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The features of development of teenagers' sense-creation in the process of art creativity

Nowadays in the majority of educational work the preference is given to development of analytical and logic thinking of children to the detriment of figurativeness and intention. The modern theory of sense introduces a new sight at development of the child taking into consideration all aspects of his / her essence. Sense-creation acts as personal development, self-development, and self-comprehension. I.V. Abakumova notes that in sense-creating sphere of pupils «the sense of the phenomena and processes comprehended by them is conceptually comprehended, and argumentation is taken from the entire sense-creating sphere» [1]. Meaning in educational process prevails over activity and sense-creation is considered as an impulse of sense development in the course of which a lot of factors influence on its formation. One of the factors also is the art perception.

The important element of sense-creation in the training process is a formation of self-consciousness of a child, his or her life-creativity. The feature of art perception is characterized by a constant orientation to a sense acceptance of works of art, to creation of the artistic images expressing an emotional-intuitive estimation of subjects and phenomena of outward things (Volkov N.N.), and it is also manifested in personal creativity [2]. This important feature displays in life and character of everybody who perceives. The art perception with its inherent figurativeness, emotionality and presentation is a favourable presupposition of development of sense-creation at younger teenagers. According to the opinion of A.N. Leontjev «Actually during perception the process of subjective reflection of the objective world and the nature of this reflection are being focused and concentrates» [4].

The self-consciousness of a teenager takes him or her out to the stage of life-creativity, i.e. to the level of expansion of the world, vital relations because contexts of values and world's comprehension are extending [3]. D.A. Leontjev considers art experience is shown in objective interaction with a work of art [3]. According to the opinion of J.M. Shor, the art product has an ability «to revive» in personal consciousness, being transformed to the property of epy consciousness. Then the comparison of personal sense-experience and sense-experience of the artist is occurring further that leads to catharsis [6]. Transformation of catharsis's effect into experience of the subject is a reflection of deep sense reorganization in the sense sphere of a person. The sense reorganizations occurring under the influence of touching with art are important for overcoming crises of the person. Art allows outliving these crises calmly and painlessly, multiplying person's comprehensions of the reality, and the world.

Sense-creation of teenagers is characterized by processes of forming their outlook, their own senses and personal values, coming into being a system of sense regulation [3]. It means that a person starts reaching a level of sense self-regulation which



is based on an opportunity of grasp of the world as a whole in person's view; an own, independent opinion, aspiration for taking vital decisions independently and bearing the responsibility for their realization are appearing in him or her; sense-carrying values are crystallizing and structuring in his or her consciousness [3]. The sense sphere of a person is «a sphere of personal senses which launches psychological mechanisms of self-development of a person, underlying formation and realization of individual talent» (P.N. Ermakov, I.V. Abakumova and E.M. Azarko). In order to survive in a situation of constant changes and to be able to react to them adequately a person should develop him / her in creativity, and live his / her creative potential [3]. Expression of personal uniqueness is directly connected to experience of personal conformity with life and to experience of its comprehension. Development of sense-creation of children possessing creative abilities represents one of the central lines of personal development; it allows a person to show his / her realized individuality, uniqueness, together with a set of personal values and comprehension of life. One of the constituent components of sense-creation is a motive as a fundamental principle of the given process having a great value in educational activity. Motive as a need which has become an inducement to action stimulates to further action. D.A. Leontjev considers that sense-creation is displayed in some regularities such as structuring person's orientations, passing of process in «motive – purpose» system; the concept of operational sense leads to «purpose – condition» system which is a peculiar reflection of transformations of the situation; there is a structural connection between motives that have different degrees of generalization; and there is a process of spreading sense from leading structures to special ones, to particularly expanding activities. During the process of creative activity there is a formation of sense-creation of teenagers. A special sensitivity to undistinguished details in their environment is observed, a «sensory culture» is developing, and the world is perceived colourfully in all its variety. The reality is perceived generalized, brightly, emotionally, together with understanding the main thing, essence. The sphere of associativity basing on figurative, emotional memory has become more active and metaphoricalness is shown. Development of independence in world's perception is displayed in originality of action. There is an ability to organize a voluntary attention, i.e. a movement from involuntary to voluntary and post-voluntary attention without any efforts for the organizing a creative activity. The interrelation of character and abilities of a person leads to forming entire structures which increase life-creativity of a person. The important component of forming an interest to the object is art (emotional) experience. Psychological features of teenagers are directed on satisfaction with work and closely connected to a self-estimation, i.e. person's orientation is formed of the motives, interests, values, sense-creation, self-comprehension [3]. As A. Maslow has said psychological features of creative teenagers are shown in realizing their self-actualization, «a person should be that whom he or she can be» [5]. According to A. Maslow, self-realization of a person is «an entire use and development of personal abilities and opportunities». Processes of sense-creation are determined by both own logic, and «another logic» which acts as logic of



sense. In early ontogenesis there is a formation of cognitive structures which organize attitudes to the world, sense experience. The deep structures of mentality influence on dynamics of sense, distort space, i.e. there is a distortion of space by means of «form-building regularities» which determines development of sense ties [1]. Structures of self-consciousness can motivate, i.e. induce to a definite activity, in this case art activity.

Thus, it is possible to say that during the process of creative activity there is a formation of sense-creation of teenagers, which is characterized by processes of creating their outlook, their personal senses, personal values, by formation of the system of sense-regulation shown in realization of self-actualization.

Literature

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