

4th the International Conference
on Social Science and Humanity 2015

PEDAGOGY

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THE AUTHOR'S THEORY PEDAGOGICAL&SOCIOCULTURAL EMOTIVATION AT THE UNIVERSITY ARTS SCIENTIFIC SCHOOL

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Abstract

The author has analysed set of pedagogical conditions of development communicatively-technological rights in a context of the moral-esthetic relation of social pedagogical students in the Russian state social university& Academy of the right and managements (institute) to the validity in a progress context the social pedagogical system of present university commonwealth taken in its genesis, self-reproduction as complete concept remedial evolution&democratic and meritocratical character. So subjective factors of development of the esthetic relation of the teenager to the validity in concrete forms-maintenances of the best products of entertainment arts objectived in theoretically-conceptual modeling and the tool workings out directed on creative transformation of process investigated by experimenters. Technological realization author's pedagogical emotivational model has shown to the theory the efficiency, perspectivity and uniqueness in the course of real evolution of social interaction at the analysis socially-communicative three-dialoguees the states, society and each separate person in the given process - in the degree project of the student-follower.

Keywords: Author theory, pedagogical sciences, emotivation, arts, university scientific school.

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Political, economic, the social pedagogical transformations which have captured all spheres of our ability to live, cause an increasing role of system of university education in formation of a democratic society in its harmonious formation and perfection. In today's conditions of the decision of actual problems of working out of theory&methodological bases of strategy, innovative technologies of tactics of the guaranteed maintenance of unity of Russia complete, is versatile-harmonious approaches of preservation, communicated, technological self-development professional competitional students in arts universityl pedagogical systems values in a metaphysics context creativity are necessary that is impossible without a combination of the classically-traditional, modern and potentially-perspective approaches created only in system of communicatively-creative complexes of strategy and tactics of domestic education. In complete, multiplane educational process paramount value gets development of a communicatively-technological complex competentions the modern student in the social pedagogical educational relation to potentially qualitative the new validity of an epoch of innovative information technology of the postindustrial world in metaphysics creativity-system. Now high degree of a divergence between a pressing need of an education system of Russia in social-pedagogical ideas in the field of communicatively-technological competentions moral-esthetic development of students and results of corresponding researches is obvious. Its methodological aspects completely aren't considered today neither in domestic, nor in foreign pedagogics of university education. Experimentally set of the pedagogical conditions favoring (or interfering) versatile, harmonious the student isn't studied by communicative means of culture and arts. Pedagogical use of the best products of art creativity is essentially important during an epoch of information technology: it opens the most accessible way of reception of the elementary beginnings of esthetic knowledge before the young Russian. On the other hand, - the domination in mass-culture media forms and on a theatrical stage Americanised mass popsubculture is fraught not only danger of self-affirmation of a primitive outlook of the "cassette" person-addict among our youth, but also is capable to lead to its thought that similar substitutes and are a true art. The author has analised set of pedagogical conditions of development communicatively-technological rights in a context of the moral-esthetic relation of university arts sociocultural pedagogical systems in the Russian state social university to the validity in a progress context the social pedagogical system of present university commonwealth taken in its genesis, self-reproduction as complete concept remedial evolutional democratic

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and meritocratic character. The geopolitical reality naturally putting in modern world in the forefront of progress of mankind and each separate person social pedagogical a context, causes the leading part in it formations, arts, moral-esthetic creativity. Only they in a conditions during potentially postindustrial epoch naturally organically to cooperate with economic, political, public and other spheres of ability to live of subjects of evolution&democratic development of a terrestrial civilisation of XXI century, providing favorable harmonious self-improvement of structure of each of these naturally objective dialectic processes. In essence, this purpose represents a real educational valuable reference point of pedagogics of arts and esthetic creativity as is likelihood perspective functions of emotionally shaped factors-regulators evolution&democratic power of considered dialectic process, pointed harmonious dominants of a geopolitical context codevelopmental societies and persons homo noosphericus. According to UNESCO, the stylistics of the esthetic relation of modern earth dwellers to the validity are differentiated on following systems of approaches: is authoritative-dictatorial (about 40 %); liberally; and democratic (approximately 10 %). Mainly from potentially-perspective "kernels" more last, less than first two, - are formed is optimum-progressive innovative educational technologies; it is evolutionary-democratic and meritocratic (from an armor. $meritus + cratos = \langle \text{the power on merits, advantage} \rangle$) - approaches. Working out of the fundamental pedagogical researches devoted to problems of is natural-harmonious "occurrence" of the growing person in evoljutionno-democratic, meritocratic society of a potential noosphere, is focused in progressive developing systems on cultural-educational standards, uniform esthetically-versatile spaces and communicatively-universal is art-creative language. However more and more involved in adult, sometimes spontaneously and aggressively commercialised ability to live the pupil, the student, painfully enough, basically contrary to own nature, happen is artificial are torn off from emotionally-shaped "embryo" of system of integrally natural, evolutionary self-development. As consequence – optimum world outlook, axiological-art reference points of original esthetic creativity, psychological comfort which the modern pupil not in forces to feel in the conditions of the astable educational situation which are not providing to the subjects confidence of tomorrow, well-being of the family, the people and the country are lost (as though these concepts were represented to someone "becoming outdated", being pushed aside initially alien agrested-americanised in the moral-esthetic relation macro - and microsocioal environment. At all abundance and a seeming variety economic, political, meritocratic processes, all of them are dialectically

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interconnected among themselves not only in time-space, but also in esthetically-relational of objectively functioning, comprehended is subjective-modern and potentially-perspective validity of foreseeable future educational space of Russia. In our research it is proved, as this process can be considerably modernised and facilitated means of the entertainment arts having original interrelations both with is art-creative, and with spiritually-religious aspects of mutual relations of the growing person with the validity. Proceeding from the analysis of theoretical bases of art development of the schoolboy, the student is based on author's conceptual model sociocultural&pedagogical emotivation developed on the base of classical and innovative pedagogical ideas taking into account realities of modern life. Initial theoretical registration of the concept of author's system innovative emotivational forms to technology of formation and culture goes back to Aristotel's to concepts «mimesis» - imitations of art of the validity – and calokagathia in which pedagogical categories of ethics education "good" and esthetically fine are dialectically interconnected. Organically to adapt for a problematics of work of idea of art culture of Russia of "gold" and "silver" centuries modern interpretation by the author of the theoretical ideas stated in the dissertation of N.G.Chernyshevsky «Aesthetic relations of art to the validity» (1855) has allowed. Approbation was conducted in 1969 – 2015, covering all teacher's, High school experience of own pedagogical activity of the author. Now research proceeds on chair of cultural science and sociocultural&pedagogical emotivation activity of the Russian state social university. In longituded researching which covered aesthetical development of participants of experimental activity throughout the different age periods of their life (from the preschool childhood through adolescence and a youth to the age in 25 – 37 years), legitimacy of introduction of technological bases of author's system pedagogical emotivation at humanitarian universities of Russia, the countries of near and far abroad has received acknowledgement. Attraction of psychological&pedagogical ideas about essence of esthetic development of the person of the student, structure and its properties sociocultural&pedagogical emotivation relations to a reality, understanding of the emotionally-shaped nature of art creativity - allows to realise ideas of conceptual educational modeling of pedagogical conditions projected by scientists and processes in the concrete bringing up schoolboy forms and methods. So subjective factors of development of the esthetic relation of the teenager to the validity in concrete forms-maintenances of the best products of entertainment arts objectived in theoretically-conceptual modeling and the tool workings out directed on creative transformation of

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process investigated by experimenters. It becomes rather actual at studying of mechanisms by us joint comanagement the teacher and the pupil dynamics, intensity and «semiothical» developments of the aesthetic relation of the last to a reality. Thereby sociocultural&pedagogical emotivation, aesthetic concepts correspond with arising problem situations and available materials of researches that provides samed conceptual model pedagogical emotivation and sociocultural pedagogical modules of the organization of system-complex development of esthetic culture of the teenager as a whole. During student teaching we for the present purely theoretically, but already also have professionally-meaningly understood: The aesthetical-developing experiment spent in base experimental control student's groups of all faculties RGSU, provides dialogical correlation of fundamental workings out of theorists with practically-investigated object-teenager as very the person. "Carrying over" sociocultural&pedagogical emotivation ideas, before the entertainment arts put forward by pedagogics, on the concrete validity of the world of formation and – formations in the world is carried out. Narrowing of a problematics of theoretical research through two fixed by scientists and tendency experts is observed: - restriction of means of pedagogical interaction under the esthetic relation to the general subject; and - registration of the productive party of process at studying of various welfare means of the given interaction. On the basis of lectures, seminars can at desire receive both reliable methodological ideas, and the methodical recommendations-trainings, allowing to use universality of the theory sociocultural pedagogical emotivation in essentially any of forms of fixed, out-of-class, out-of-school educational activity at usual or specialised school. Practical introduction of conceptual model sociocultural pedagogical emotivation, at first sight, demands additional material, organisational, intellectual expenses the separate teacher, collective of teachers or scientists-researchers. However the notorious motivation as development of the realised requirement of the schoolboy in high-grade development of the world isn't so much through "contr-arts" confusions of media communicative means with negative emotivated an orientation, how many by means of personality-actional consumption of is natural-creative valuable orientations of original esthetic self-education, – without neopositive sociocultural&pedagogical emotivation also today is already unreal. In our research it is proved that this process can be considerably modernised in system of preparation of intellectual shots for small, average business is modernised, facilitated by means entertainment, arts, having original interrelations both with is art-creative, and with spiritually-religious aspects of mutual relations of the growing

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person with the validity. Technological realisation author's pedagogical emotivational model has shown to the theory the efficiency, perspectivity and uniqueness in the course of real evolution of social interaction at the analysis socially-communicative three-dialogues the states, society and each separate person in the given process - in the degree project of the student-follower.

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