

ARTICLE

THE MODEL OF CONDITIONS FOR TRAINING CREATIVE SELF-REALIZATION OF STUDENTS-DESIGNERS

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ABSTRACT

In this article, the problems of preparing future designers are considered and an attempt is made to develop a model of creative students' self-realization (future designers). Personality of student is considered as a controlled system. "Control levers" are: professional skill, creativity, the spiritual content of the personality of the teacher and the organization of educational and creative activities. The proposed model of the educational-creative activity is considered as a system of conditions that facilitate education of creative personality of a future designer. The conditions of self-realization of the education subjects are identified, which are components of the model of organization of educational-creative process. Any model can be considered primarily as a subjective reflection of objective conditions. Students and teachers in their activities operate on models of the educational process, i.e., on beliefs about composite the elements and capabilities of actors in it. The analysis showed the existence of a relationship between creative self-realization and some personality traits of students and result of their activities. In the combined action of the pedagogical conditions of the educational, research, artistic and creative activities, there is a stable positive dynamics of creative self-realization of students, which ensured the development of the creative thinking characteristics.

INTRODUCTION

In modern conditions of rapid development of information technology the important function of education is the formation, education and development of creatively active personality, able to efficiently and to solve new problems by non-standard ways. This requires new goals, objectives of education, approaches to the construction of the educational process. Especially it is important for training future of designers.

The design consists of creativity, therefore, the professional designer needs to "keep abreast". Students upon completion of the program must be prepared to deal with a range of creative tasks. It is important to arouse the student's interest in creative activities that will help to reveal his creativity to form a creative personality, able to climb "to create a "second nature" and "spiritual beings".

Our goal is to try to develop a model of creative self-realization of the future designers and to check its effectiveness.

MATERIALS AND METHODS

Model is the analog (the alternative) of the original, reflecting some of his characteristics. The model can be not only a material object, re-giving properties and actions of a real object, but a mathematical formula, drawing, table, text, etc. It is immaterial (abstract) model.

We consider a model as a unity of components:

- the student is the subject of the educational process,
- professional skills and creativity of the teacher
- the educational-creative activity of subjects

To unleash the full force of each component of the model, we consider what the model as a control system. We will focus on theoretical positions. The next question we are interested in- the possibility of considering student's personality as an object of management. Before moving to the system conditions, it is necessary to prove that the subject of the educational process (the future designer) is the controlled system.

A detailed analysis of the problem of models and modeling in science is given by R.V.Gabdreevin his book "Modeling in cognitive activity of students". Some foreign authors in their works deny the possibility of a common model definition. The literature indicates two approaches to the definition of a model. The first is the allocation of specific properties – similar to the original models. The second focuses on its specific function in the knowledge – the heuristic function of the alternative of the original. Despite the fact that every phenomenon countless counterparts, the models can be considered only those that satisfy a number of requirement, the main thing is the relevance of the approach, differences to the original models in terms of specific cognitive tasks. The concept of the model should not be replaced by the concept of analog. The analogy serves as a model only when it is used for the purpose of knowledge of the original, i.e. it is a heuristic substitute. The main condition that the analogue could be considered as a model of the object – the isomorphism (homomorphism)

KEY WORDS

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between him and the object of study. (The concept of isomorphism refers to the system objects specified in their operations or relations). The nature of the simulated objects can be very different from physical bodies to a system of signs or statements [1, p. 6].

The definition of a model given many scholars, such as L. O. Walt, V. A. Vennikov and A. A. Zinov'ev, I. I. Revzin, K.E.Morozov, I. B. Novik, V. A. Shtoff and others. In the definition of the model by V. A. Shtoff consists of 4 things: 1) a model is represented mentally or financially implemented system; 2) it reproduces or reflects the object of study; 3) it is able to protect the object; 4) the study provides new information about the object. I. B. Novik highlights the important and difficult stage in the simulation (model building and her choice): «Under the modeling we understand the method of indirect practical or theoretical operating object, which is investigated is not directly the object itself, but uses an auxiliary system (quasijet), under a specific objective according to the cognitive object that is able to replace him at certain stages of learning and giving in its study, eventually, information about the simulated object» 3) it is able to protect the object; 4) the study provides new information about the object. I. B. Novik highlights the important and difficult stage in the simulation (model building and her choice): "Under the modeling we understand the method of indirect practical or theoretical operating object, which is investigated is not directly the object itself, but uses an auxiliary system (quasiobject), under a specific objective according to the cognitive object that is able to replace him at certain stages of learning and giving in its study, eventually, information about the simulated object" [2]. A specific feature of the model is its intermediate position: the model is always between the perceiver and the world. It stands in a twofold relation: on the one hand, to the original (similar system), and the other to the knowing subject (as heuristic alternative original). Consider the formula: original – model – system. The relationship «original-system» are only parts of the model. Thus, any model is an analogue of the original, and this analogy is the premise, the possibility of functioning as a model. Analogue is becoming a model when there is the subject of the action and the object that is modeled. Modeling is a necessary condition for the existence of this relationship (formula) and models. The model, therefore, is the result of the modeling [3].

In pedagogical literature strongly argues the idea of educational development and educational models. System to have the ability to achieve the goal - the end result, it needs to be at least managed and, therefore, to include managed elements. Central position in the model is students (future designer K. K.) [4, p.54].

As you know, the person himself controls his behavior and activities in accordance with their needs, thoughts and feelings, worldview. But when it comes to human control, the question arises: how legitimate is to talk about it? As noted by V. G. Afanasiev: «In fact, whether it is possible to control the person to regulate his deeds and actions, because man is not a machine, he does not, like machines, levers and buttons, pressing on which to guide actions in the right direction. Man is endowed with will, consciousness itself is able to act purposefully, consciously control their thoughts and deeds. Inherent in it are unusually complex and subtle qualities, the very thought of foreign interference in its Affairs seems blasphemous». After analyzing the problem, V. G. Afanasiev gives a positive answer to this question: «To control a person means to affect him» [5, p. 204]. The proposed model of the educational-creative activity is considered as a system of conditions conducive to the achievement of the main result – the education of the creative personality of a future designer. Turning on the need for the educational-creative activity, the subject develops the professional skills and artistic skills through the development of creative activity, aesthetic and emotional-valuable attitude, creative direction and creative abilities. All these qualities are the qualities of creatively self-actualizing individuals.

The system can be considered as managed in that case, if she has a number of properties. These include determinism, dynamism, availability of managed parameters and properties of gain and feedback. The first property – determinism of the system suggests that external influence should cause the appropriate nature and the nature of the impact of certain changes. S. L. Rubinstein wrote: "in its practical expression the question of the determinism of psychic phenomena is the issue of controllability, the possibility of their directional changes in the desired man way" [4, p. 226]. He concludes with the concern management person of fundamental importance: "In life everything is deterministic. And no it's nothing predefined, determination of any human action and the commit happens at the same time" [6, p. 285].

Determinism of human activity is manifested in the fact that the external action is in a certain causality of his actions. Knowing these patterns and acting accordingly to the person it's to get him a certain, pre-foreseen and planned behavior. The study of the influence of the conditions to be a designer it is the knowledge of the patterns.

The second feature is the dynamism of man as a system is manifested in the fact that under certain conditions, it is influenced by external influences is able to move from one state to another. Management aims: to transfer the controlled system into a state corresponding to the goal. The dynamism of man as a system is manifested in the ability influence to survive the successive mental States and their relationship with stable personality traits. It is known that the properties and qualities of personality are based on iterative mental States.

The person is like the dynamic system because under the influence of the teaching and everyday work, he develops his professional skills, gradually moving from ignorance to knowledge, from inability to ability, from inability to ability, etc., in short, is continually evolving. But here the mental state how would modulate professional skills and abilities.

The third property is the presence of managed parameters of the person – following system requirement. These settings are multilevel in nature, we can point to two of them, are closely interrelated: first, the closest (the most agile, responsive to external conditions), level constitutes the ideal model of the future activities generated in the human mind on the eve of the deployment of the behavioral act and clarifying the process of practical implementation of this model. In this ideal model, you can highlight the image of the object, which will be sent to the activity, purpose of activity, the motive of the activity and ways of working. The ideal model of future activity is formed on the background of a certain mental state. Hence, as controllable parameters at the next level, all the above-mentioned mental phenomena are appearing. The second one (more remote level of controllable parameters) makes properties and qualities of the personality, beliefs, firmly acquired knowledge, skills and abilities.

On the first level are solved practical tasks, i.e. tasks that are not directed to the person directly, and the products of labor that has value for other people, for society as a whole. In the second case, we are talking about managing the development of the individual, i.e. the task is directly aimed at the person, although ultimately affects the products of labor.

The fourth property is a property of amplification. Professional workmanship has a great importance, basic structural components of which are abilities, knowledge and skills. For a certain period of time the contractor performs significantly more work than the less able, i.e., has high «amplification factor».

Of particular importance are skills. They concentrate all subjective human capabilities associated with direct practical interaction with the environment. Ultimately, the effect of abilities and knowledge is in direct connection with the quality of the skills that play the role of a tool by which man realizes his purpose, embody it in deeds. The «amplification factor» depends on the motivation of human activity, which determines the degree of actual use of all forces. The feedback controlled system. Realizing the idea is that people compared the intermediate outcomes of its activities with the original model, with his plan.

The above properties allow us to consider the identity of the student as a managed system. It only need to have "the levers of control". These are the professional work of the teacher, which includes skills – pedagogical and art (we believe that only the master can raise the master); the spiritual content of the personality of the teacher; organization of teaching and creative activity. Condition for creative self-realization of students - the system is phased to develop in students the values of knowledge, self-knowledge, self-actualization, co-creation; mastering by the students the culture of teaching and research, artistic and creative activities; implementation of co-creation students and teachers in addressing teaching, research and artistic and creative problems and tasks; overcoming barriers to creative self-realization of students. An important place in this process belongs to the skill of the teacher. The skill of the teacher in our work is regarded as one of the important conditions for creative self-realization of students. We believe that the professional work of the teacher is integral education, which includes a number of internal components (mastery and spiritual content of the personality) and external ones (social and economic status in society) and factors of creative self-realization of students as "persons appear when they are taught the individual" (A. G. Asmolov).

RESULTS AND DISCUSSION

Theoretical analysis of the works allowed to identify the conditions that facilitate self-realization of subjects of education. The most important of them is the creative organization of pedagogical process, comprising the following components: the systematic and progressive formation of values, knowledge, self-knowledge, self-actualization, co-creation; mastering by the students the culture of teaching and research, artistic and creative activities; implementation of co-creation students and teachers in addressing teaching, research and artistic and creative tasks and assignments; overcoming barriers to creative self-realization of students. Others, important and necessary, in our opinion, the condition is the professional work of the teacher. It is considered as an integral education, which includes a number of internal components (mastery and spiritual content of the personality) and external ones (social and economic status in society). These conditions are the funds in relation to the educational-creative process, but to highlight the conditions of the target. These include, for example, the system gradual formation of the values of knowledge, self-knowledge, self-actualization, co-creation. It should be noted that the conditions-goals are a means of creative self-realization of students of is art-graphic faculty. Forming the system of values of knowledge, self-knowledge, self-actualization, thereby, creates conditions for mobilization of internal and external activity of the student in terms of self-realization, the desire to be creative. Conditions-means allow the prevention of barriers – obstacles in the way of creativity or contribute to their overcoming. Leveling these barriers is already very definitely and condition. But in some cases barriers play an important positive role. For example, the formulation of problematic questions stimulates thinking and is therefore a condition of its development. These conditions are components of the model of organization of educational-creative process. Any model can be considered primarily as a subjective reflection of objective conditions. Students and teachers in their activities operate on models of the learning process – ideas about composite the elements and capabilities of actors in it.

The notion of the subjective model of educational-creative activity characterizes cognitive activity of the student. The model aims to regulate the conduct, activities, and creates in his head. The educational-creative process – a long process, based on a subjective model (source) the student creates a holistic, forward-looking strategy. Based on this model, the student outlines the goals, stages of development and the programme of effective cognitive activity. Subjective dynamic model of educational process acts as a specific form of thinking. The special difficulty experienced by the freshmen, for whom the learning process is new. Their subjective model is based on certain ideas about the University and methods of work in it. In the process of training activities, this model gradually developed, amended and supplemented. The teacher also has a model of the educational process on the basis of which he interacts with the students and control their activities. R. V. Gabdreev indicates the importance of dynamic modelling real objects in the process of studying at the University, as it determines the production of student strategies (subjective model of activity) [7, p. 31]. It acts as a unity of reflection of the constituent elements of the educational process and the process of the activities and capabilities of the subject in it. When building a particular model, the student does not perceive all characteristics of the reflected object (conditions activities, activity and principal activities). Many of his properties would be lost and discarded as irrelevant. This well-known psychological fact would have been impossible without a specific regulatory process that manages the construction of the model. Work is already formulated models also involves the regulation: they do not function by themselves but from the angle of activities. All this allows to represent the process of constructing a subjective model as the process of self-regulation. In the case where the modeling of the external world is reflected in the regulation, there is an awareness activity. But the models can operate independently, outside the control of regulation, such activities can be described as unconscious.

SUMMARY

There are differences of ideas about the organization of educational and creative process of subjects: teachers and students. To optimize the learning conditions should take into account the views of not only teachers but also students.

Creative teachers work in accordance with his subjective model of the educational-creative process. Conditions that they considered to be most important presented and in their activities. The obtained results allowed to conclude that the classes must necessarily be exploratory, and to apply a variety of techniques, activating mental processes of the student and requiring independent and creative solution of learning tasks. [8]

CONCLUSION

The analysis showed the existence of a relationship between creative self-realization and some personality traits of students and result of their activities. Due to the combined effect of the pedagogical conditions of the educational, research, artistic and creative activities, students ' self-realization, there is a stable positive dynamics of creative self-realization of students, which ensured the development of such characteristics of creative thinking: associative, emptiest, reflexivity, contradiction, problem orientation, intuitiveness, etc. This is also facilitated by gradual formation of students ' values, knowledge, self-knowledge, self-actualization, co-creation; students the mastery of culture, educational, research, artistic and creative activities; collaboration with students and teachers in addressing teaching, research and artistic and creative problems and tasks, and overcoming barriers to creative self-realization of students. [9]

The changes that occur in personality, reflected in the result of their learning activities – in progress.

CONFLICT OF INTEREST

There is no conflict of interest.

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