

The importance of artistic and aesthetic education of youth (case of additional education establishments of Nizhny Novgorod)

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Abstract. *The article gives an overview of the system of additional education in Nizhny Novgorod, which provides artistic and aesthetic education services for the younger generation. The importance of developing a system of cultural values in children is shown. Statistical data on the state of the system of additional education in Nizhny Novgorod is provided. The authors present the results of a sociological study of parents' satisfaction with provided educational services. Parents showed a high level of satisfaction with the quality of the additional educational services provided in the city. Conclusions are drawn about the importance of additional education in the process of artistic and aesthetic education.*

Keywords: *Education of Nizhny Novgorod; development of children; social research; educational services; cultural value system*

I. INTRODUCTION

Today, the problem of stratification of Russian society is extremely challenging. And it gains the great importance only on the moments of transition periods or crisis in the history. The modern level of Russian history development is considered to be a transitional one. Profound changes of 90ties in XX century have affected all the spheres of Russian society. It is important to find those bonds in this connection which would allow Russian society to overcome crisis and gain the higher level of its development (Gorshkov & Petukhov, 2015). The authors of this article believe that exposure of younger generation to artistic and aesthetic values may not just even but also reduce the sharpness of social conflicts, find more basics for common ground and harmonization of relationships in society.

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Features of Artistic and Aesthetic Education

Aesthetic (emotional) education is the main component of the goal of education and the educational system, which generalizes the development of aesthetic ideals, needs and tastes of students. The tasks of aesthetic education can be divided into two groups: the acquisition of theoretical knowledge and the formation of practical skills. The first group of problems solves the problems of acquaintance with aesthetic values, and the second – active inclusion in aesthetic activity.

Muradyan (2019) defines such tasks of artistic and aesthetic education:

- the formation of artistic and aesthetic knowledge and ideal;
- development of artistic and aesthetic culture;
- the formation of an artistic and aesthetic attitude to reality;
- acquaintance of a person with beauty in life, in nature, in work;
- the formation of a desire to be beautiful in everything: in thoughts of business, appearance.

Being an important and socially demanded component of the educational space, the additional education of children today requires special attention, the search for new forms and methods of artistic and aesthetic education and the development of spiritual, moral, cultural personality based on artistic values that meet the requirements of recent times (Suzeva, 2018).

Aestheticization of the Educational Process

An analysis of the literature on the problem of introducing aesthetic education into the practice of educational institutions suggests that the aestheticization of the educational process in the Slavic countries has been carried out since ancient times, but in different historical periods with varying degrees of activity (Golovanenko & Ignatieva, 2017).

In the second half of the XIX century, a weakening of formalism was observed in the educational system, the number of hours for studying subjects of the artistic cycle increased, the subjects “Aesthetics” and “Ethics” were introduced. At the beginning of the XX century, the course “History of Art” was introduced into the curricula of humanitarian specialties, some methodological issues of aesthetic education were included. In the following decades, disciplines on the history of aesthetic studies and art criticism were added to the curriculum.

In the XX century, scientists developed conceptual approaches to the aesthetic education of young people. I. Zyazyun (1976), N. Miropolskaya (2005), A. Shcherbo (1972) and others worked on questions of the category apparatus of aesthetic education. They proved that aesthetic education is an important area of education. These studies – conceptual for pedagogical science – have become the basis of today’s developments in the aesthetic education of the younger generation in conditions of national revival.

Aesthetic education systematically gets its development at all age stages of competent personality construction, and the sooner the child is influenced by the specific and targeted influence of the culture of aesthetic education, the more effective and progressive the expected forecast will be. The focus of attention today is a person who has access to various forms of culture, is able to understand and able to appreciate the

creativity of the people, embracing world art as a whole. The education of such a person is a difficult task in the field of education, and this is what great attention is paid to today (Kulieva, 2018).

II. METHODS

Currently, the task is being solved to form an integrated system of universal knowledge, skills, as well as experience of independent activity and personal responsibility of students, which determine the modern quality of the content of education. An aesthetic attitude to the world, including the aesthetics of everyday life, scientific and technical creativity, sports, social relations, refers to the personal results of mastering the main educational program (Poselyagina, 2019).

The object of this article is additional education system of artistic and aesthetic profile which, nowadays, settled in Nizhny Novgorod. The choice of the object is not a fluke. Additional education always has a great importance as a special type of education which forms its variable part (Medvedeva, 2016; Nemova et al., 2016). Aesthetic sensibility forms in childhood in primary social group. Family and closest relatives, as nobody else, can teach the basics of aesthetic literacy. Family reading, music classes, attendance of different artistic events – all this can become a hand down mechanism of values from generation to generation (Sizova & Chernyak, 2016).

Family sociocultural environment is a primary understanding which “feeds” a child. The importance of artistic and aesthetic education at the young age is undeniable; the criteria of children’s identity formation and cultural identification are frequently specified by artistic values which later become a center of consolidation of youth in real life as well as in virtual space. Today, all social networks, such as Vkontakte, Facebook, Instagram and others have a reference current music. This improves all the importance of music in a process of interpersonal communication. It is obvious that quality musical tastes are forming in a process of artistic and aesthetic education and identifies proper level of musical tastes in a content of social networks. The higher level of musical preferences members of formed social group have, the better and informal will be their communication (Tanieva, 2016).

In such a way, the purpose of this article is to study the role and importance of additional education in a process of artistic and aesthetic education of youth of Nizhny Novgorod.

III. RESULTS

Statistical Review of Additional Education System in Nizhny Novgorod in a Sphere of Artistic and Aesthetic Education

Despite of essential changes, the system of additional education preserved and built up its potential. This fact is also demonstrated at the page of Ministry of education in Nizhny Novgorod region:

Additional education always had a great importance in educational system. In spite of difficult times in this sphere of education we were able to preserve and provide development of additional education systems in Nizhny Novgorod region which, today, is considered as the most important part of a whole educational space; as education which contains learning,

teaching, artistic development, professional identification of a child (Ministry of Education..., 2015).

Except the development of skills, artistic and aesthetic education gives children the opportunity to form their own world which consists of various phenomena of objective reality which is considered to be a part of formation of identity. For most of them art can become one of the factor of cultural importance in a process of finding and formation of sociocultural identity. Sociocultural identity – existential need of a person in the belonging to national culture, interiorization (acceptance as their own) of its values, building of own life considering them. Its importance is increasing as a person knows of various cultures due to the expansion of different styles and norms of behavior. The realization of own values and goals is becoming more challenging. On the one hand, the value system is a basis for further personal and social development of an individual; on the other hand, it is an indicator of the level and quality of his/her development, characterizing personal worldview, an individual system of perceptions of him/herself and society (Kosintseva et al., 2017).

The loss of sociocultural identity is expressed by such factors as subtraction, the feeling of “separated existence”, marginalization, psychological pathology, asocial behavior and etc. In such condition person can find that “cultural source” that would provide him with vitality, find himself everywhere. Art as artistic and aesthetic form of activity serves as criteria in the establishment of resemblance, differences and empathy as ways of gaining of social and cultural identity and helps in the formation of socially adapted identity (Tanieva, 2011a).

Therefore, operating official data we can claim that in Nizhny Novgorod each willing child is introduced to the system of additional education and the most proactive attend several classes. In 2018–2019, in the city of Nizhny Novgorod there were 20 institutions of additional education with 37,986 children involved (Resolution..., 2019).

The place of artistic and aesthetic education in a system of additional education in Nizhny Novgorod

Let’s look more precisely at the place of artistic and aesthetic education in a system of additional education. According to the official statistic’s data such branch of education is more broad than the others. In general, the city’s continuing education system has been stable over recent years: 45% of all circles are art associations, 22% of the total are sports (Resolution..., 2019).

Obviously, the majority of children are involved in artistic and aesthetic branch. It should be mentioned that artistic and aesthetic educational classes are presented as a system of educational establishments (kindergartens, schools) as well as additional education establishments (musical schools and etc.).

In general, system and content of additional education of Nizhny Novgorod are highly developed in comparison with general level in Russia. Thus, on July 19, 2019 the number of children from age of 5 to 18 in city which were involved in additional education was 84.5% (Resolution..., 2019).

However, it is necessarily to pay attention to the quality of provided educational services. The concept of development of children’s additional education mentions that in the case of transition of Russia

from industrial society to postindustrial, challenges to the system of additional education keep appearing. Social, cultural and economic transformation in society in XXI century are related to active spread of informational technologies, actualization of self-realization of “human potential” which demand rethinking of educational realization (Medvedeva & Marik, 2016; Gorshkov & Petukhov, 2015). It becomes more essential to make society understand the necessity of additional education as open variable education which provide the human right to self-development and free choice of different types of activity which become a place for professional self-identification of children, teenagers and youth (Russian Government, 2014; Russian Government, 2015). This way, social research of parents’ satisfaction with the quality of provided services of additional education system is challenging and forehanded.

Description and Results of Social Research

Social research, which was conducted in the schools of Nizhny Novgorod, was called “Research of parent’s (legal representatives) opinion on the way of their satisfaction with educational services in sphere of additional education”.

Main method of collection of social information is formalizing and structured questionnaire (distributing polling). Choice type – prong less, considering the number of schools in each district of the town. In each school it is quota sample (50 blanks on each school). The choice of respondents is based on casual probability. Processing of data included formation of lineal allocation, formation of contingency tables, correlation analysis implementation with the usage of statistical package SPSS 21.

1752 (100%) of respondents of all possible age bracket took part in questionnaire: 2.4% till 25 years old, at the age of 26 to 35 – 27.4%, from 36 to 45 – 46.0%, from 46 to 55 – 18.9%, from 56 to 65 – 3.2%, over age of 65 – 2.1%. In the matter of gender, most of the respondents were women – 77.9% and, apparently, 22.1% – men. The majority of respondents, according to their marital status, was married – 57.9%, then not married – 19.5% and divorced – 22.6%.

During the research, it was discovered that 89.4% of respondents’ children attend classes of additional education and 10.6% don’t. Comparative analysis demonstrated that, nowadays, the attendance of adults and children has increased. It can be considered that people accept the generation gap between adults and children, i.e. parents who gained additional education encourage their children to do the same.

Reasons why children are not involved in the system of additional education are of objective (second shift at school, inconvenient timetable, territorial aspect, etc.) as well as of subjective character (the lack of child’s interest, personal parent’s opinion that there is no need for their child to gain additional education and etc.).

Children attend their classes of additional education actively during first two years: (35.0% – first year and 38.7% – second year). Only 26.3% keep attending during three years. Additional education gives opportunity for a child to try their best in different types of artistic activity. This way, additional education becomes a place to find your own gift or talent.

Asking the question "What is the sense of additional education of your child?" it was important for us to understand why parents involve their children to this or that classes. Top three answers were that it develops skills and interests of a child (20.0%), it motivates to learn and to get to know what art is (14.5%)

and it provides child's self-realization (11.5%) (see Table 1). Analyzing answers on the key question it was found that parents show the same claims as ones that present in The Concept of development of children's additional education, accepted by the Russian Federation Government Executive Order September 4, 2014 (Russian Government, 2014). The Concept, in particular, demonstrates that additional education gains the value status as unique and competitive social practice of building up of motivation potential of identity and innovative potential of society. In such a way, the purposes of government and parents are identical in the matter of necessity of additional education of younger generation.

Table 1. *The importance of additional education for a child*

Answers	
Develops child's interests and skills	0.0
Motivates to learning and art	4.5
Provides child's self-realization	1.5
Desire to broaden their knowledge and to know stuff they can't learn at school	.0
Desire to spend their spare time profitably	.0
Need to develop self-dependence	.2
Desire to gain an experience of cooperation with children and adults	.8
Encourages for learning and understanding of a surrounding	.6
Hope that classes of additional education will help to cope with difficulties in studying	.5
Trains for entering to the establishments of higher education	.5
0	.5

	Trains to gain a specialty	
1		.6
	Encourages to occupy successfully art classes at school	
2		.2
	Provides the opportunity for a further career in this sphere	
3		.8

To find the most preferable place for children to gain their additional education among parents, parents were asked such question "Where would you like your child to gain additional education?". Normally, respondents mentioned variants more available in a practical realization oriented to interests of a child. Considering high level of parents' occupation, their desire for their child to gain additional education in establishments where they are cheaper and territorial more convenient is quite obvious. Respondents mentioned that they want their child to gain additional education at school – 26.2%, in establishments of public sector – 24.1%, at preschool establishments – 16.7%. Only 5.7% of parents would like their child to gain additional education at commercial sector.

To sum up the research, we can say that, in general, parents have demonstrated high level of satisfaction with the quality of provided additional education services in Nizhny Novgorod. They left unsatisfied with, traditionally, same problems of lack of finance and technical support. This problem is common and related to all educational system of Nizhny Novgorod.

The Role of Additional Education of Artistic and Aesthetic Character in Child's Character Education

Art has a great potential which is cable to lay a positive impact on psycho-emotional formation of identity. For instance, music is essential part of human psychophysical processes as it influences not just hearing but whole organism as well. Nowadays, music can be found everywhere and in everything and it helps to prove that music and music language continue to be important factor in the development of modern culture and identity (Tanieva & Kozyrykov, 2015). Music existence on the market place considering the variety of styles doesn't lead to equal and proportional balance in youth musical culture, commercialized music forces other musical genres which have to adapt to new conditions to survive. Only policy from the matter of adults and government that are interested in preserving of values, can change the balance in favor of quality and traditional music (Tanieva, 2011b; Tanieva, 2012; Nemova et al., 2016).

IV. DISCUSSION and CONCLUSIONS

Formed system of additional education in Russia and in Nizhny Novgorod, in particular, is unique. Every child has the opportunity to gain additional education in that sphere which is mostly close to their spiritual, physical and emotional development. Results of research have shown that, today, artistic and aesthetic branch is the most popular and claimed among parents of Nizhny Novgorod population. Additional

education as one of the most effective hand down mechanism of values gives a real opportunity to a child to choose what he likes the most. This way, it helps to solve a range of essential problems: develops learning interests of child's identity, his personal aesthetic scale, forms his social and cultural identity.

We should mark the range of problems in sphere of additional education related to the lack of finance. There is also an increase of commercialization which broadens a specter and quality of provided services on the one hand, and becomes available to limited amount of people due to the low life level of an average Russian family, on the other hand.

Based on the results of the study, we can draw such conclusions:

1. The importance of additional education in a process of aesthetic and artistic education of youth is incomparable. The additional education system in Nizhny Novgorod is effective not just in a matter of quantity, i.e. the availability to any child, but also in a matter of quality i.e. high level of parents' satisfaction of the quantity of services.

2. The exposure of younger generation to global aesthetic and artistic values can solve the problem of the sharpness of social conflicts including generation gap crisis as it lets to formulate the basics of cooperation through art.

3. Development of cultural value system through artistic and aesthetic education can form sociocultural identity of a young person.

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