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A Poly-Artistic Approach as a Mechanism of Primary School Children Emotional Generosity Development in Artistic- and- Aesthetic Behaviour

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Abstract

The article defines the concept of "emotional generosity" and describes the features of its development in artistic-and-aesthetic behaviour of primary school children; it substantiates topicality, details the history, structure and basic principles of the poly-artistic approach based on the synthesis of the arts, which is used in teaching English as a foreign language to junior schoolchildren. This article reveals the methodological ground and components of a pedagogical model utilizing the poly-artistic approach as a mechanism of primary school children emotional generosity development in artistic-and-aesthetic behaviour. The article specifies the goals, objectives, methods of psychological and pedagogical analysis, the description of steps in evaluation of the model suggested. Particular emphasis is put on the fundamental bases of the simulation of the process under study.

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1. Introduction

Of all the key industry sectors that form the basis for every state development and support, education obviously serves a special purpose. Bringing the education system to a new innovative and research, information and communicative level is one of the top priority and strategically crucial challenges to be met in order to strengthen the

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country's future. It is no secret that both the present and the future are defined by the rising generation. In view of this, the top brains of the country, political and public leaders are making their efforts to create an ideal XXI century educational model by having dramatically improved the educative process. Education is a mutual, goal-oriented activity involving a teacher and students, through which a personality is being developed based on education and mentoring.

There are two approaches to regard to an educative process: a didactic one and a general pedagogical one. The idea behind the didactic aspect of the educative process is to transfer accumulated special historic and social experience to the rising generation to facilitate a successful social integration of a child into adulthood. The general pedagogical aspect is based on a specific process of an activity-related acquisition of particular knowledge and basic skills by schoolchildren, which will result in their personality formation.

So far, the implementation of the educative process is extremely demanding, with the use of modern technologies being mandatory; this implicates utilization of PC and multiple gadgets both individually and with a teacher in school learning process and during self-study. This scientific and technical approach promotes the solution of the technical part of the educative process, scientific materials availability issue, time-related problems.

The educative process is always related to mentoring. Mentoring is generally understood as a pedagogically-organized and target-oriented process of transforming a pupil into a personality and citizen, his/her acquisition and acceptance of values and moral attitudes of the society (T.V. Vasilenko, 2013). This definition manifests the importance of a teacher. One should not forget that the educative process is a subject-subject process, which involves not only scientific material transaction but also personal cross-fertilization between all participants to this process, during which a pupil does a better soul-searching and cognizes his/her mentor while adopting his best.

Thus, when organizing educational process one should take into account the peculiarities and problems of contemporary junior schoolchildren determined by distinguishing features of their age, behavior, and so on. A child's adaptation to school (6-7 year-old children) seems the most challenging caused by the necessity to get used to a new environment, on the one hand, and performance of unusual tasks and demanding training load, on the hand. This combination of important and difficult tasks often results in poor child's health, emerging health and temper problems.

All this actualizes the need to maintain primary schoolchildren's health (including emotional one). Our research has shown that these psychological and educational issues can be addressed through the inclusion of each pupil into an active cultural and aesthetic activities being poly-artistic in nature, and on this basis, the formation of emotional generosity, which to our thinking builds the ground for an age-adequate emotional development of a primary schoolchild.

2. Objectives

Speaking of *emotional generosity* of primary schoolchildren, one cannot but mention that this states one of the constituents of the personal universal learning activities, which reveals itself on the foundation of primary schoolchildren's realized personal identity, meaning-making, and moral-ethical and cultural-esthetical evaluation skills.

Emotional generosity is a "complex set of quantal human emotions", which arise in a person only while experiencing an event in the person's life, and which can be of both positive and negative nature (S.A. Kurnosova, 2008). As it is known, the Art is a product of a human's fine creative activity, which is at all times a model being followed and looked up to (I. E. Kashekova, 2009). One of the priority missions of Art is its function to "sublimate the sole", "educate feelings", facilitate the first-time spectators to get to the reality perception level of an Artist-Creator.

Turning to the issue of Art influence on the public life it is necessary to consider the fact that an art component must be present in practically every sector of working life; this element can be both essential and mandatory condition for tasks implementation, and a key criterion in the regulative self-assessment. In this regard, a person develops emotional generosity (including primary schoolchildren) towards his own activities, which is based on the personal identity. The "personal identity" means the realized schoolchild's attitudes, his/her acceptance and mastering of a new social role, the development of self-esteem and the ability to adequately assess him/herself and his/her achievements, understanding the strengths and weaknesses of his/her personality (T.V. Vasilenko, 2013). Meaning-making is searching and establishment of personal sense (it means "knowledge for yourself") of studying on base of a stable system of cognitive and social motives; understanding of "what I know" and "what I don't know" and making an

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