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The role of art education in personality development

Роль мистецької освіти у розвитку особистості

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Written by:


Olena Shevtsova¹ <https://orcid.org/0000-0002-5318-5286>**Liubomyra Tiahur²** <https://orcid.org/0000-0001-5106-2920>**Liutsiia Tsyhaniuk³** <https://orcid.org/0000-0002-0998-9906>**Serhii Kachurynets⁴** <https://orcid.org/0009-0006-3910-348X>**Iryna Bodnaruk⁵** <https://orcid.org/0000-0002-2157-9491>


Abstract


We consider art education as the result and the very process of a person's assimilation of a system of skills, abilities, and knowledge, and on their basis, the formation of humanistic qualities of the individual, an aesthetic worldview, the development of creative potential, and artistic abilities. Learning, in the unity of developing, motivational, educational, and educational functions, as a process of personal education, is the main way of obtaining art education. Attention is drawn to an important aspect of the educational function of art education – moral education based on the moral component of art. The functions of art education are analyzed in detail and their role in personality development is shown. We conducted an experimental study to verify the created innovative environment of professional training of students in the conditions of the primary educational process for artistic and educational activities for personality development. Due to several developed measures


Анотація


Ми розглядаємо мистецьку освіту як результат і сам процес засвоєння людиною системи навичок, умінь, знань і на їхній основі формування гуманістичних якостей особистості, естетичного світогляду, розвиток творчого потенціалу і художніх здібностей. Навчання, в єдності розвиваючої, мотиваційної, освітньої, виховної функцій, як процес едукативної особистості, є основним шляхом здобуття мистецької освіти. Звернуто увагу на важливий аспект виховної функції мистецької освіти – моральне виховання, що базується на моральній складовій мистецтва. Детально проаналізовано функції мистецької освіти та показано їх роль у розвитку особистості. Нами проведено експериментальне дослідження з метою перевірки створеного інноваційного середовища професійної підготовки студентів в умовах початково-виховного процесу до мистецько-освітньої діяльності для розвитку

¹ Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of the Art Education, Volodymyr Vynnychenko Central Ukrainian State University, Ukraine.  WoS Researcher ID: HPD-9830-2023

² Doctor of Philosophy (Ph.D), Associate Professor of the Department of Psychology and Personal Development of the Educational and Scientific Institute of Management and Psychology, State Higher Educational Institution "University of educational management", Ukraine.  WoS Researcher ID: ADY-2892-2022

³ Doctor of Philosophy, Assistant Professor of the Department of Amusicology, Instrumental Training and Methods of Music Education, Khmelnytskyi Humanitarian-Pedagogical Academy, Ukraine.  WoS Researcher ID: KCJ-8268-2024

⁴ Assistant Professor of the Department of Choreography, Khmelnytskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine.  WoS Researcher ID: KCJ-6980-2024

⁵ Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Music, Yuriy Fedkovych Chernivtsi National University, Ukraine.  WoS Researcher ID: ITV-0015-2023



that were applied during the formative stage of the experiment, the creation of just such an innovative environment was realized in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

Keywords: art education for personality development, academic and mass art, music, choreography, design, visual arts.

Introduction

Now the problem of the influence of art education on a person, its social role, and its influence on the formation of a person's worldview is gaining importance. In connection with the acuteness of the problems that have arisen with the crisis-ridden modern society, the determination of the role of art in socialization and the formation and development of the individual is of particular practical significance today. One of the features of modern everyday life, from the point of view of art education in personality development, is the spread of anti-human art in society, which promotes sexual depravity, violence, and other social vices. Art forms a complete personality and forms the order of people's thoughts and feelings. "If the educational value of other forms of social consciousness has a private character: morality forms moral norms, politics – political views, philosophy – a worldview, science prepares a person for a specialist, then art has a complex effect on the mind and heart, and there is no corner of the human spirit that it could not touch with its influence" (Diachenko, 2020).

People have long understood the importance of the humanitarian layer of knowledge. Starting from the V century. to n. e. Socrates gave research priority "not to nature, not to the cosmos, not to the elements, but to the purpose and properties of a person who should see, feel himself as a person, preserving the heritage of the past, creating the present and projecting the future. A special and important place in the system of humanitarian knowledge is occupied by artistic pedagogical education, which belongs to a specific type of science" (Oleksiuk, 2016).

Art education as a holistic system of personality development is based on the fundamental principles of education and national education: conformity to nature, nationalism, cultural conformity, ethnicization, historicism, democracy, and humanism. It is the

особистості. Через низку розроблених заходів, що були застосовані під час формувального етапу експерименту, реалізувалося створення саме такого інноваційного середовища в умовах початково-виховного процесу при професійній підготовці студентів до мистецько-освітньої діяльності.

Ключові слова: мистецька освіта для розвитку особистості, академічне і масове мистецтво, музика, хореографія, дизайн, образотворче мистецтво.

humanization of the educational process, in particular art education, that involves an organic connection and constant strengthening of education with world and European traditions, the origins of national culture, and the achievements of world art (Shulhina & Riabinko, 2017).

The goal of art education is the development of creative abilities, creativity, aesthetic taste, and emotional intelligence of pupils and students. It contributes to the formation of a personality that can express itself through various types of art, understand and appreciate cultural values, and perceive the world through the prism of artistic perception. In the conditions of the modern world, during the period of reorganization of the education system and the educational sphere, which is currently in the most active phase, cultural and artistic education directly plays an important role in the formation of a highly moral and developed creative personality.

Art education contributes to the development of personality, influencing its aesthetic improvement and broadening of the worldview. This contributes not only to personal growth but also to the enrichment of the cultural environment of society, creating new values and raising the quality of life. Art education promotes the development of creativity, imagination, and critical thinking. It gives a person the opportunity to reveal his creative potential and find new, non-standard solutions in various spheres of life. Art stimulates self-expression and inner development, helping to maintain emotional stability and harmony in today's world. Art brings people together, stimulates innovation, and promotes tolerance and understanding. The importance of art education lies in the fact that it forms a harmonious, creative, and conscious personality capable of making positive changes in the world.

Thus, in the article we considered the following urgent questions: the role of art in human development and social life; an important basis of human-centered pedagogy is art pedagogy; content and role of art education in personality development; functions of art education and their role in personality development; conducted experimental research to create an innovative environment for professional training of students for artistic and pedagogical activities.

Literature review

In solving the issue of personality formation and development, great importance belongs to artistic culture in general and, in particular, to art, its spiritual component. Art education has been the subject of philosophical research since ancient times. Now many theories of art differ in their nature, but it cannot be said that its social significance and specificity are fully understood. Modern scientists are mastering and solving controversial issues of the role of art education in personality development.

Thus, the theoretical and methodological point of view was analyzed by O. Krasovska (2017), and the principles of professional training of future specialists in the field of art education were defined; foreign experience is presented and progressive conditions in the professional training of specialists in the European Union countries in the field of art education are highlighted; the stages of development and formation of the practice and theory of art education are outlined; the structural-functional model and concept of the process of professional training of specialists using innovative technologies in the field of art education are proposed; a system of professional training of students was developed with the involvement of modern educational innovations, regarding the implementation of the methodology in the practice of higher education institutions in the field of art education.

Art, a phenomenon of human life, is multifaceted and too complex to be able to create its complete and final theory at a certain moment of personality development. Therefore, A. Diachenko (2020) considers the process of socialization, which contributes to the development of the personality and shapes it, as well as the process of self-realization of the personality, which depends on the development of self-awareness, creative activity, and communication skills of a person to a large extent. All these tasks can be solved by art education, which becomes modern society for a

modern person a way to solve life's difficulties, one of the means of self-realization. The scientist attaches great importance in his research to works of art that affect both the human consciousness and the field of human feelings; considers aspects of the impact of art education on the formation of the worldview of a modern person, proving the importance of the transformative and developmental functions of art education, which revive the role of art for the individual.

The connection "artistic values – artistic cognition – emotional intelligence" by O. Komarovska (2020) was analyzed and the projection on the emotional intelligence of artistic cognition was made. It is shown that common positions are based on emotional skills, which are extrapolated to the recipient's understanding of the emotional world of the work. Artistic cognition is presented "as a permanent process that includes acceptance of the emotional impulses of the work as an objective value, artistic empathy, reflection, self-reflection of impressions, which enables the formation of personal value".

Scientists single out the direction of pedagogy – artistic pedagogy. Thus, O. Oleksiuk (2016) highlights the conceptual foundations of post-classical artistic pedagogy and analyzes the conceptual provisions of the scientific rationalization of artistic pedagogy from the point of view of modern art education, in particular, its paradigmatic nature of changes. Scientists V. Shulhina & S. Riabinko (2017) analyzed the main component of art pedagogy – the creative activity of the individual. In the methodology of their research, in the development of the modern paradigm of art pedagogy, the application of art history and psychological concepts of creativity, as a paradigm of art education, is taken. It was found that "the peculiarity of art pedagogy is determined by the fact that it is at the junction of science and art, as it aims to study the processes of learning and personal education using art".

O. Shramko (2019), topical issues of the purpose of art education and its role in the process of building a modern society are clarified. Using methodological principles (cultural and cultural-philosophical), the author emphasizes the functions of art education, which today outline "strategic directions for understanding the crucial importance of the involvement of the individual in art as a determining factor of influence on the spiritual world of a person and the effectiveness of art pedagogy in the process of spiritual

renewal of society".

The research of N. Huralnyk (2007) is interesting for teachers of the music and pedagogical field, pianists-performers, scientists, students, and graduate students, where innovative systems and methodical and technological teachers-pianists of the last century are analyzed, a generalization of methodical, scientific-theoretical, and practical achievements of representatives of the piano school is proposed XX century in the context of general and musical pedagogy; appropriate periodization was provided and a research project of the main trends in the development of music pedagogy was submitted; the prospects of musical-creative and scientific-pedagogical development of the piano school are determined; directions of its functioning in the cultural and educational space are highlighted.

H. Calderón (2022) emphasizes that art Education continues to be a topic of deep debate in different educational spheres, in search of achieving a place of recognition in the educational field, given the undervaluation it has concerning other areas of knowledge. This qualitative and quantitative research, which is an *ex post facto* study with a descriptive scope, investigates the epistemological and methodological foundations in teachers, students, and in the documents of self-evaluation and evaluation for accreditation purposes of a Bachelor's degree program in Art Education.

F. Levandowski, S., Alves Collares & D. Camargo (2021) addresses the importance of art in the Pedagogy course, emphasizing research, experimentation, and reflection. The results show that the understanding of children and their potential experienced in Early Childhood Education diverges from the conceptions contained in the guiding documents and those practices that reduce the creation proposals through models and limited material persist, reflecting on the intern's actions.

G. Rodrigues, M. Bortoleto & D. Lopes (2023) emphasize that the study adopted the exploratory research of multiple bibliographic, multimedia sources, analyzed through Interpretive Analysis. The results show that many circus manifestations occur in Basic Education, carried out by artists, teachers, and art educators. The results pointed out that professional artistic presentations; courses, workshops, conferences, and others; Tours-Lessons; extracurricular projects and complementary activities do not constitute school knowledge because they are not articulate with the curriculum.

The modern theory of art education, as well as the development of scientifically based recommendations for the formation of a developed artistically and culturally creative personality, is on the way to identifying the objective regularities of art education.

The researchers considered aspects of the influence of art education on the formation of the worldview of a modern person and proved the importance of the transformative and developmental functions of art education, which revive the role of art for the individual. The connection between "artistic values – artistic knowledge – emotional intelligence" was analyzed. The scientists singled out the direction of pedagogy – art pedagogy, in particular, highlighted the conceptual foundations of post-classical art pedagogy and analyzed the conceptual provisions of the scientific rationalization of art pedagogy from the point of view of modern art education, in particular, its paradigmatic nature of changes. Foreign experience is presented and progressive conditions in the professional training of specialists in the European Union countries in the field of art education are highlighted; the stages of development and formation of the practice and theory of art education are outlined; a structural-functional model and concept of the process of professional training of specialists using innovative technologies in the field of art education are proposed.

Methodology

To show the role of art education in personality development and to verify the created innovative environment of professional training of students in the conditions of the primary educational process for artistic and educational activities for personality development.

Research methods were used in the research process:

- theoretical: analysis of educational, scientific, and methodical literature, systematization, and comparison, which made it possible to outline the directions of development of advanced progressive ideas in this field, to find out the level of scientific development of the research problem, to determine the methodical foundations of the problem; modeling and generalization of professional training of students in the conditions of the primary educational

- process for artistic and educational activities for personality development.;
- empirical: survey, indirect and direct observation, control works, diagnostic methods, which allowed to summarize and systematize the material; a pedagogical experiment (declarative, formative stages) to reveal the real state of professional training of students in the conditions of the primary educational process for artistic and educational activities for personality development;
 - mathematical: (mathematical analysis, processing of melons);
 - statistical: for summarizing, statistical digital processing of the obtained results.

We conducted an experimental study to verify the created innovative environment of professional training of students in the conditions of the primary educational process for artistic and educational activities for personality development.

Research relies heavily on the accuracy and reliability of the data. In research work, the quality of data collection and analysis not only adds weight to the research but also contributes to the formation of sound conclusions, which is the key to academic success.

The following digital data collection tools were useful in the study:

- Google Forms - a simple tool for creating surveys that allows you to collect data from respondents, create different types of questions, and collect answers in spreadsheets.
- SurveyMonkey - a modern survey tool that offers a wide range of customization options and analytical tools for analyzing the collected data.
- JSTOR, Google Scholar, and other academic search engines provide access to scholarly articles, books, and other academic resources that may be useful for literature review and theoretical data collection.
- Zotero or Mendeley - bibliography management programs that help organize research materials, store references, and format bibliographies and citations according to different citation styles.
- Microsoft Excel or Google Sheets - spreadsheets are useful for organizing and analyzing collected data when working with quantitative data.

- SPSS, R, or Python for more advanced data analysis, statistical analysis, and processing of volumes of data.

The total sample size is 84 students of higher education who took part in the experimental study. The control group and the experimental group consisted of 42 respondents. When forming the sample, the criteria of meaningfulness, representativeness, and equivalence were taken into account. The sample was formed by random selection using the technical procedure for calculating the selection step.

The content of the pedagogical experiment, the formative stage, was aimed at: - creating an innovative environment in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

Students with the same level of knowledge were grouped into experimental and control groups. Respondents were offered written work where they had to give answers to questions related to clarifying the theoretical and methodological foundations of art education.

Students were given 0.5 points for each question, for each incomplete answer, and 1 point for a correct answer.

According to the level of knowledge of the respondents, the obtained points were summarized according to the scale:

- elementary level of knowledge - 0.5 - 4 points;
- reproductive level of knowledge 4.5 - 8 points;
- constructive level of knowledge 8.5 - 11.5;
- productive and creative level of knowledge 12-15.

In the process of experimental work, we applied the Kolmogorov-Smirnov statistical criterion to identify differences in empirical data and assess their statistical reliability, which characterize the cognitive readiness of CG and EG students according to the levels of professional-pedagogical skills and knowledge of a methodological-artistic nature. We used this method because we needed to compare two distributions (one empirical distribution with another empirical distribution or an empirical distribution with a theoretical distribution), which allows us to assess the reliability of the differences and find the point where the sum of

the accumulated differences between the two distributions is the most optimal.

Due to a series of developed measures that were applied during the formative experiment, the creation of just such an innovative environment was realized in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

The implementation of the pedagogical experiment was carried out in three stages: preparatory, main, and final.

At the preparatory stage, the purpose and tasks of the research were determined, the experimental plan was developed, methods of measurement and processing of results were selected, control and experimental groups were selected, and their homogeneity was checked.

At the main stage, an experiment was conducted. At the final stage, the results of the experiment were analyzed, their reliability was confirmed, and conclusions were drawn about the pedagogical effect of the experiment.

The reliability and validity of the obtained results, and the objectivity of their assessment were ensured by the methodological soundness of the initial positions and the qualitative mechanism for evaluating the quality under study, the use of a complex of complementary research methods, and the involvement of a group of respondents from a higher educational institution in the analysis of its results.

To assess the homogeneity of experimental and control data, statistical processing was performed using MS Excel and SPSS (Statistical Package for Social Science).

The results of the experimental study confirmed the applicability, optimality, and effectiveness of the proposed pedagogical conditions for the formation of the environmental culture of an ecologist in the process of professional training.

Results and discussion

1. The role of art in human development and social life.

Art plays a huge role in the development of a person and the life of society. It strongly influences the development of personality, being an artistic reflection of reality and forming thoughts, feelings, life principles, and morality.

It is necessary and especially relevant in our time to involve people in art. In the process of the historical development of mankind, art has always occupied the main place in the system of formation of a person's worldview and personality. It was considered as a certain spiritual means, as a part of the world, as knowledge of the surrounding reality. They attached healing importance to all types of art, considering that with the help of art, a person "cleanses" his soul and his body. The modern stage of the development of society provides a young person with various factors that negatively affect the formation of personality in the process of life. A society where pseudo-norms come to the fore, and ethical and moral values and norms lose their meaning, needs a special means of forming consciousness in the young generation. It is the uniqueness, versatility, and inexhaustibility of art and its possibilities that open a new way to the generation of a harmonious personality. For now, the main priority is – disclosure through creativity of the inner world of a person. Art, the importance of which in the education of the young generation is steadily increasing, is a way to solve many life problems of a person, a special means of self-realization of the individual, because it is possible to cope with today's current lack of spirituality and immorality only thanks to the desire to learn about the surrounding world, increase creative potential, and form the perceived importance of universal human values (Diachenko, 2020).

2. An important basis of human-centered pedagogy is art pedagogy.

Separation of art pedagogy into an independent field was proposed and proved the need for such a direction of pedagogy by O.Kuchai & N. Shetelya (2023): "Given the special role of art in the development of a person's ability to make broad creative generalizations of feelings and thoughts, one can argue about the need to separate a new field of pedagogical knowledge and introduce it into scientific circulation of the corresponding concept – "art pedagogy", which has specific means of realizing the goals of education and upbringing in the modern humanitarian paradigm".

The concept of "art pedagogy" is identified with the concept of "pedagogy of art education", which are understood as artistic pedagogical technologies, as laws of creating a powerful cognitive and active field of aesthetic potential (Kuchai & Strityevych, 2023).

An important foundation of human-centered pedagogy is art pedagogy, which determines the guidelines for the development of human-centered pedagogy based on creativity, humanization, cultural relevance, aestheticization, and dialogicity. It should be creativity, not art criticism (Habowski, Milbradt & Conte, 2020).

Art pedagogy is at the intersection of art and science because it aims to study the processes of upbringing and education of the personality, and its development using art. This is the peculiarity of art pedagogy. This is where the connection between artistic creativity and pedagogical science takes place (Yaroslavtseva & Kuchai, 2020). Modern art pedagogy is on the way to developing substantiated scientific recommendations regarding the formation of a developed artistic cultural personality, and the identification of objective patterns of art education and training (Nieto & Balanzó, 2023). The national revival of many states of the modern world is not limited to the restoration of the cultural heritage of previous eras. National revival needs a special vision of national culture. "This is a feat of resurrection of that which does not pass away, has a thorough, universal existence for the nation, and therefore for all mankind. "The path to the four freedoms" proposed by the EU is a path through strengthening the role of culture. It is undeniable that the preservation of the national identity of each state is the main condition for the existence of the EU" (Shulhina & Riabinko, 2017).

In art pedagogy, great attention is paid to the multidimensional characteristics of the spiritual potential of an individual, from the standpoint of revealing essential forces. Delineating in the cultural process the spiritual essential forces of the individual, depending on the social spheres, surpassing the abilities of the person himself in his empiricism, the filling with the content of social life, where the individual is organized, becomes the "concentrates" of the moral, aesthetic, theoretical world attitude, becomes of great importance. The heuristic capacity of the potential can be specified by the formulation of the aesthetic artistic potential, which is "a measure of the possibilities to actualize its aesthetic essential power in a real cultural situation and super-materiality through the ability to integrate a dialogue with the world" (Kuchai, 2015). The socio-cultural potential of artistic activity determines the capacity and significance of the essential forces of the individual. Since the way of human activity in real beings does not exist outside of the whole set

of human relationships, outside of human essential forces, outside of human needs, interests, abilities, and aspirations, "it is part of the essential human forces as their most important component, which characterizes him at the level of a cultural being" (Huralnyk, 2021).

3. Content and role of art education in personality development.

Let's consider the role of art education in personality development and the content of art education, which includes a system of special, cultural, art-historical knowledge and methods of activity, performance, and creation of artifacts, practical and intellectual skills of perception, the experience of emotional and valuable attitude to art and creative activity on a phenomenological basis levels.

Therefore, we consider art education as the result and the very process of a person's assimilation of a system of skills, abilities, knowledge, and, on their basis, the formation of humanistic qualities of a person, an aesthetic worldview, the development of creative potential and artistic abilities.

Learning, in the unity of developing, motivational, educational, and educational functions, as a process of personal education, is the main way of obtaining art education. A person, precisely in the process of learning, learns different ways of activity: the reproductive way (according to the model), the way of transforming activity, and creative activity. Today, art education replaces the traditional informative function with an activity component (Shulhina & Riabinko, 2017).

In the process of aesthetic cognition, art education, developing the goal-oriented sphere of the personality, forms its activity and creative characteristics, on which the following will depend: the significance of its contribution to the process of spiritual renewal of a person and its effectiveness in any sphere of culture of its self-realization.

4. Functions of art education and their role in personality development.

Let's pay attention to an important aspect of the educational function of art education – moral education based on the moral component of art – always, from the present to antiquity, art was considered as a factor of the most important influence on the moral world of an individual. The ancient Greeks, starting from the concept of

kalokagatia (beautiful, morally perfect, good, kind), considered the ideal of education to be the harmony of inner and outer, beautiful, moral, perfect, the unity of beauty and goodness. It is not for nothing that ancient pedagogical systems necessarily included art as the most effective means of correcting and forming character, creating an ethos – a certain psychological attitude. It has always been, is, and will be mandatory to raise a good and beautiful person – a moral and aesthetic ideal of personal perfection. Achieving such an ideal is impossible without the involvement of a complex of dance, music, and poetry, as a necessary component of the formation of a morally stable citizen. The history of humanism speaks of extraordinary attention to the problem of moral education using art (Amorim & Ferri, 2020).

Art education is a phenomenon that has a complex effect on the formation of the spirituality of an individual in mutual complementarity and interconnection and is fundamentally multifunctional. Before revealing the main functions of art education and showing their role in personality development, we note that none of the functions of art education works by itself. And therefore, one cannot be sure of the superiority of any one specific function of art education. Their tasks are solved next to the educational function (allows art to influence the feelings and thoughts of society both individually and in general, and art makes catharsis the formation of an individual's worldview), the following main functions: information-cognitive, communicative, socialization function. (de Carvalho & da Cunha, 2021).

The information-cognitive function is necessary to ensure the process of artistic inheritance and is manifested in the storage, accumulation, systematization of information, and consolidation of the results of the artistic activity of generations, which is transmitted to the next generation in the process of upbringing education and artistic knowledge. rules of life. (Marques & Mendes, 2022).

The communicative function provides in the process of artistic cognition communication, through art and creates a limitless communicative space using the art of live, interactive communication at different levels – intercultural and interpersonal, including non-verbal and verbal ways of communication. In addition, art education, applying the communicative function, provides an opportunity to master the artistic sign systems created by art itself – its own language of art, to

record in them one's own spiritual world, and to assimilate and understand the spiritual world of a certain era and culture, society, and artist recorded in them (Komarovska, 2020).

The function of socialization is the most important of the functions of art education because it ensures the individual's assimilation of values, knowledge, social experience, norms of behavior, and national traditions that correspond to a given culture and a given society. A significant place is given to humanizing or human-creating functions, which gather all the previous ones under a single point of view. In this way, art education appears as a cultural space and a means of developing personality qualities, inherent properties of a spiritually formed personality. The criterion here is the moral and value component fundamental to modern society, which independently determines the content of personal self-realization and the individual responsibility of the subject of culture and its degree for choosing paths, as a unifying integral of the most essential components of the concept of spirituality (da Costa, Marquezan & dos Santos, 2022).

The emotional function ensures the activity of all the listed functions because no function can work if this immanent function of art and education using art is not included in the work, which explains the reason for the effectiveness of art pedagogy and reveals the nature of artistic activity. Emotional involvement in art is based on the emotionality of art education through an artistic image that is capable of creating emotions, awakening personal feelings that make a person empathize, worry, grieve, rejoice, sympathize, etc. and at the same time teach to control emotions. Art makes a person indifferent to nature, to life, to loved ones, etc., precisely by developing the sensual sphere of a person. Therefore, the most powerful means of influencing the process of spiritual formation of the personality is possessed by art education – the emotional power of artistic and figurative understanding of reality. "By awakening and deepening human feelings, art prompts thought to work, forms moral principles, expands the worldview, creates ideals and, ultimately, not only enriches the sensual sphere of a person but also significantly expands the horizons of his consciousness, directly influencing the formation of the spirituality of an individual" (Shramko, 2019).

The following functions of art education solve their tasks in a person's life next to the educational function, information-cognitive,

communicative, socialization function, humanizing or humanizing function, emotional function: social-transformative, compensatory, artistic-conceptual function, predictive, informative and communicative function, aesthetic function, hedonistic function.

Socially transformative and compensatory. These functions are manifested as an ideological and aesthetic influence on the worldview of an individual, which directs a person to purposeful activity. From this point of view, art education encourages humanity to develop, is the driving force of all changes in society, and directs the emergence of the formation of one's own personality and human aspirations for self-development. (Komarovska, 2020).

The artistic-conceptual function makes it possible to understand the artist's thoughts about the world in general through the prism of the artistic work, to see the place of the individual in the world, and to determine the attitude towards the person.

The function of foresight contributes to the art of predicting the future and makes it able to correlate reliably with human intuition. The fact that art itself can predict social changes in society is important.

Informative and communicative functions consist of the fact that each work of art, accessible to a certain circle of people, carries certain information, and art unites people and encourages them to exchange knowledge, communicate, and interact. (Oleksiuk, 2016).

The suggestive function creates conditions for a positive emotional impact of art on human feelings and thoughts, on a person's personality, improving or destroying it.

The aesthetic function of art is an important factor in the formation of abilities, aesthetic taste of a person, his principles, needs, habits, and values. So, we see that art in the world orients a person.

The hedonistic function manifests itself in art in skill and freedom, enabling enjoyment and self-expression. It does not matter whether a person is committed to any art form or whether he loves it. As a conclusion, art is an integral part of society and the life of all people. Art influences and will influence our attitude to life and our outlook – against our will or according to our wishes (Diachenko, 2020).

5. Experimental study.

To create an innovative environment for the professional training of students for artistic and educational activities and the development of personality, we conducted an experimental study (concentrative stage) of the analysis of the formation of the leading components of professional readiness for artistic and educational activities of future teachers.

Students with the same level of knowledge were grouped into experimental and control groups. Respondents were offered written work where they had to give answers to questions related to clarifying the theoretical and methodological foundations of art education.

Students were given 0.5 points for each question, for each incomplete answer, and 1 point for a correct answer.

According to the level of knowledge of the respondents, the obtained points were summarized according to the scale:

- elementary level of knowledge – 0.5 – 4 points;
- reproductive level of knowledge 4.5 – 8 points;
- constructive level of knowledge 8.5 – 11.5;
- productive and creative level of knowledge 12-15.

This distribution makes it possible to say that in CG and EG, future teachers do not have adequate knowledge of methodological and artistic nature to carry out artistic and educational activities.

Only 28.3% of CG respondents and 29% of EG respondents demonstrated a reproductive level and 22.1% of CG respondents and 17% of EG respondents demonstrated a constructive level of knowledge. We note that the percentage of respondents with a productive and creative level is very low (4.3% in CG and 3.9% in EG). We see that the majority of respondents have formed methodological and artistic knowledge at the elementary and reproductive levels.

Summarizing the empirical data obtained as a result of the written work on the identification of students' cognitive readiness makes it possible to say that almost half of the respondents who performed control written work in the field of artistic and educational activities of the future teacher revealed an elementary level of knowledge.

Therefore, we see that the traditionally established approaches to the professional training of future teachers in the field of art education do not allow for the formation of methodological and artistic knowledge at the proper level, and therefore the readiness of future specialists to carry out the process of artistic and aesthetic education and education of students is not formed and the necessary competencies are not formed. This indicates the need to create an innovative environment for the professional training of students for artistic and educational activities and personality development.

In the process of experimental work, we applied the Kolmogorov-Smirnov statistical criterion to identify differences in empirical data and assess their statistical reliability, which characterize the cognitive readiness of CG and EG students according to the levels of professional-pedagogical skills and knowledge of a methodological-artistic nature. We used this method because we needed to compare two distributions (one empirical distribution with another empirical distribution or an empirical distribution with a theoretical distribution), which allows us to assess the reliability of the differences and find the point where the sum of the accumulated differences between the two distributions is the most optimal.

The obtained data make it possible to conclude that 14.4% of CG respondents and 14% of EG respondents frankly admitted that they do not know about the field of art education of teachers, in both groups almost half of the respondents estimate the level of their knowledge about artistic and educational activities as a reproductive level (56.2% in CG and 55.8% in EG). At the same time, in CG, a larger number of respondents indicated that they have insufficient knowledge about the task and purpose of the teacher's artistic and educational activity (68.2%), and in EG, 64.3% of respondents said this.

According to the results, indicators were recorded close to these values in the following aspects:

- in the CG – methods of diagnosing the artistic competence of an individual, functions, directions, content of the teacher's artistic and educational activity, technology of artistic and creative activity and artistic and educational activity, knowledge of art history;
- in EG – features (in the context of using innovative technologies) of the teacher's

artistic and educational activities, tasks, goals, functions, directions of the teacher's artistic and educational activities, and methods of diagnosing students.

18.9% of respondents in the control group and 20.2% of the experimental group assessed knowledge about various aspects of artistic and educational activities at a constructive level. The largest number of respondents (34.4% in CG and 31.9% in EG) showed that they possess knowledge, goals, and tasks at a sufficient level, and know about the methods and forms of artistic and educational activity of the teacher. We claim that future specialists identify the forms and methods of educational work with the methods and forms of artistic and educational activity, the knowledge they have acquired in the process of studying pedagogical courses. So, the diagnosis and the data obtained, based on our research work, indicate that a trend is being observed: in aspects that are specific to artistic and educational activities (mastering the technologies of integrated study of artistic disciplines, artistic and educational activities, artistic and artistic technologies); future teachers indicate the inadequacy of their knowledge level or feel a lack of knowledge.

The data obtained in the course of the experimental work indicate that the students of higher education do not have properly developed general thinking and pedagogical abilities for artistic and educational activities at the stage of the ascertaining experiment. Therefore, they still cannot solve the tasks of professional and pedagogical activity productively, carry out the education of the child, promote his cognitive interests, influence the emotional state, and choose productive tools and mechanisms of pedagogical influence on the personality. Therefore, it is necessary to create an innovative environment for the professional training of students for artistic and educational activities and personality development; need improvement and correction of the program, and professional training plans for future teachers.

Having evaluated the statistical reliability of the differences among students of CG and EG using the Kolmogorov-Smirnov criterion between the levels of formation of the cognitive component, we did not find significant signs of differences between the groups regarding knowledge of general pedagogical and specific technologies of artistic and educational activities and technologies of artistic creativity.

We conducted an experimental study (the formative stage of the experiment) to check the created innovative environment of professional training of students in the conditions of the primary educational process for artistic and educational activities for personality development.

84 students of higher education took part in the experimental study. The control group and the experimental group consisted of 42 respondents. The content of the pedagogical experiment, the formative stage, was aimed at: – creating an innovative environment in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

In the modern conditions of social life, the problem of designing pedagogical reality to increase the efficiency of art education, which made it possible to include the individual in the process of professional training, created conditions for the acquisition of personal and professional competencies during the professional training of students for artistic and educational activities, as well as ensuring social success throughout life, is urgent. In this context, the need to create a special educational environment becomes important.

Due to a series of developed measures that were applied during the formative experiment, the creation of just such an innovative environment for professional training of students was realized.

1. Creation of situations of success and reflection in laboratory, practical, and lecture classes in the conditions of the primary educational process of an innovative environment of professional training of students for artistic and educational activities for personality development, where the special content was based on the technology of cooperation of higher education students and teachers, aimed at consistent enrichment of teacher's pedagogical skills and professional experience of higher education students.
2. Stimulation of spiritual and creative self-improvement, and self-realization of students of higher education through their artistic and pedagogical activities. This aspect involved taking into account the views and attitudes of higher education students towards the artistic and educational activities of personality development, and the formation of a worldview as a system of

3. Individualization and differentiation of the learning process for further artistic and educational activities for personality development using a system of technologies, the basis of which is a person-oriented approach (workshops, problem-based lectures, flipped learning, practical classes, etc.). Providing the educational material with an artistic and educational direction for the development of the personality of a personally meaningful content. Structuring educational material of artistic and educational direction for personality development from the standpoint of organizing independent and search-creative activities of higher education students.
4. Application of active forms of training and methods of the educational process to reflect the capabilities of future specialists in their professional activities in the artistic and educational direction for personality development.

Based on the use of productive and creative technologies of artistic and educational direction for personality development, we organized and conducted a series of laboratory classes in the form of master classes on fine arts, the basics of folk decorative, and applied creativity.

Interactive and intensive technologies were introduced into the educational process: brainstorming, discussions, role-playing and business games and their discussions, training, self-presentations and presentations, creative workshops and master classes, portfolio technology, etc.

At the end of the formative stage of the experiment, the purpose of which was to check the created innovative environment for professional training of higher education seekers in the conditions of the primary educational process for artistic and educational activities for personality development, we have positive changes, which is explained by the effectiveness of the proposed activity approach about the methodological and artistic direction of the content of higher education education.

Thus, if at the end and the beginning of the formative experiment no significant differences were found in the CG, the number of respondents who belong to the constructive and productive-creative level increased to a large extent in the EG.

In EG, at the beginning of the formative experiment, the productive and creative level of readiness was confirmed by 7.5% of the respondents, the constructive level by 13.5%, then at the end of the experiment these indicators were 24.1% and 49.8%, respectively (the increase in these levels is 16% and 29.7%). At the same time, the number of future specialists who demonstrated reproductive (from 47.5% to 22.9%) and elementary (from 28.9% to 8.8%) mastery of the knowledge system in the created innovative environment for professional training of higher education graduates decreased. education in the conditions of the primary educational process to artistic and educational activities for personality development. In the course of the formative experiment, we achieved the highest overall increase among other indicators, which amounted to 23.3%.

The students of higher education, who were in the EG based on the data we received after writing the written work, indicated that at a sufficient level, they know the integrated study of artistic disciplines, the technologies of artistic and educational activities, about the task, purpose, methods and forms of artistic – educational activity of the teacher. Students of higher education indicate that the level of their knowledge of artistic and educational activities for personal development is sufficient and they feel the strength of this knowledge.

Conclusions

In the article, we showed the role of art education in personality development and verified the created innovative environment of professional training of students in the conditions of the initial educational process for artistic and educational activities for personality development.

Attention is drawn to an important aspect of the educational function of art education – moral education based on the moral component of art. The functions of art education are analyzed in detail and their role in personality development is shown (educational, informational-cognitive, communicative, socialization function, humanizing or human-creating, emotional, social-transformative, compensatory, artistic-conceptual function, prediction function, informative and communicative, aesthetic, hedonic function).

We conducted an experimental study to verify the created innovative environment of professional training of students in the

conditions of the primary educational process for artistic and educational activities for personality development. The content of the pedagogical experiment was aimed at checking the created innovative environment in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

In the process of experimental work, we applied the Kolmogorov-Smirnov statistical criterion to identify differences in empirical data and assess their statistical reliability, which characterize the cognitive readiness of CG and EG students according to the levels of professional-pedagogical skills and knowledge of a methodological-artistic nature. We used this method because we needed to compare two distributions (one empirical distribution with another empirical distribution or an empirical distribution with a theoretical distribution), which allows us to assess the reliability of the differences and find the point where the sum of the accumulated differences between the two distributions is the most optimal. Due to several developed measures that were applied during the formative stage of the experiment, the creation of just such an innovative environment was realized in the conditions of the primary educational process during the professional training of students for artistic and educational activities.

The results of the experimental study confirmed the applicability, optimality, and effectiveness of the proposed pedagogical conditions for the formation of the environmental culture of an ecologist in the process of professional training. Further research will be aimed at substantiating the field of pedagogical knowledge "art pedagogy".

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