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Enhancement of Students' Artistic Talents through Formation of Projective-Research Knowledge, Skills and Abilities

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Abstract--- *in this article, the advantages of fulfil the projective-researching performance while arranging creational upbringing in a comprehensive-secondary institution.*

Keywords--- *perspectives in projective-research, projective education, self-development, professional self-determination, motivation, art, inclination, giftedness, talent, genius.*

A modern school must prepare a graduate for independent life with the goals brining to success. And the successfulness is determined mainly by the skill of seeing far and close perspectives, finding and attracting necessary resources, planning the actions and their realization.

Specifics in the development of students' creational and artistic talents reveal that the share of active methods in pedagogy is rising. Right from the primary stage of public education, teachers form the ability of refreshing the knowledge and skills which maintain successful educational and non-educational performances.

One of the most effective directions of improving creational abilities is thought to be the performance of projective-research within the scope of which pupils perceive the basis of scientific researches. Projective education creates positive motivation for self-development. This is, of course, its strongest side. Search for the relevant material may involve the need for systematic work with reference books. The students can see real usage of their knowledge. They will present the sense of responsibility before their peers for their works. They know that the problems of life do not have a single solution but there are a lot of options of solving which may let the young people show their creative talents. Preparing for the defense of the project, the young people may perform their presentations in reasonable, clear and logically right way which stimulates logical thinking and creativity.

It would be reasonable to determine the aim of researching and projective performance by mastering separate components and stages of the project.

The aim of the project: Generating students' creational knowledge; abilities and skills: developing their personalities and helping them be successful; supporting them on self-fulfilment according to their talents, facilitating realization of their interests; stimulating the motivation of the development of skills.

The tasks of the project which help reach the goals are firstly oriented to upgrading each element of the system

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with the students:

Generating creativity and artistic talents in the school environment. Conduct a diagnostic research on detecting students' creational skills, determination of their creational capability, interests and talents (on each stage of their ages)

Special conditions for inclusive education of pupils in a comprehensive school. Maintaining multilevel and multifunctional enrichment of creational talents through formation of students' researching skills and revealing their achievements.

Providing with necessary regulatory, legal, financial, economic, technical, scientific, personnel-oriented and informational resources for the work with schoolchildren.

Connectional basis of the project

As a creational basis of a distinctive component of the project, the notion of "creativity" has been determined by the definitions, such as the types of creational performance and key ideas on which target-oriented, operational and evaluative components of the project are considered to be the base.

Analysis of existing creational views has let formulate the following psychological, pedagogical and social contexts {1,c.23}:

Creativity is a distinctive model of thinking letting study most complicated and unknown aspects of human psyche in various circumstances.Creative performance is gymnastics for the mind, first of all it is necessary, not only for sensible people but the creational ones as well.It is the result of growing creational approach to labor, education, inquisitiveness, ability of independently mastering new knowledge, will for victory, ambitiousness, efforts to self-improvement. Creativity is the highest outcome of human performance about which numerous hypotheseses have been stated and a range of interpretations has been made that its motives and mechanisms causing certain psychic state and physical processes – all these issues concern not only psychologists and physiologists but those who are creators like, writers, scholars, artists and etc.

In common, creativity is generated by new materialistic and spiritual values. Novelty shows the difference between creativity and handicraft. The creator may possess all the secrets and skills on his trade, and the craftsman may not possess all the secrets of his own craft. One has the skill of creating and the other one does not. But how to define that skill? Intellect and creativity are not the same notions.

"Creative work involves not excitement or success but devotedness." This statement made by Pasternak has become something general in this regard.

The process of stimulating creational skills may involve systematic approach to the teaching staff and perfection in the management (of the knowledge on the research, the students' skills) which will bring to genuine education, as it is thought to be:

Personality-oriented;

Described with the rise of the students' interest and with being involved in work depending on its fulfilment;

Allowing to achieve the goals in pedagogy in all steps;

Allowing to study relying on his/her own experience and on realization of a certain matter.

Bringing joy to school children who see the product of their hard work.

The above given aspects may create the conditions in which the students:

- independently and intentionally find the material from various sources.

- learn to use the knowledge gained for solution of cognitive and practical tasks;

- gain the skills of communication;

- develop abilities and skills of research;

- Develop systematic and projective thinking.

As a result of these changes, students will improve their creational skills and the level of their cognitive and projective-researching performance.

Classification of the types of performances on the basis of artistic/creational skills is thought to be important in practical performance:

1 Inclinations – genetically conditioned features of a personality which have impact on the opportunity of getting higher achievements (activeness, capability, features of the memory and so on); they are considered to be given by the nature;

2 Ability – capability of a personality to reach the target in some field, they determine easiness and rapidness in mastering a certain subject.

3 Giftedness – features of a personality based on the inclinations and abilities.

4 Talent – capability to achieve goals of higher levels but in the scope the ones which were already achieved.

5 Genius – capability to create something completely new, setting new ways.

In the researches of many pedagogues and psychologists, it is noted that particularity of thinking, abilities of cooperation and creation are mainly revealed and evolved during the period of performances, especially in the one which is related to research.

Research – it is students' performance which contains several types of researches in terms of leading the procedures close to scientific research adapted to the level of students' cognitive abilities. Main difference of academic research from the scientific one can be seen when the students do not fulfil new tasks but gain the skill of research as a comprehensive method of understanding the reality. This may cause development of their researching type of thinking, it may also cause formation of a personal position.

Starting the performance in a reasonable way mastering separate components of the research and the project:

1 Marking out and revealing the problem (search for the ideas and their selection). The task of any project is to reveal the problem which is truly significant for the pupil so its successful solution can be important for him/her

indeed. Various tools can be used in purpose of generation of new ideas like, “brain storming”, “synectics”, “morphological grid”. This may let find numerous interesting ideas and cause stimulating creative mind.

2 Analysis of problematic section, determination and solution of the problem (working out a hypothesis, reasoning, searching for its solution, collecting and studying the material).

3 Making conclusions (communication, classification, systematization) which means goalsetting. “Tree of goals”, “Frame of goals” and “SMART goals” can be used as reliable methods of goalsetting. These methods allow to determine certain, realistic and objective aims of a project, a research, and they help all participants be motivated and clear to be understood for all the next actions.

4 Imagining the results of research

Three levels can be marked out in the education based on research:

-first: the trainer presents the problem and outlines the ways of solution, the student will have to find the solution him/herself;

-second: the trainer presents the problem, but the ways and the methods of solution will have to be found by the student independently;

-third (superior): the problem is presented by the students, they seek for the solutions and find them.

The researches can be classified in such various ways:

- on the number of the participants (collective, group, individual);

- on the place of conducting (curricular and extracurricular);

- on the time (short-term and long-term);

- on the topic (as per the subject or free);

- on the level of independence while fulfilling the task (independently, under the teacher’s guidance and so on);

- on the problem (mastering the curricular material, learning the mastered material in the classes more deeply; extra-curricular questions).

The level, the form and the time of the research is appointed by the teacher depeding on the age, capabilities and certain pedagogical tasks.

In order to maintain psychological prosperity and students’ healthy state, perfection of cognitive skills, creative mind, skills of communication, it would be reasonable to use following types of projects:

Research and creation: the students conduct an experiment, and then they present the results as a newspaper and dramatization of the children’s design;

Role-play (with the elements of the games involving creativity, when the students play the roles of the characters of fairytales and solve the problems in their own way); Informational and practice-oriented: the students find the information and apply it going by the social interests (designing the classroom, stained-glass window and others.)

Creative (designing the results in the format of a lesson or an extra-curricular activity and others)

Expected final results of projects:

Increase in the share of the students who get excusive education;

Full inclusion of school children participating in various and creative activities arranged in different levels;

Availability of legal-regulatory documents instructing the work with the students at school;

Availability of conceptional-curricular documents written about how to work with students;

Increase in the share of prepared pedagogical staff of educational institutions which has relevant qualification for organization of the work with the students; Positive dynamics in the number of winners in regional and federal stages of competitions and other contests.

Applying projective-research method on improving students' creative skills (knowledge and abilities) has its own specifics. First of all, it is important to bear in mind that the project must be elaborated according to the trainees' capability. The topics of the project must be built up thoroughly. The subject material is made up in a logically proper sequence; the students' academic-cognitive performances are organized to reflect the logics of scientific-cognitive behavior.

The arrangement of student's projective and research activity requires competent scientific approach to the matter and solution of academic-methodical, informational, didactical, psychological and pedagogical tasks. It changes the content of the teachers' performance who play the role of a scientific consultant.

The analysis of the main point and the particular aspects of improving the students' creational skills through stimulating the ability and the knowledge on projective research allows to make conclusion that proper facilitation of the process creates the conditions relevant for intellectual, artistic and personal growth. They are oriented to generating new values among the students on the basis of independently mastering the new knowledge which is meaningful in this phase of the growth. Elaboration of the educational project or research lets build up harmonious pedagogy, feel the inspiration together with the students repeatedly, turn the teaching process into something interesting and useful by stimulating creativity rather than holding the classes in a boring way.

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