

Implementation of the Enlightenment Function of Education in Art Classes in the Context of the Professional and Creative Growth of Young Students

Bekkerman P.B.¹, Davydova A.A.², Meleshkina E.A.², Trifanova V.P.², Tsilinko A.P.²

¹ *Moscow City Pedagogical University (MCPU), 2nd Agricultural Passage, 4, Kor. 1, Moscow 129226, Russia*

² *Russian State Social University (RSSU), Wilhelm Pieck Street, 4, build.1, Moscow, 129226, Russia*

Abstract - The article shows how enlightenment in the teaching of art affects the professional and creative growth of students. Students of the experimental group were trained in special author's classes, participated in contests and festivals. The level of professional and creative growth of boys and girls in experimental groups increased by an average of 42%, while in groups of students not involved in such a cultural and enlightenment environment, the above-mentioned indicators reached 26%. Obtaining such results was made possible by the authors using the methods of hidden enlightenment, accompanying their music lessons, and by creating a unique environment that promotes the growth of students' cognitive and creative activity.

Keywords - enlightenment function of education, vectors of enlightenment, festivals and art contests, art classes, creative self-realization, cultural and educational environment.

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Corresponding author: Bekkerman P.B.,
*Moscow City Pedagogical University (MCPU),
Moscow, Russia*

Email: pavellbek@mail.ru

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1. Introduction

1.1. Introduction of the Problem

The conscious part of progressive society has long been concerned with enlightenment and its dissemination. At the present stage, it is appropriate to talk about enlightenment not only in the context of the educational process, but also in the context of the transmission and preservation of the whole human knowledge. Despite the continuous modernization and reform of federal state educational standards, the number of hours allocated for the arts and humanities disciplines is constantly and quite significantly reduced.

There are problems of modern youth such as the poverty of the language of everyday communication, the minimization of reading aloud, the crowding out of ordinary books with gadgets, the mindset, etc. Therefore, when young people show interest in vocal or piano art, the full potential of such activities should be used to enhance the culture of young men and women, thereby creating the prerequisites for humanizing their whole life. All of the above is necessary to ensure a positive dynamic for the professional and creative growth of students.

1.2. Exploring the Importance of the Problem

The great writers, philosophers and political leaders I. Kant [1], D. Diderot, Voltaire, J.-J. Rousseau [2] and others view enlightenment in the context of enlightenment or the development of social thought. The enlightenment function is widely represented in modern studies from various spheres of life, for example: in journalism, the media protect the social rights of citizens through education [3]; in the humanities, this function is implemented by the Orthodox clergy [4]; consideration of the activities of a higher education teacher in a broad sense [5]; in the

field of torrent trackers on the example of cinema [6]; in the organization and holding of festivals [7], implementing this function. The context of the festivals is close to the area of our research, but in our study, the object is the professional and creative growth of students involved in the festival-competitive movement, and not the festival and its functions.

In a number of works the cultural and enlightenment function is investigated: university library [8]; the activities of the state TV channel "Culture" [9]; in the activities of post-Soviet Ivanovo journalism [10]. There are also other similar functional categories: the explanatory and enlightenment function of modern diplomacy [11]; educational and enlightenment leisure functions [12]; social and enlightenment functions of television [13].

Often, the word "informational" is used instead of the word "enlightenment", because it means precisely the transfer of information or enrichment of information. In the framework of the experimental exercises and pedagogical situations described below, we will consider enlightenment not only as a separate function, but also as one of the most important levers of pedagogical influence on vocal classes.

We used the following statement by I. Kant as the motto of enlightenment: Enlightenment is man's release from his self-incurred tutelage. Tutelage is man's inability to make use of his understanding without directions from another. Self-incurred is this tutelage when its cause lies not in lack of reason but in lack of resolution and courage to use it without direction from another. Have courage to use your own reason!" [1]. The great scientist and thinker proposes to cultivate with enlightenment the ability to independently use own knowledge; he strongly encourages leadership - helping a person get out of his own tutelage. In this context, the enlightenment function is in unity with the self-realization function. The latter deserves special attention and separate consideration, since the creative self-realization of students is an extremely important factor in their personal development and requires the creation of special conditions [14]. In our opinion, such a formulation of the tasks of enlightenment corresponds to what happens in particular in vocal classes, where there is a relaxed atmosphere of a lively dialogue with students.

2. Methods

Work on the singing repertoire begins with a search for songs. The teacher can turn the selecting songs process in an interesting thematic lesson, which includes conversations on topics from various fields of knowledge. For example, when you get

acquainted with a song, you will certainly get acquainted with its authors, which means their biographies, history of life and work, which includes information from the field of history, literature, music, etc., thus, several so-called vectors of enlightenment are involved at once.

Such classes may occur spontaneously with a random selection of songs for students, but more planned enlightenment occurs in preparation for thematic reviews. For example, nowadays festivals and contests dedicated to famous Soviet composers are popular. First, these people left a wonderful song heritage, which is important to be included to the younger generation. Secondly, the spiritual and aesthetic potential of the works is enormous, some of which have become world-famous.

City competition "The song remains with a man", dedicated to the 100th anniversary of the composer Arkady Ostrovsky, is given as an example. The competition included various musical genres, but the main genres were song nominations - the direction in which A. Ostrovsky became famous. The students got acquainted with the history of this man's life, learned and felt the best of his songs. Many of the students were surprised when they learned that Ostrovsky wrote the music of the song "May there always be sunshine". The song became very famous when Tamara Miansarova sang it, having won at the VIII World Festival of Youth and Students in Helsinki and at the International Song Festival in Sopot.

It was interesting and instructive for young people that in 1964, almost during the creation and popularization of the song in Russia and abroad, Bjorn Ulvaeus and the group Hootenanny Singers released the song "Gabrielle" written on the same melody (album of Hootenanny Singers II), indicating authorship: Stig Rossner and Bengt Thomas. The song "Gabrielle" was in Swedish and English and became a hit in the Scandinavian countries. The example demonstrates the enlightenment potential of the pedagogical process when choosing a repertoire in a vocal lesson.

One of the most effective forms of the enlightenment function implementation are educational conversations in the cycle of special author classes. In the course of such conversations, it becomes possible to expand the cultural horizons of students. Modern youth often has scant ideas about Russian history; in particular, students are completely unaware of the reason for the existence of certain holidays or memorials. Such classes contain literary-historical enlightenment, expanding the horizons and the students' increasing interest in acquiring knowledge, including the disciplines of the artistic and humanitarian cycle.

The third aspect of enlightenment is participation in contests and festivals. First, there is the socialization of the youth and the cultivation of the spirit of collectivism. Secondly, boys and girls are implemented creatively at such events [15]. Thirdly, contests of various orientations are an effective interactive environment [16] in which students learn about new trends in vocal art, become familiar with various interpretations of works, delve into the scenic situation and exchange opinions with others. Along with the enlightenment function implementation, the recreative function is actively implemented in the competitive environment, which was separately presented in our research [19]. The atmosphere of a competition or festival differs from classes in a classroom or studio by its informality, extravaganza and continuous action, but this only enhances the enlightenment effect, which is achieved due to the youth attitude.

We used the components and their criteria developed to study and measure the impact of art on the creative development process of students of non-humanitarian colleges of the system of secondary vocational education to assess the impact of vocal classes and the enlightenment function of education on their professional and creative growth [17]. We are interested in the criterion "Common cultural outlook". For clearer fixing and detailing, we indicate the additionally developed content of the criteria of this component, which are represented in the usual point system (zero, one, and two). There are qualitative characteristics for each level, which are listed in Table 1.

3. Results

43% (versus the initial 23%) of the students in the experimental groups revealed a significant increase⁴ in knowledge from the field of culture for the "common cultural outlook" component. This is mainly information about the modern life of their city and region (76%); the latest news from the world of modern music and cinematography (83%); growing interest in theatrical productions (51%), trips to cultural and historical places of Russia (37%). The most difficult in the context of the general cultural outlook is reading classical fiction, the reason for which is largely the dominance of Internet communication. 54% of young people demonstrated a broader cultural knowledge at the average level (against the initial 34%). There is no complete absence of any knowledge or information in the field of culture (against the initial 66%).

Performance in the disciplines of the humanitarian (social and humanitarian cycle) slightly increased in 59% of students. 23% of students had an increase in academic performance; students with outstanding

achievements in vocal festivals and competitions demonstrated an increase in academic performance.

Regarding the successes in the field of industrial practice, quite high and stable results were noted in

Table 1. Common cultural outlook

No	Content criteria	Points
1.	The volume and breadth of knowledge in the field of culture	
	Availability of knowledge and information that is sufficiently deep and diverse for a given contingent of students	2
	Availability of separate knowledge and fragmentary information in the field of culture	1
	The absence of any kind of knowledge and information in the field of culture	0
2.	Performance in the disciplines of the humanitarian (social and humanitarian) cycle and work experience	
	Sufficiently high and stable results of mastering the disciplines of the humanitarian (social and humanitarian) cycle and production practice	2
	Average, stable (or not always stable) results of mastering the disciplines of the humanitarian (social and humanitarian) cycle and work experience	1
	Unsatisfactory results of mastering the disciplines of the humanitarian (social and humanitarian) cycle and production practice	0

37% of the students in the experimental groups; medium, not always stable, - 63% of young people; unsatisfactory results not recorded.

4. Discussion

We should refer to the remarkable statement of S. Amonashvili, according to which teaching (teachers) - "a special subcultural group (core of intelligentsia) performs the function of spiritual and moral education of a nation, storage and upbringing of its cultural gene pool" [18]. This thesis is quite consonant with the place that the teacher takes in the process of implementing the educational provisions of our methodology.

This is especially important in light of the decline in the general cultural level of modern students [5].

From surveys conducted by modern researchers, we can conclude that students especially appreciate and note in the lectures the following: the relevance of the topic, sincerity, truthfulness, depth of analysis of the issues raised, persuasiveness, expressiveness of speech [18].

In our context, the use of copyright lessons emphasizes the factor of professional culture and teacher's charisma, which is important when implementing the educational function. When a teacher talks about the works written by an author, about his motives, reasons and circumstances of their creation, students have no doubts about the reliability of the information, the relevance of the information. In addition, as the researchers note, "the sociocultural significance of pedagogical activity in the educational aspect determines the development of educational and preaching functions among high school teachers [5]. This underlines the need to introduce author's classes and highly spiritual authors' musical and poetic material into the educational process in higher and secondary educational institutions, which in many ways raises the social and moral authority of the teacher.

Contests and art festivals are often viewed from the perspective of enlightenment. For example, some researchers consider the festival "not only a mass form of leisure, but also the most topical form of popularization of academic art" [7]. In our case, it is not always about academic art in its pure form, as in the Port Peter's Assembly music festival [7], but enlightenment in vocal classes is undoubtedly carried out using the best examples of domestic and foreign vocal art. Therefore, by analogy with the festival considered above, it can be concluded that the participation of students in vocal competitions realizes not only educational functions, but also parallel "social functions in regional cultural policy — education and enlightenment" [7]. Thus, festivals and competitions become the external auxiliary cultural and educational environment for young people. There simultaneously occurs with the professional and creative self-realization of students with the help of education and enlightenment, as well as the recreational mechanisms of the socially competitive movement involved [19].

5. Conclusion

Our study showed that the success of pedagogical influence on art (vocal) classes depends largely on the degree of realization of the enlightenment function of education. Subjects from the "Art" field in the system of modern general education of young people occupy a definite place [20], due to which inter-subject connections are strengthened. As the results of our experiment show, boys and girls expand their horizons, demonstrate a greater interest in the history, geography and culture of their country, which in turn indirectly affects their professional and creative growth. The above-described cultural and educational environment of enlightenment activities in institutions of secondary and higher education has

a great influence on the professional and creative development of boys and girls.

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