is finding modern ways of realization of the moral potential of art as a means of multistage enculturation. The development of additional professional education occurs not only through such types as upgrading courses for the teachers in primary and secondary schools, but also through such programs as computer design and computer technologies in art education that are in great demand nowadays.

The improvement of work on creation of conditions for increasing the quality of art education for the youth enculturation is carried out through preparing for the licensing and opening master's programs, the activation of grant activities, perfection of the system of interaction of the Department with administrative, business process management, promotion of innovative educational initiatives and their implementation in practice. The staff of the Department regularly conducts workshops, art exhibitions, competitions, scientific-methodical seminars.

V. CONCLUSION

To sum up it should be said that research in the field of influence of art on the peculiarities of a person's adaptation in the society, introduction into culture has become an essential component of all stages of education. Integrated development of areas of music and artistic education at Krasnoyarsk State Pedagogical University provides the creation of a modern creative environment in the school, which contributes to successful enculturation by means of art.

ACKNOWLEDGEMENTS

The authors are grateful to the staff of pilot experimental section of the Department of Music and Artistic Education of Krasnoyarsk State University named after V.P. Astafiev, to children's school of fine arts in Podgorny settlement

(Zheleznogorsk of the Krasnoyarsk Territory). The authors would also like to thank the schools where the students in the area of fine arts do educational and pedagogical work.

REFERENCES

- [1] V. Volkova, Work of art in the world of artistic culture. Moscow, 1988.
- [2] Concept of education development in the sphere of culture and art in the Krasnoyarsk Territory till 2020 (draft): <http://krascult.ru/upload/files/Kontseptsiya>
- [3] Concept of education development in the sphere of culture and art in the Russian Federation for 2008 – 2015: <http://base.garant.ru/>
- [4] V. Morozov, Music as a means of non-verbal
- [5] influence on a person: non-verbal field of culture. Moscow, 1995.
- [6] B. Nemenskiy, Culture, art, education. Moscow, 1993.
- [7] V. Samokhvalova, Aesthetic education: problems of theory and practice. Moscow, 1990.
- [8] A. Flier, Culturology for culturologists. Moscow, Ekaterinburg, 2002.
- [9] Aesthetic education at the modern stage: theory, methodology, practice. Moscow, 1990.