

The Development of Readiness of Teenagers to the Project Activity by Means of Fine Arts

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Abstract: The study deals the problem of the development of readiness of teenagers to the project activity and peculiarities of organization of the project activity at the lessons of fine arts. The researchers define the notion of “readiness to the project activity as internal quality of a personality (teenager) which has been acquired in the process of educational and project due to which the possibility of the personality to effectively solve theoretical and practical tasks is provided. The structure of readiness to the project activity includes the following components: motivational (motivation and need in getting on the principles of project activity), cognitive (knowledge in the sphere of projecting) and activity (imagination and creativeness). Educational potential of fine arts in the development of readiness of teenagers to the project activity lies in the following principles: it provides the development of holistic thinking of teenagers; it develops creative ability of teenagers; it promotes spiritual and moral development and aesthetic world perception, education of artistic taste, interest and needs in contact with art; it has a potential in the organization of education on the basis of internal subject and inter subject ties. The research study on the development of readiness of teenagers to the project activity proves efficiency the of researcher program on fine arts “Art-Crossroads” for the students of 5-9 forms of secondary schools. The content of the program “Art-Crossroads” is based on the use of inter subject ties of fine arts with liberal arts. The proposed program includes seven of interrelated sections, each of which ends with completing the project on a theme.

Key words: Readiness, readiness to activity, teenagers, fine arts, inter subject

INTRODUCTION

At present cardinal changes of the standards in the sphere of high and higher education. Restructuring of the overall system of education starting with general educational establishments is dictated with increased requirements to a specialist in any professional activity. In this regard, the problems of personal readiness to education, including a project have actively been studied. It is essential to emphasize that we define the project activity in broad sense as the activity oriented to the result achievement irrespective of future field of activity of the teenager and his vocational guidance as it is essential for each to know how to plan life and activity. Thus, this activity on projecting not only material objects but also life planning, the best way in solving personality and socially important problem. Moreover, success in present-day world is determined in many ways by a person to organize his life as project: to determine future and near-term prospects, to set right goal, to find and provide necessary resources, to outline a plan of action

and after having executed it, to estimate the results. Therefore, the personality who is ready to the project activity is a subject capable to independently undertake project activities from projecting to executing individual life activity programs.

For successful project activity it is essential for every present-day teenager to master the system of knowledge, skills and acquired habits, including the need in project activity, knowledge in the sphere of projecting, project skills, imagination and others that is to be ready to undertake this activity.

THE DEFINITION AND STRUCTURE OF READINESS OF TEENAGERS TO PROJECT ACTIVITY

In scientific literature the notion “readiness” is regarded as primary, fundamental reference condition for successful fulfilling activity of any complicity. The philologist D.N. Ushakov treats “readiness” as “consent to do something, desire to contribute to something”.

More general interpretation of “readiness” is in the dictionary by Ozhegov, “state when everything has been done, ready for something” (Ozhegov, 1994). As a matter of fact, readiness implies the degree of mobilization of all internal human resources with the purpose effective solving certain tasks.

In scientific literature, a considerable attention is drawn to the features of readiness of a person to a certain activity. Ordinary understanding of readiness to a certain activity means to fulfill this activity and the state when the activity may be fulfilled effectively. Among the representatives of psycho educational studies such scholars as B.G. Ananiyev, V.G. Aseyev, M.A. Aphanasiyev, Yu.K. Babansky, A.A. Bodayev, R.B. Bogdashevsky, N.I. Golovaty, A.A. Derkach, E.A. Klimov, A.G. Kovalyov, V.A. Krutetsky, N.V. Kuzmina, M.A. Kotik, N.I. Konyikhov, N.D. Levitov, B.S. Merlin, K.K. Platonov, V.A. Ponomarenko, V.A. Slasterin, I.N. Semenov, V.V. Serikov, V.I. Shyrinsky and others examined the problems of the development of readiness to activity.

The interest in terms of our investigation is represented by a definition of the notion “readiness to activity” of the psychologist of our country N.D. Levitov. The researcher differentiates long readiness and temporary state of readiness that may be called “prestarting state”. Temporary readiness describes “the state of mobilization of all psychophysical systems of a person that provides effective realization of certain activities”. As opposed to the state of temporary readiness reflecting peculiarities and demands of coming situation, long-term readiness is a stable system of competently important qualities of a personality (positive attitude to profession, self-discipline, attentiveness, self-control and others) his experience, knowledge, basic skills needed for successful activity in many situations. The aim of our investigation is the development of long-term readiness to activity, temporary and long-term readinesses are united as the first one determines the productivity of the second.

Dynamic structure of the state of readiness to complex kinds of activity is a whole training consisting of a string of personality characteristics the basic of which are:

- Motivational a need to successfully carry out the task, an interest in activity, desire for succeeding and doing oneself justice
- Cognitive understanding duties, tasks, estimation of his significance for achievement of the end result for himself (from the view point of prestige, status), presentation of probable change of environment and others

- Emotional a sense of professional and social responsibility, certainty of success, enthusiasm
- Volitional self-control and forces mobilization, task concentration, interference distraction, overcoming of doubts, fears (Druzhinina, 2009)

We adhere to the position of the psychologists Diyachenko and Kandybovich who treat the readiness to activity as integrative personality characteristic embracing motivation to concrete activities, knowledge, basic skills. In this regard, we found it necessary to include the following components into the structure of readiness to the project activity: motivational (the motivation and need in adoption of basics of project activity), cognitive (knowledge in the sphere of projecting) and activity (imagination and creativity). Therefore, the readiness to project activity assumes definite motives, knowledge and abilities. Psychological premises of appearance of readiness to fulfilling a concrete educational or career task are its understanding, consciousness of responsibility, desire for succeeding, defining succession and modes of activities.

On the basis of conducted analysis of science literature we define the basic notion of our study “readiness to project activity” as inner personality (teenager) characteristic which is being acquired in the process of educational and project activity thanks to which the possibility of personality to solve theoretical and practical tasks are provided.

THE HISTORY OF INCEPTION AND DEVELOPMENT OF PROJECT ACTIVITY

Within the framework of our investigation the history of conception and development of project activity in the theory and practice of education represents a certain interest. The inception of project of activity as a basis is a rather known in Science Literature Project Method.

The term “Project Method” was first used by the American researcher D. Snedzen in 1908. In 1911, the American Bureau of Education legalized the term “Project Method” following which it became to have widely been used in educational literature. It was also called the method of problems and linked to the idea of humanistic school. In philosophy and education developed by the American philosopher and pedagogue J. Dewy and his disciple U.H. Kilpatrick. In foreign countries (the USA, Canada, Great Britain, Australia, New Zealand, Germany, Belgium, Italy and others) J. Dewy’s ideas of humanistic approach to education were widespread and acquired great popularity by virtue of efficient combination of theoretical knowledge and its practical appliance for solving concrete problems of environment in joint activity of students.

Mass introduction of the method into schooling of our country has taken place, since 1918 after the book "Project method" by U.H. Kilpatrick having been published. According to his conception, the students should acquire experience and knowledge in the process of practical problem solving in reality situation. Kilpatrick defined the project as "significant, heartfelt" where significant implies freedom of action which can not be dictated. If "aim the desire dies and a teacher keeps insisting on completing the started project then the project becomes a simple task a fixed routine an irksome task" (Dewey, 1993). Thus, the motivation of the students in opinion of U.H. Kilpatrick is a determinant factor of project activity. But J. Dewey subjected to criticism the conception of his friend and disciple. Many statements including one way orientation toward the student and lessening the role of the teacher in organization of project activity and so on. All the comments undoubtedly affected the successfulness and popularity of the project method. In practice, simultaneously with learning aids of the American pedagogues the ideas of the project arose in Russia (P.P. Blonsky, A.G. Kagarov, I.V. Krupenina, N.E. Krupskaya, A.S. Makarenko, S.O. Shatsky, V.N. Shulgin and others). The method acquired the major significance when the rector of the Institute of Education in Moscow V.N. Shulgin approved this method as basic and the only proper method of Marxist education. Insufficiently logical system of method introduction caused prohibition of CC ACP/b/ (Decree "About elementary and secondary school") against application of the project method in pedagogues' activity of educational establishments in September 5, 1931 (Resolution of CK ACP(b) of 25 August 1931). These are the reasons on which the project method did not become one of the leading method of education: incompetence of the teachers in applying techniques of the project method; absence of methods of the project activity; abuse of the project method that was to the detriment of other methods of education.

Application of the project activity in the sphere of training and education became more active in the second half of the 90s of XX century (V.P. Bespalko, Yu.V. Gromyko, V.V. Rubtsov, G.I. Kirilova and others). At present time, it is significant for Russian pedagogics a contemporary understanding of the project method as a mode of combination of academic knowledge and pragmatic skills that is visually reflected in the theses of the doctor of education Polat (2002): "All that I cognize I know what I need it for where and how I will apply this knowledge".

In Russian Pedagogical Encyclopedia the project method is defined as "system of education, planning and fulfillment of gradually complicating practical tasks projects".

Doctor's of psychology N.V. Matyash stand is clear for us that defines the project activity as an integrative kind of activity synthesizing the elements of play, learning, value-orientation, transforming, educational, communicative, above all, creative activity. The project activity of students is linked with the problem of creative work and is creative in reality. On the basis of it the researcher stresses that "creative project activity of students is an activity on making products rendering services that have objective novelty and personality and social significance".

The project activity as creative is considered by doctor of education Andreyev (2008) and defined as "one of the forms of independent activity aimed at solving educational and (or) scientific problems, creative (research) goals and tasks which are mainly fulfilled (gained) independent on the basis of educational methods and means of problem and heuristic education".

As of today, there are several dozens of scientific researches dedicated to the investigation of the use of project method in educational practice, including the research by M.M. Morozova where the definition of educational category "projects method" in teaching activity and the activity of students is given. Thus, "method of projects" in the activity of a teacher is considered by the author as a method of initiation of cognitive activity of students via presentation of educational (teaching and educational) problems, goals, tasks for theoretical and practical project activity arrangement of various level of independence (from reproductive to productive) in conformity with each student's individuality. The "method of projects" in the activity of students as a scope of methods and actions of theoretical comprehension of the reality and practical realization of projects, plans, intentions, independent investigation of educational problems with further presentation of the theoretical and practical results in the form of a project work (project) has developed the pattern of project activity the structure of which contains the following constituents: motivation (dominant personality orientation to the project activity), productive thinking, complex of interrelated skills (cognitive, educational, practical).

The research of O.S. Tsybikova proves the efficiency of using projects method in the process of informational culture formation of students and ability of this method to raise productivity of the educational process.

In the research study of Khmel'nitskaya education on methods of projects with applying computer technologies is represented as a pattern allowing to form personality-oriented educational environment. In her

research study the researcher proves the ability of projects method to make situations which actualize in education the necessity by students to demonstrate personality attitude to structure educational process aimed at development and self-development of personality qualities of students: active, creative self-attitude, attitude to the world, activity, individuality, responsibility, ability to co-operate. The major attention in the research is paid to computer technologies which in E.V. Khmel'nitskaya's opinion are the means extending opportunities of learners of educational process creating new conditions for its arrangement: upgrading the process of education, creating an integrated information environment for all learners of the educational process, processing and storing information by means up-to-date technologies, forming skills in present-day conditions network Internet-projects that are considered by the researcher as perspective educational method of personality-oriented teaching in open education.

Vast experience of applying the project has been accumulated in teaching informatics (I.Yu. Kolygina, I.B. Medvedev, N.Yu. Pakhomova, D.O. Rudakova, A.U. Uvarova and other), foreign languages (I.V. Lvova, L.I. Osmanova, A.S. Polat and other), mathematics (A.I. Aphrina, I.B. Volovich and other) physics (A.V. Korableva, D.V. Makarova, V.L. Morkotun, I.B. Chzhan and other.). For the last years this method has been actively used in the subject area technology (I.A. Kotina, N.N. Novikova, I.B. Pavlova, V.D. Simonenko, Yu.L. Khoduntsev and other) that one cannot say much for humanities and arts. Though in our opinion, the lessons of fine arts, the Russian language and literature have large potential for working on the projects methods.

Thus, the subject matter of this method in present day conditions is in arousing interest to the project activity, acquisition knowledge and skills to practically apply this knowledge for solving concrete problems out of school. The project activity aims primarily at making new product. Let us consider in detail the notion of project and its main kinds. In scientific literature project is defined as "intention for creating real object, thing, creating different kinds of theoretical and practical product". The researcher Gilub defines the project as "special organized by a teacher and independently fulfilled by children complex of actions ended by making a creative product". Chechel views the project as: "Prototype, pre image of an object, kind of activity and so on and projecting turns into the process of creating a project". We are of the same opinion as Stupnitskaya who

considers the project as a research pointed at solving a concrete problem, achieving early planned results through optimal means.

We share views of Doctor of Education Khutorskoy (2001) who believes that educational project is a "form of organization of classes providing complex character of the activity of all its learners on acquiring educational product for a certain period of time from one lesson to several months".

Before considering project typology, let us decide on typological features. In this way, the investigator A.S. Polat singles out the following features: dominant activity in the project, subject-content area, character of project coordination, contact character, number of learners of the project and duration of project execution. Doctor of Education Andreyev (2008) classifies projects according the following features: dominant method of project execution, number of learners, activity content, duration of execution, degree of involvement of organizations. Using the typological features, let us point out the following types of projects on the feature of dominant activity: creative, research, information, practice-aimed and let us their features:

Creative project is an training and work task making learners' activity more active as a result of which they create the product of subjective and, sometimes, objective novelty (Skorokhodova, 2005).

Research project assumes reasoning actuality for theme research, formulation of research problem, its subject and object. The aim of the learner in this case is a proof or disproof of project hypothesis.

Information project is a type of project that aims at gathering, processing and representing information. In this project, the dominant aspect of learners' activity is information-based operation and correspondingly and exactly information competence will be developed and upgraded.

Practice-oriented project is a project where the results are clear determined in the beginning of activity and is pointed at social interests of the very learners of project-artistic activity.

According to the feature of subject-content area the following can be distinguished: mono projects and inter subject projects. Mono projects are usually carried out in terms of one subject (ecological, historical, musical and others) and inter subject projects touch the topics of two or more subjects and aimed at solving complex problem "The city is dangerous and safe", "The history of my future" and others).

According to quantity of participants one distinguishes the following projects: individual pair and group.

According to duration of project execution the projects are distinguished: short-term (during several lessons), average duration (from a week to a month) and long-term (from a month and more).

EDUCATIONAL POTENTIAL OF FINE ARTS IN DEVELOPING READINESS OF TEENAGERS TO THE PROJECT ACTIVITY

In achieving, main goals of basic high education on artistic-aesthetic personality development the study of basics of fine arts makes an inestimable contribution to it which in turn has great pedagogical potential in the development of teenagers' readiness to the project activity.

Fine arts as educational tool can be viewed in the studies of present-day researchers and used in solving different pedagogical problems such as: formation of students' imaginative (Zh.D. Jartybeyeva, L.A. Satarova, N.A. Tereshchenko and others); patriotic education of learners (D.G. Ryakhov, A.L. Suzdaltsev and others); aesthetic education of students (I.Yu. Glazunova, I.N. Vashchenko, S.R. Damadanova and others); development of artistic abilities of learners (N.V. Litvinova, S.V. Radostyeva, L.V. Maltseva and others); development of junior schoolchild's mental world (N.A. Yermak, Yu.A. Serebrennikova and others); social education of junior schoolchildren of "risk group" (I.V. Guryanova, Salakhov *et al.* (2014), Z.I. Yavgildina, A.V. Yangicher and others) development of interpersonal communication of junior schoolchildren (I.E. Polyeshchuk, Yu.S. Sidorova and others). The study and analysis of educational literature on this subject matter enabled to determine and substantiate the pedagogical potential of fine arts in developing readiness of teenagers to the project activity that consists in the following propositions:

- It provides formation of holistic thinking of teenagers
- It develops creative abilities of teenagers
- It promotes spiritual-moral development and aesthetic world perception, development of artistic taste, interest and artistic communication needs
- It has great potential in organization of education on the basis of the ties within subjects and between related subjects

Pedagogical potentials of fine arts are boundless, indeed, the realization of which in practice will be effective in the case when the project activity of teenagers takes place at the lessons according to specially devised and approved program.

RESEARCH WORK

One of the ways of effective solving the problem of development of teenagers' readiness to the project activity is implementation in educational establishment of our program "Art-Crossroads" that point at the students of 5-9 forms of secondary schools (Yavgildina, 2013).

The research has been carried out with the students of 5-9 forms of IBIU "Gymnasium No. 96" of Kazan and IBIU "Gymnasium No. 3 of Chistopol", Tatarstan. 127 students have participated in the experiment, of them 63 have been participants of Experimental Group (EG) and 64 of Control one (CG). Both groups have been formed according their Conformity of initial (General level of students' development and progress in study; level of forming cognitive interest, creativeness and researchers). The research study has been carried out in three logical stages: ascertaining, formative, control.

At the ascertaining stage of the experiment, the stages of development of teenagers' readiness to the project activity have been diagnosed, the results of initial diagnosis of control and experimental groups have been processed and generalized. Forming stage is based on the author's educational technology that aims at the development of readiness to project activity. The control stage consists in carrying out the control diagnose of the level of development of teenagers' readiness to project activity, analysis and generalization of the results, making a summary of the research study and theory of received empirical data.

Proceeding from structural component of teenagers' readiness to the project activity as criteria of their development (motivational, cognitive, activity), we have distinguished three levels: formal (low), sufficient (intermediate), creative (upper). Let us describe each level in details.

Formal level (low):

- Motivational component: poor emotional responsiveness to the works of fine arts, low interest to the project activity
- Cognitive component: poor knowledge in the field of fine arts and projecting, narrow artistic outlook
- Activity component: low-level skills in fulfilling project and creative tasks, preference is given to reproductive activity

Sufficient (intermediate):

- Motivational component: emotional responsiveness to the works of fine arts, interest to the project activity
- Cognitive component: sufficient knowledge in the field of fine arts and projecting, moderate artistic outlook

- Activity component: sufficient skills for project and creative tasks, preference is given to search tasks

Creative level (upper):

- Motivational component: active emotional responsiveness to the works of fine arts, heightened interest to the project activity
- Cognitive component: integrative knowledge in the field of fine arts and projecting, broad artistic outlook
- Activity component: sound skills for project and creative tasks, preference is given to creative tasks

We have applied the diagnose of the interest to fine arts and creative activity, pedagogical observation and interviews with the students to determine the development level of motivational component of students' readiness to project activity in CG and EG. The students have been tested to get to know the level of development of cognitive component. The test includes 14 questions in the theory and history of fine arts. Besides on the basis of the tests by American psychologists Torrance (1966) (Torrance test of Creative Thinking) and J. Guilford the tasks on testing the level of creativeness and imagination have been made (Torrance, 1966). To test the level of activity component we have used the methods worked out on the basis the creative task "Clausura". It means in translation from Latin "to close". The main function of clausura consists in focusing creative abilities on expressing ideas of project solution. In terms of our experiment clausura acts as means of identification of students' creative individuality, ability to solve a project task within short time and ability to raise the creative skills.

The organization of formative stage is on the basis of test of hypothesis of using fine arts to arrange project activity. In this respect, in experimental groups the author's program "Art-Crossroads" has been used, indispensable condition of which is using the method of projects during the classes of fine arts. Thus, the experimental group, besides obligatory educational program has been taught on the basis of the obligatory program without children being involved into the project activity. This program aims at the development of teenagers; readiness to the project activity, project skills, research, creative abilities during the project activity in fine arts classes. The content of the program "Art-Crossroads" is based on using ties of fine arts with interrelated art subjects. The presented program contains seven interrelated sections, each of which ends with fulfilling the project on a given topic. The control stage of the experiment aimed at estimating overall data of the level

of the development of teenagers' readiness to project activity on the basis of which one could estimate the results success of the research study and efficiency of developed and realized educational pattern.

The diagnostic method of implementation of final cut is analogous to that applied in the initial data that enables to consider the received results to be trustworthy and valid. The results of cuts implemented in the experimental group and their comparing with ones of the control group enable to state: positive changes have occurred in the development of teenagers' readiness to the project activity through fine arts methods. The level of development of teenagers' readiness to the project activity in CG and EG has changed in the following way: in CG there are no considerable changes, the minimum level is down by 4.6% (from 19-16 learners), intermediate level is up by 3.1% (from 33-35 learners), upper level is up by 1.6% (from 12-13 learners); in EG the minimum level is down by 15.9% (from 18-8 learners), intermediate level is up by 9.5% (from 31-7 learners), upper level is up by 6.3% (from 14-18 learners).

As a result of experiment in 5-9 forms it has been worked out 123 projects, of them 89 have been implemented with applying information-communication technologies. Besides, the students of 8 form have participated in conferences and contests of All-Russian level. Thus, the project of the student of 8 form A. Khuziyev on the subject "Google Chrome the browser of new generation" has been given the award of I degree of All-Russian distance contest "Browser a Window into the internet"; projects by A. Oyutcheva and E. Khasaniva. On the subjects: "Maximilian Voloshin an artist and poet" and "Guidebook "Aksenov places of Kazan" have been awarded at All-Russian at the theoretical and practical conference "Literature study and aesthetics in XXI century".

SUMMARY

The research work on implementation the author's program "Art-Crossroads" aimed at the development of teenagers' readiness to the project activity enables to summarize:

- The theoretical study and research work on the problem of the development of teenagers' readiness to the project activity is actual
- Fine arts having high educational potential is an effective means in the development of teenagers' readiness to the project activity

- Implementation of the optional program “Art-Crossroads” in the context of the development of teenagers’ readiness to the project activity is effective

CONCLUSION

The 4 years practice on this program has shown that mastering the program “Art-Crossroads” enables the students to master the algorithm of working on project and its detailed structure; to develop cognitive interest to fine arts and project activity on the whole, project skills, skills of creativity and communication and aesthetic attitude to the reality. Thus, the teenagers have readiness to the project activity of physical objects and to planning of their lives, finding the best solution of personality and socially-significant problem.

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