

The Development of Interest to the Artistic and Creative Activity as the Basis of Future Bachelor Professional Self-determination in the Field of Architecture, Art and Design

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Abstract: On the basis of psycho-pedagogical domestic and foreign literature analysis and the state of interest development problem in the art-creative activity among the senior students of secondary schools, the conclusion was made about an insufficient degree of this problem development. The essence, features and the definition of interest is provided concerning the artistic and creative activities, the levels, criteria and the indicators of this development were determined. Also, the methods of experiment and the implementation of a set of pedagogical conditions included in the HTD interest formation model developed by the researchers among future bachelors in the field of architecture, art and design. The experiment results and conclusions are presented.

Key words: Interest, artistic and creative activity, architecture, art, design, career guidance, promotional activities, communicative environment

INTRODUCTION

Problem relevance. Nowadays, a specialized education becomes more and more relevant in the process of student professional preferences self-determination. Profile education allows you to take into account the interests, aptitudes, skills and abilities of students. An important step in this process is a preliminary preparation. This is the system of organizational, educational and upbringing activities, contributing to the self-determination of students and the selection of relevant areas for further training and in the end, the field of a future professional activity.

Three main factors are in the basis of professional self-determination among young people. Firstly, the interest in future activities. Secondly, the knowledge and experience of working in the selected trend; thirdly, personal professional perspective. The basic activity of an artist, an architect and a designer profession is the artistic and creative activities (hereinafter HTD), the level of implementation of which should allow him to find the solutions with a high degree of individuality, originality and uniqueness of the projects and the works of art created by him. We believe that it is necessary to generate interest to this activity during the stage of self-determination among schoolchildren who dream of

becoming artists, architects and designers. According to the level of manifestations the artistic interests may be:

- By width: broad ones (the interest to various types, genres, themes and materials) and narrow ones (the interest to an individual type, genre, to a certain theme and material)
- By depth: deep (characterized by a creative attitude of a student to work, the desire to learn more) and surface ones (if they are aimed at an external satisfaction in knowledge)
- By sustainability: sustainable (long-term preservation of a relatively intense interest) and unstable ones (short-term interest)
- By manifestation nature: constant (not depending on a specific situation) and situational ones (interest, curiosity, stimulated by a certain situation)
- According to the subject mediation of an effect: direct (direct interest in the arts and art-creative activity) and indirect ones (mediated by other fields of knowledge or activity)
- According to an action activity: effective (dominant absorbing which subdue all the spheres of a person: will, emotions and intellect) and passive ones (an artistic interest passively affects the intellectual, emotional and volitional aspects of a person)

- By action certainty: rod ones (specific, directed to a specific object of knowledge or the performance of art) and amorphous ones (unclear aimed at an unspecified area of art)
- By action vector: stable-wide (dominant in several areas of art) and locally rod ones (concentrated in one area for example, only in the field of fine arts)
- With respect to the purpose, performed artistic-creative or study-learning activities in the field of art: procedural (to the process of activity, the means of result achievement) and target one (concerning only the activity results). All kinds of interests are related (Krasnova, 2013; Levin, 2015)

The development of the interest to the artistic and creative activity is defined by us as the process of a man's personality development under the influence of external and internal factors, including targeted training of artistic and creative activities and aesthetic education.

Assuming that the psychological structure of any man's interest as G.I. Shchukina noted is the unity of three components (emotional, intellectual and volitional one), then the leading types of interest representing the structure of interest to HTD may include emotional, aesthetic, cognitive and creative interest (Savelyeva, 2009).

At first glance, each of the interest components is represented by one type of activity: emotional and aesthetic interest of art perception (by consumption), cognitive interest the acquisition of art knowledge and creative interest-artistic and creative activities. In this case, the structural unity of interest to HTD in its developed, full state requires all three activities.

Surveys, testing, portfolio analysis of students during the matriculation to a university show that students do not have a developed interest in HTD.

MATERIALS AND METHODS

The purpose of research is to determine the mechanisms and the ways increasing the level of interest in HTD as a basis of professional self-determination for future bachelors in the field of architecture, art and design (Shentsova *et al.*, 2012).

The hypothesis of the study-the efficiency of interest development to HTD among future bachelors in the field of architecture, art and design will be provided during the implementation of a comprehensive model for the formation of interest in artistic and creative activity among future bachelors in the field of architecture, art and design (Shentsova *et al.*, 2012).

MSTU students (named after G.I. Nosov) of the preparatory courses were involved in pedagogical experiment within "Architecture" and "Art and Design" trends (9, 10, 11 classes) in the city of Magnitogorsk.

Preprofile learning in ninth grades is the subsystem of professional education for a senior school level. It stimulates the formation of the educational needs for the pupils of 10-11 classes in the selection of a further profile education.

To carry out the experimental work we formed three groups of subjects: two experimental ones (EG 1 and 2) and a control one (CG). The studied groups were selected so that they do not differ almost in the qualitative and quantitative composition. The best possible equality of work conditions was created for all groups and a material-technical base. In CG classes were performed traditionally for the most part of city schools.

The EG 1 the complex of pedagogical conditions was implemented partly for the developed model. The group worked according to a specially developed program, excluding other pedagogical conditions of the developed model. EG 2 included the whole complex of the developed model conditions fully.

We introduced the structural and substantial model of interest formation to HTD in the educational process. This model is shown on (Fig. 1)

Experiment methods: The stating experiment research tools included questioning, observation, discussion and interviews. We identified the following levels of interest in HTD:

- Level 1 (low): situational interest-situational temporary inclusion in organized HTD on the basis of selective attitude to individual actions or under anyone's influence
- Level 2 (average): a relatively stable interest conscious artistic and creative activity
- Level 3 (high): steady interest-conscious, active artistic and creative activity, help for others in mastering the artistic and creative activities

A diagnostic apparatus was developed and tested during the experiment, comprising a group of developed criteria, HTD indicators and the efficiency levels of proposed conditions (Fig. 1).

Methods of pedagogical conditions complex realization for the model of interest formation to HTD: The following methods were used to realize the first pedagogical term:

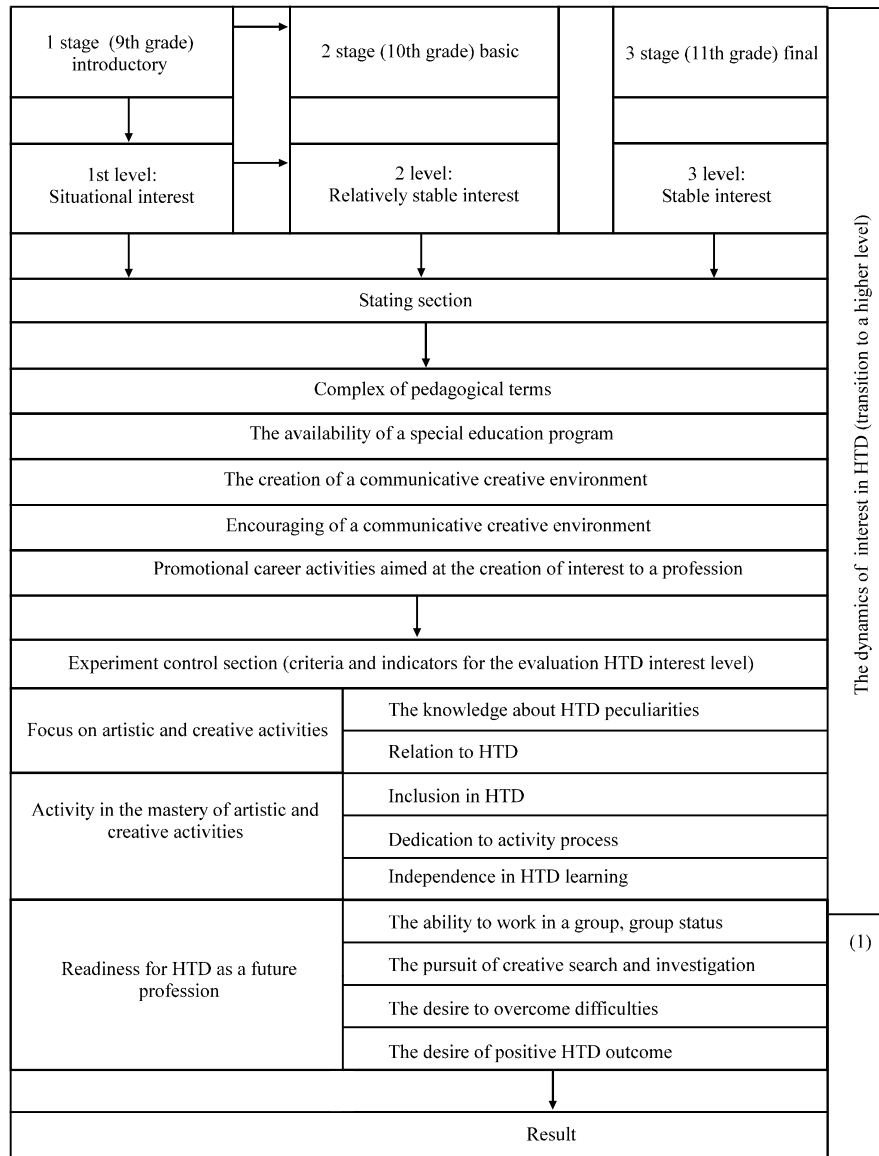


Fig. 1: Structural-content model of HTD development

- Block thematic construction of the program content with the following courses: “Drawing”, “Painting”, “Composition”, “Fundamentals of artistic design”, “World Artistic Culture and Art”, “The development of creative imagination”
 - The series of special exercises and activities aimed at imagination, associative thinking, compositional thinking, emotional and aesthetic responsiveness development in all courses of the program
 - Different kinds of activities-lectures, workshops, practical exercises, laboratory works, trainings, master classes
 - The use of interactive learning technologies (the method of specific situations, the search method, the solution of situational problems)
 - Various forms of classes organization-group or individual ones using distance learning technologies
- In order to implement the second pedagogical condition the following methods were used:
- Creation of an appropriate environment, interior, stimulating the spirit of students to the creative imagination, the imagination (subject development of a class and a planned interior of a classroom)

- The emotional appeal of a class-verbal means: conversation, debate, discussion, visual aids (watching of movies, slides, presentations, excursus); practical means (entertaining artistic, design tasks and exercises such as a “creative hour”, “the competition of ideas”)
- Joint work of students of different ages as the creation of the precondition for the development of a professional community
- The transfer of student experience exchange in the Internet as the way of a comfort experience sharing experience and the expansion of professional communication circle

In order to implement the third pedagogical conditions the following methods were used:

- The co-creation of a teacher and a student (the fulfillment of joint creative art works and architectural design projects)
- Participation of students in cultural activities together with a teacher (the organization and visiting of exhibitions, recitals, etc.
- The participation of students and teachers (as an object to follow) in creative competitions and exhibitions
- The organization of creative competitions by higher education institutions on the basis of schools (competition “ARTproSMOTR”)
- The organization of joint thematic exhibitions among university students and schoolchildren

In order to implement the fourth pedagogical condition the following methods were used:

- The involvement of pupils in cultural events conducted by universities
- Professional orientation activities with the use of advertising techniques, forming a positive image of professions
- The organization of creative contests accompanied by promotional POS-materials
- The attraction of pupils to the organization of cultural mass activities performed by universities, such as “Prof. tests”, “University Saturdays” “A pass to a profession”, etc.
- The attraction of students to the game forms of university promotional activities such as art mobs, smart mobs, game mobs aimed at the development of a professional community primary form and the development of communication environment
- The creation of creative sites for schoolchildren at universities during school holidays

Diagnosis of qualitative and quantitative changes in the process of interest formation in HTD among schoolchildren and students were carried out in stages like the test sections held at the end of each stage. Evaluation of interest formation process in HTD were determined by the following methods:

- The method of correlation (the formation of interest to HTD compared to the quality (%) of the tested subjects that are on one or another level of formation at the beginning and during an experiment
- In order to establish the dynamics of each criterion development in the course of experimental work, we used the method of dynamic series indicators
- Average C_p value reflecting a quantitative assessment (%) of selected parameter development level that was calculated according to the following equation:

$$C_p = \sum_{i=1}^k \frac{q_i/n}{k} \times 100\%$$

Where:

q_i = The number of subjects who are at a certain level of interest formation

N = The total number of subjects

K = The number of indicators

The indicator of the absolute gain G which reflects the difference between the initial and the final result of the test criterion, the index which was calculated using the formula: $G = \Pi$ (con.), where Π (beg.) is the initial value of the index; Π (con.) is the final value of the index.

The effectiveness of the pilot study was determined according to the coefficient of efficiency which was calculated by the following equation:

$$K_e = \frac{m}{n}$$

where, M is the actual number of points; the maximum possible number of points. The rules of efficiency level determination is shown in Table 1 (Bespalko, 1998). The determination of interest development level to HTD for each subject was performed according to the equation:

Table 1: The values of efficiency coefficient level

The coefficient efficiency (K_e)	Efficiency levels
$0.9 \leq K_e \leq 1.0$	Optimally efficient (high)
$0.8 \leq K_e \leq 0.9$	Effective (average)
$0.7 \leq K_e \leq 0.8$	Minimum efficiency (low)
< 0.7	Ineffective (very low)

Table 2: HTD interest indicator development status among the subjects at the beginning and the end of an experiment (%) experiment beginning

Index development level	1	2	3	4	5	6	7	8	9	Average
Experiment beginning										
High	40	20	20	30	15	5	0	0	15	16.1
Average	50	30	65	35	60	55	60	10	75	48.9
Low	10	50	15	35	25	40	40	90	10	35.0
Index development level	1	2	3	4	5	6	7	8	9	Cp
At the end of an experiment										
High	75	45	65	55	45	40	15	10	65	46.1
Average	25	55	35	40	55	50	85	90	35	55.2
Low	0	0	0	5	0	10	0	0	0	1.7

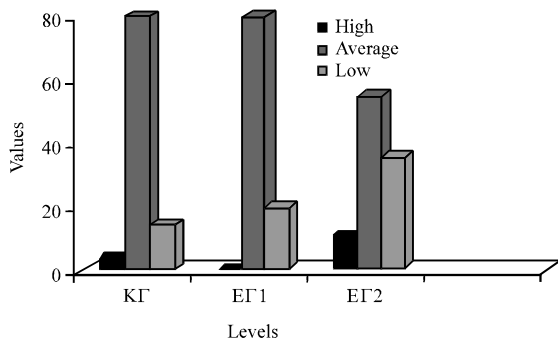


Fig. 2: Study results for the identification of the developed interest to HTD initial level among subjects

$$S = \frac{\Pi_1 + \Pi_2 + \Pi_3 + \Pi_4 + \dots + \Pi_9}{9}$$

where, $\Pi_1, \Pi_2, \Pi_3, \Pi_4, \dots, \Pi_9$ are the assessments, corresponding to an appropriate level of HTD interest development indicators 1, ..., 9 (Table 2). Compliance of points to the levels of HTD interest development:

- Level (high): $S \geq 2.5$
- Level (average): $1.5 \geq S \geq 2.49$
- Level (low): $S \leq 1.49$

RESULTS

The stating experiment showed the following results of a study to identify an initial level of interest for artistic and creative activities among subjects (Fig. 2 and 3).

The problem of HTD interest development as THE basis of professional self-determination for the future bachelors in architecture, art and design is relevant for pre-profile training due to the qualitative changes in education system which is caused by a social order, the lack of theoretical and practical development of the problem.

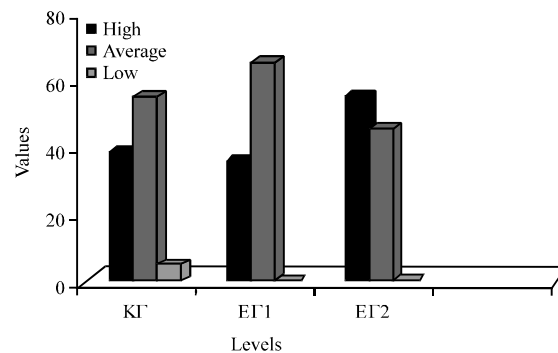


Fig. 3: Study results for the identification of interest development level in HTD among the subjects at the end of the experiment

DISCUSSION

The analysis of the psychological and pedagogical literature, the study of the designated problem state in practice showed that the ability of HTD are utilized poorly, a purposeful work is necessary for the formation of interest in this type of activity among the future bachelors.

The model of interest formation proposed by researchers as the basis for the professional self determination of future experts in the field may be used successfully in the professional orientation of orphanage and boarding school pupils. Various forms may be used here. In a simple version (for younger children), design coloring albums may act as the causative agent of interest and bias that promote the world of professions. It is advisable to use a compilation approach of advertising and social design for school-age children (Krasnova, 2012; Levin, 2015). The research results have practical significance and can be used in professional training.

Further study of the problem may be continued in the following areas: the development of formation process management model and then the development of interest in HTD, the development of modern diagnostic tool

package which allow to identify the level of interest in the further development to HTD among high school students at each stage of training.

CONCLUSION

The essence of the experimental work was to implement the model of interest formation in HTD among students and the testing of pedagogical condition complex included in this model.

The results of the experimental work showed that the experimental group EG 2 which the model developed by us was implemented on the background of pedagogical conditions complex, the average rate of HTD interest formation increased by 45%, while in the other groups the value made 35%. Therefore, we concluded that the implemented study confirmed in general the hypothesis put forward by us.

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