PSYCHOLOGICAL-PEDAGOGICAL ASPECT OF CREATIVE SELF-REALIZATION IN THE CONTEXT OF PERSONAL AND PROFESSIONAL FORMATION OF A SPECIALIST IN THE FIELD OF CULTURE AND ART

Shentsova O.M.

Bekkerman P.B.
candidate of pedagogical sciences, associate professor, Russian state social university. Moscow. Russia.

Besedina I.V.
candidate of pedagogical sciences, associate professor, Astrakhan State University of Architecture and Civil Engineering. Astrakhan. Russia.

Demenev D.N.
candidate of philosophical sciences, associate professor, Nosov Magnitogorsk State Technical University. Magnitogorsk. Russia.

Tolpinskaya T. P.
associate professor, Astrakhan State University of Architecture and Civil Engineering. Astrakhan. Russia.

ABSTRACT

The study deals with the problem of creative self-realization of future specialists in the field of culture and art, which affects their effective personal and professional development in the process of training at the University. Today, students of creative orientation do not have a clear understanding of what they should know and what future specialists in the field of culture and art possess. Whether it is art, music, choreography, architecture and other creative universities, the very specifics of educational services which dictates the creation of a creative educational environment that would contribute to the creative self-realization of the future artist, architect, musician. At the initial stage of training, students have a poorly developed desire for self-realization in a particular form of cultural and creative activity, which entails insufficient development of the values of culture and art, the development of their evaluation criteria to achieve high quality professional activity. The choice of this research topic is due to the contradiction between the desire of students of creative orientation in the productive personal-significant creative self-realization during the educational process and still prevailing in the organization of the educational environment orientations to the traditional professional training of future specialists in the field of culture and art in order to achieve state goals. Object of research: educational process in universities of creative orientation. Subject of research: the process of professional training of future specialists in the field of culture and art to creative activity through creative self-realization. The purpose of the study: to identify and theoretically substantiate the pedagogical conditions that contribute to the effective creative self-realization of students of creative orientation that affects the professional development of future specialists in the field of culture and art. Research methods: analytical evaluation of pedagogical experience, analysis of literary and scientific sources, methods of system and comparative analysis, methods of questioning, interviewing and observation, study of educational and extracurricular activities of students, methods of expert evaluation and analysis of creative works (projects) of students, methods of theoretical generalization and design results and others. According to our refined concept of cultural and creative activity of future specialists in the field of culture and art - is part of the professional training of specialists in the field of culture and art, aimed at the creative development of students in the creative areas, as well as the basis for creating a creative educational environment at the University, contributing to the creative development, self-assertion and self-realization of students in the field of culture and art. Self-realization of future specialists in the field of culture and art is considered by us as a purposeful, conscious, desire to realize their creative abilities of students of creative orientation in the process of professional training at the University. Increase of efficiency of creative self-realization at students of a creative orientation in educational process of higher education institution is possible at creation of the following pedagogical conditions: formation of professionally-creative position (identity)
of the future expert in the field of culture and art; the account of individually-creative, personal abilities of students of a creative orientation; pedagogical installation on imagination, imagination, intuition, with which students can create their creative works (projects) with a conceptual idea, with the further possibility of practical development; creating a situation of success by participating in creative shows, festivals, exhibitions and competitions of students of creative orientation. The effectiveness of this process is possible in the implementation of each individual pedagogical conditions, and the complex as a whole.

Keywords: cultural and creative activity, creative self-realization, creative potential, creativity, culture, professional training, educational process

Relevance of the research
The Russian education system is in a constant process of modernization and reform. The stage of changes, when new educational standards (GEF) were developed and put into operation, which significantly changed the conditions of construction and functioning of the educational process, forms, methods and means of education in higher educational institutions, which are based on the competence approach, is still far behind. And of course, these changes entail the organization of an educational environment in which the future specialist will receive such knowledge, skills and professional skills that will contribute to the active and unhindered implementation of the work of a young specialist. Modern education is designed to form and develop a person who is able to actively think and act, to Express themselves as a person-oriented conscious and creative person who is able to get a basic education to develop professionally and self-actualize in any activity.

The situation that has developed with the preparation of bachelors in creative areas can be called critical. There is no clear understanding of what future specialists in the field of culture and art should know and what they should know. Whether it is art, music, choreography, architecture and other creative universities, the very specifics of educational services which dictates the creation of a creative educational environment that would contribute to the creative self-realization of the future artist, architect, musician.

Our analysis of the zero section at the initial stage of the study shows that students of creative orientation at the beginning of training have a poorly developed desire for self-realization in one or another form of cultural and creative activity, which entails insufficient development of the values of culture and art, the development of their evaluation criteria to achieve high quality professional activity.

This state of Affairs is also confirmed by earlier studies [5,7] institutions of secondary vocational education, namely colleges and technical schools, producing, including representatives of creative professions: jewelers, designers, fashion designers, costume designers, tailors, cutters, specialists in the decoration of textile and light industry.

Studying the problem of creative self-realization we relied on the following conceptual provisions:

At the methodological level:
- personality-oriented approach, which is aimed at the disclosure of the creative potential of the student and the formation of personality-significant values;
- creative approach, which is aimed at the orientation of students to achieve success in creative activities and the development of creativity of the future specialist in the field of culture and art;
- culturological approach, which is aimed at enhancing the student's connection with culture, its development in culture in the process of creative self-realization in the educational process;
- synergetic approach, which is aimed at self-development and self-organization of the individual and the creation of pedagogical conditions for this through the process of pedagogical influence on the student in order to activate the individual to what is interesting and valuable and pedagogical methods and techniques to promote the search for students of their individuality.


At the methodological level: the construction of classes on the basis of an integrated approach to the democratic, trust-based, on the formation of students' value attitude to culture and art. The use of modern psychological and pedagogical technologies.

At the practical level:
- motivation of creative activity as a principle of professional mastery of it. Motivation as satisfaction of primary spiritual and social needs (self-respect, recognition, love, self-realization and self-development).
- installation on cultural and creative activity as the principle of the organization of educational process. The installation acts as a starting mechanism of knowledge, one of the components that determine the socio-value orientation of the student's personality.

It should be noted that in these studies, as well as in the practice of professional training of specialists in the field of culture and art, there is no single approach to solving the problem of creative self-realization, contributing to the professional development of future specialists in the field of culture and art.

The choice of this research topic is due to the contradiction between the desire of students of creative orientation in the productive personal-significant creative self-realization during the educational process and still prevailing in the organization of the educational environment orientations to the traditional professional training of future specialists in the field of culture and art in order to achieve state goals.

Object of research: educational process in universities of creative orientation.
Subject of research: the process of professional training of future specialists in the field of culture and art to creative activity through creative self-realization.

The purpose of the study: to identify and theoretically substantiate the pedagogical conditions that contribute to the effective creative self-realization of students of creative orientation that affects the professional development of future specialists in the field of culture and art.

Research methods: analytical evaluation of pedagogical experience, analysis of literary and scientific sources, methods of system and comparative analysis, methods of questioning, interviewing and observation, study of educational and extracurricular activities of students, methods of expert evaluation and analysis of creative works (projects) of students, methods of theoretical generalization and design results and others.

Theoretical background of the research.
Consideration of the problem of creative self-realization of students of creative orientation is impossible without considering the concept of "cultural and creative activity" and its structure.

In our study, creativity is viewed as a conscious, socially deterministic activity aimed to generalize the quality of ideas, subjective values, patterns of behavior, creation of new objects, defines personality as the Creator, Converter of reality [2, p. 13].

Cultural and creative activity is an integral part of the professional activities of future musicians, artists and architects, the level of implementation of which should allow them to find solutions with a high degree of individuality, originality and uniqueness of their projects.

According to our refined concept of cultural and creative activity of future specialists in the field of culture and art - is part of the professional training of specialists in the field of culture and art, aimed at the creative development of students in the creative areas, as well as the basis for creating a creative
educational environment at the University, contributing to the creative development, self-assertion and self-realization of students in the field of culture and art.

Cultural and creative activity can develop in different directions: music, artistic creativity, choreography, architecture, design, etc.

The theory of creative and cultural fulfillment is seen in studies of N. In. Borisova, L. G. Brilevo, S. Buehler, N., Kibinoj, F. K. Lipunova, E. E. Legostaeva, A. Maslow, G. Allport, K. Rogers, V. by Frankl, E. Fromm, L. R. Surikovoy by V. Smolinym, etc.

The most complete disclosure of the creative potential of a person is possible through the implementation of socially significant cultural and creative activity, which is due to social factors and internal human needs. In this case, human activity is transformed into creative Amateur, and the realization of creative abilities in cultural and creative activity acquires the features of creative self-realization.

Creative self-realization of students in the educational process is understood by scientists:
- as a process and level of conscious, on their own initiative, the desire for self-expression and realization of their capabilities during the theoretical and practical training at the University [12];
- as a need, form and result of the activity of a developed personality, its contribution to the General cultural and historical process of the exchange of essential forces between individuals, the condition of human development [15].

As part of our research, we have identified the self-realization of future specialists in the field of culture and art as a purposeful, conscious, desire to realize their creative abilities of students of creative orientation in the process of professional training at the University.

Before forming a complex of pedagogical conditions contributing to the effective creative self-realization of students of creative orientation, influencing the professional formation of future specialists in the field of culture and art were identified common features of specific (musical, artistic and architectural) educational activities [13, 21]:
- implementation of specific activities in the educational process, where the leading is educational and cognitive activity, subordinated to educational goals;
- the educational process and the process of specific activities are closely interrelated, as the educational process is the basis for the specific activities of students (forms the knowledge and skills necessary for the implementation of specific activities), and specific activities is a necessary condition for the effectiveness of the educational process (a way to change the motivation of teaching, forms and develops emotional-shaped sphere, the creative potential of students, the possibility of self-realization, etc.) – );
- the presence of specific abilities (imaginative thinking, imagination, imagination, musical ear and sense of rhythm, visual memory);
- syncretism (non-division, integrativity) - merging of cognitive, transformative, evaluative (value-oriented), aesthetic and communicative activities;
- personification (personal reflection) - personal reflection of reality by the author of the work (project);
- freedom of choice-freedom to choose the genre, plot, style, etc. created works (projects);
- high risk of failure-subjectivity of opinions and assessments of works (projects), the risk of mutual misunderstanding between the author and the consumer;
- the final product of the specific activity of the student does not necessarily have social value and novelty, although the productive component will be present, but may not be realized.

Based on these features, we have developed a structure of creative self-realization of future specialists in the field of culture and art (scheme 1).

The need for self-realization appears from an early age and accompanies it throughout life. The satisfaction of this need and the achievement of success and recognition in a particular activity depends on whether a person has followed the path corresponding to his potential, whether he has realized his belonging in society. Therefore, it is very important at an early stage of development to determine the individual's creative potential.

It should be noted that the definition of "creative potential" is often identified with the creative abilities of the individual. In our study, creativity is considered as a powerful internal human resource, and creativity is a "tool" with which you can develop the creative potential of the individual. Thus we form the need to think outside the box, to generate new ideas, to fantasize, to imagine, to compose new, to transform the existing [2].
In our study, we will proceed from the fact that the creative potential of future specialists in the field of culture and art is an integrative characteristic of the individual, reflecting a set of abilities (search, artistic, analytical, transformative); knowledge of methods, requirements and norms of culture and art; creative attitude to practice (art history, art, music, design); skills to generate productive strategies for creating artistic images and compositions.

**Figure 1. Structure of creative self-realization of future specialists in the field of culture and art**

<table>
<thead>
<tr>
<th>Psychological aspects</th>
<th>Sociological aspects</th>
<th>Met hodological aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>- age features;</td>
<td>- belonging of the</td>
<td>- activity approach;</td>
</tr>
<tr>
<td>psychophysiological</td>
<td>student to a certain</td>
<td>- system approach;</td>
</tr>
<tr>
<td>features;</td>
<td>social class, ethnic</td>
<td>- synergetic approach;</td>
</tr>
<tr>
<td>- consciousness,</td>
<td>group, unity;</td>
<td>- creative approach;</td>
</tr>
<tr>
<td>- imagination,</td>
<td>- active life</td>
<td>- culturalological</td>
</tr>
<tr>
<td>- fantasy;</td>
<td>position;</td>
<td>approach;</td>
</tr>
<tr>
<td>- the need for</td>
<td>- propensity to</td>
<td>- value-based approach;</td>
</tr>
<tr>
<td>creative self-</td>
<td>cultural and creative</td>
<td>- humanistic approach;</td>
</tr>
<tr>
<td>realization;</td>
<td>activities;</td>
<td>- axiological approach;</td>
</tr>
<tr>
<td>- motives of</td>
<td>- leadership strategy</td>
<td>- acmeological approach;</td>
</tr>
<tr>
<td>creative self-</td>
<td>of behavior;</td>
<td>- informationapproach</td>
</tr>
<tr>
<td>realization;</td>
<td>- purpose;</td>
<td></td>
</tr>
<tr>
<td>- cultural values;</td>
<td>- long-term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>orientation;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- life success</td>
<td></td>
</tr>
</tbody>
</table>

**Research Results**

The experimental base of the research was The Institute of construction, architecture and art of the Magnitogorsk state technical University. G. I. Nosov (MSTU), the Higher school of music. Schnittke Russian state social University (RSSU), Astrakhan state University of architecture and civil engineering (AGASU).

K. Rogers in his work wrote that a person can develop towards self-realization only independently, no one can move him in this direction. However, the conditions in which the formation of a person's personality takes place are fundamentally important [14].

The prerequisites for self-realization are laid in the very nature of man and exist as inclinations, which with the development of man, with the formation of his personal properties become the basis of the ability to self-realization [10].

During the survey, conversation, testing and other research methods, the authors of the article identified a number of characteristics that determine the creative self-realization of students of creative orientation of MSTU, RSSU, AGASU in the process of personal and professional development. The most significant, in our opinion, are the following: personalization in the process of creative self-realization; disclosure of creative abilities of the individual, allowing it to be successful; pedagogical assistance and promotion of creative self-realization.

Based on this, we have identified the following pedagogical conditions conducive to effective creative self-realization of students of creative orientation, affecting the professional development of future specialists in the field of culture and art (table. 1).
Table 1. Pedagogical conditions contributing to the effective creative self-realization of students creative orientation, affecting the professional development of future specialists in the field of culture and art

<table>
<thead>
<tr>
<th>p/p</th>
<th>Pedagogical condition</th>
<th>Characteristic</th>
</tr>
</thead>
</table>
| 1   | Formation of professional and creative position (individuality) of the future specialist in the field of culture and art. | - Activates the educational process.  
- Implementation takes place in humanistic-oriented creative activity, which involves openness, willingness to exchange creative ideas.  
- Provides the student's interest in culture, creativity, art, professional activities.  
- Individual and creative focus.  
- Awareness of students’ own uniqueness in creative activity.  
- Personal attitude of students to creativity as a cultural value. |
| 2   | Accounting for individual creative, personal abilities of students of creative orientation. | - Complex character of identification of individual-creative, personal abilities.  
- Differentiated approach to teaching each student.  
- Correction and development of individual creative, personal abilities of students.  
- The subordination of art to the spiritual and aesthetic motivation of the student.  
- The desire of students to independence in solving problems.  
- Ability to self-activate and self-learning. |
| 3   | Pedagogical installation on imagination, imagination, intuition, with which students can create their creative works (projects) with a conceptual idea, with the further possibility of practical development. | - Orients the student in the process of creative activity-creates a mental model of the final or intermediate products of this activity, which contributes to their subject embodiment.  
- Require students to intellectual effort, concentration and intention of the mind.  
- The desire of students to generate numerous creative ideas to their originality.  
- Increasing motivation, incentive to creative activity in the students. |
| 4   | Creating a situation of success by participating in creative shows, festivals, exhibitions and competitions of students of creative orientation. | - Organization of shows, festivals, exhibitions and competitions in the universities of creative orientation is one of the mandatory components of the organization of creative educational environment in the University.  
- Awareness of students of the social value of their works (projects).  
- Meet the needs of students in self-affirmation, the rise of prestige.  
- Motivation of students' desire for creative self-improvement. |

Summary
1. The relevance of the problem of creative self-realization of students of creative orientation, affecting the personal and professional development of future specialists in the field of culture and art due to social order, lack of theoretical and practical development.
2. Students of creative orientation at the initial stage of training have a poorly developed desire for creative self-realization in this or that kind of creative activity, which entails insufficient development of the values of culture and art, the development of their evaluation criteria that allow them to achieve high quality professional activity.

Submit Date: 05.07. 2018, Acceptance Date: 22.08.2018, DOI NO: 10.7456/1080SSE/272

Research Article - This article was checked by Turnitin

Copyright © The Turkish Online Journal of Design, Art and Communication
3. Increase of efficiency of creative self-realization at students of a creative orientation in educational process of higher education institution is possible at creation of the following pedagogical conditions: formation of professionally-creative position (identity) of the future expert in the field of culture and art; the account of individually-creative, personal abilities of students of a creative orientation; pedagogical installation on imagination, intuition, with which students can create their creative works (projects) with a conceptual idea, with the further possibility of practical development; creating a situation of success by participating in creative shows, festivals, exhibitions and competitions of students of creative orientation. The effectiveness of this process is possible in the implementation of each individual pedagogical conditions, and the complex as a whole.

4. The theoretical significance of the study lies in the fact that the results complement and concretize the concept of creative self-realization in General and creative self-realization of future specialists in the field of culture and art in particular.

REFERENCES

3. Besedina I. V. Model of development of creative potential of future architects in the process of professional training at the University //in the world of scientific discoveries. 20011. № 7-1 (19). P. 416-422.
9. Demenev D. N. Rational level as one of the most important ontological foundations of the artistic process //NB: Philosophical research. 2013. No. 11. P. 1-49.
10. Krylov A. A. et al. Psychology: textbook / A. A. Krylov. 2-ed. -