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## TRAINING POTENTIAL OF AESTHETIC EDUCATION FOR PREVENTION OF CONFLICT OF UNIVERSITY STUDENTS

*The article analyzes the actual ideas on the issue of prevention of conflicts of university students. Particular emphasis is placed on the possibilities of aesthetic education and self-education of young people. Exceptional attention is paid to developing the potential means of aesthetic education of high school students.*

**Key words:** conflict prevention students aesthetic education, means of aesthetic education of students.

### Introduction. The relevance of the problems.

Nowadays in national higher education institutions are increasingly up the question of effective prevention of interpersonal and intrapersonal conflicts students. Its timely implementation will improve not only the socio-psychological climate, emotional comfort in the student group, and, logically and naturally, improve student performance, increase their interest in teaching and learning activities will focus attention on it in constructive communication, collaboration, knowledge sharing and experience, not on negative experiences and feelings. Because they are distracting and interfere with quality of learning disciplines that causes some concern to teachers and involve them conflicting situations.

We believe that the approach to the prevention of conflicts in the student's age should be comprehensive and global. It should be based on conceptual ideas, not only dry out specific recommendations. The last cause only short-term effect, because built on a simple algorithm "if, then ...". However, it is difficult to anticipate all possible recommendations for individual behavior in conditions that are constantly changing. And it is – not possible and not necessary. After all, each person – the creator of his being, which is a natural cognitive interest, interest in new and desire to work, goals, ideals and so on. You need to use this powerful productive mechanism with clear purpose.

In particular, in order to efficiently and systematically unobtrusive (considering the specifics of student age, the possibility of self) to prevent conflicts of students in high school, you should always embody the aesthetic education of youth, which will be the foundation of identity and provide further basic structural model of harmonious responsible successful behavior. They are conceptually and clearly presented in the works of art, scripts holidays in previously obtained experience in special education.

Nowadays in Ukraine the most influential and widespread, along with social networks is cinema. In the film offers a variety of templates, how to prevent and resolve conflicts of various types. Of these, it is advisable to choose the "aesthetic" positive, which will lead to successful personal growth of students. For young people it is essential to learn, gain, have the aesthetic principles that have served as the main vectors in building and maintaining a comfortable friendly relations in society.

And that is indirect aesthetic education of students in the best living specimens actions of different personalities, their ways of leveling conflicts (in films, performances, venues), which certainly fits with the moral upbringing of their agents can exercise a decisive influence in the prevention of conflicts of various types of educational environment of high school.

**The purpose of the publication:** to analyze and describe the developmental potential means of aesthetic education in the prevention of conflicts of university students.

To achieve the objectives have been realized following **tasks:**

- the notion, contents, conflict prevention dynamics of high school students;
- describes the aesthetic education and self-education of students in the context of pedagogical ideas of S.Ananyin;
- detail the developmental potential means of aesthetic education in the prevention of conflicts;
- generated recommendations for the prevention of conflicts of university students.

**Analysis of recent researches and publications.** The analysis of scientific literature on the conflicts in educational institutions suggests that scientists (A. Antsupov, N. Anufriyeva, I. Vaschenko, N. Hryshyna, V. Zhuravlov, H. Lozhkin, M. Piren, N. Pov'yakel A. Shpylov and others) the greatest attention to clarify the nature of conflicts, their causes, resolution of conflicts. Formation of pedagogical conflict inheritance of L. M. Tolstoy devoted by T. Vrachynska thesis (2003).

V. Basova, T. Dzyuba, T. Drozhzhyna, I. Kurochkina, A. Lukashenko, M. Rybakova, O. Shahmatova gave particular attention to research of conflicts in schools. M. Vasylyeva, V. Semychenko, L. Symonova studied the training of teachers to resolve conflicts in the pedagogical process. H. Kozyryev, I. Kozych, S. Paschenko, H. Shevchenko mainly investigated the specific social conflicts teaching in higher education. H. Antonov, N. Bulatevych, N. Burkalo, I. Vaschenko, N. Volkova examined some aspects of the dynamics of conflict in high school. I. Synhayivska, I. Soroka paid particular attention to the prevention of conflicts in pedagogical university groups.

In view of this situation, we assume that it is the prevention of conflicts of students in higher education requires a more detailed and thorough investigation. Indeed, paraphrase the popular wisdom disease (conflict) is easier to prevent than later long and difficult to treat (solve). In other words, the first conflict is easier to prevent than later constructively solve. In this process special significance acquire genuine possibility of using developmental potential means of aesthetic education of high school students. Theoretical and methodological basis for these ideas were thoughts of S.Ananyin.

Preventing conflicts of students is a long-term multidimensional process of continuous forecasting and warning, prevention of destructive emotions, actions, behavior in the teaching and learning of individual educational institutions. Preventing conflicts of university students is early detection, elimination, or easing leveling factor of, assumptions, principles of conflicts of various types in high school. Conflict prevention is a system of well-designed, carefully, cautious preventive actions that relieve tension dynamically move the focus from the inner world outside and vice versa, if necessary, extend the boundaries of "blinded" of consciousness through positive thinking, based on the respective aesthetic emotions, feelings.

In high school student conflicts acquire certain specific features. Belonging to them are teaching conflict, characterized as a conflict, opposition between individuals or groups in education, in higher education. Teaching in Universities conflict – a contrasting socio-role position of teacher and student or group; and acute way of overcoming the significant inconsistencies that arise during the interaction of participants pedagogical process.

In conflicts of this type displays hidden unconscious struggle for power sharing and its importance, self-identity and its recognition. Also, teaching conflict – the desire to assert its position of teacher and student protest against the incorrect assessment of its activities. Features of pedagogical conflicts: 1) of conflicts arising over implementation of student learning objectives, success extracurricular activities; 2) behavior conflicts that arise regarding misconduct; 3) relationship conflicts that arise in the emotional-personal sphere (by A. Petrovskyy) [1, p. 95].

The scientific literature indicates that in a complex and dynamic educational process, the lecturer has to solve daily as typical and original problematic situation. The success of their solution, the strength and the impact on the individual student largely depends on the level of professional training of lecturer, his ability to use a wide arsenal of methods of education. In particular, methods of education are treated as a means of purposeful activity identity formation. Methods of education have the objective social basis. This is certain educational modifications of certain social relations.

The source of educational influence can be not only lecturers, parents and all adults but also for youth groups. Aim of the lecturer is effective usage of educational opportunities such associations, because, as you know, the fundamental substantial educational impact on the person made in the organization of various activities. The task of the lecturer is to effectively organize relevant activities to create necessary conditions for it and using the optimum combination of means of education.

In the experience of social and educational activities of S. Ananyin there are valuable, but little known to the general public the scientific ideas to solve the abovementioned problems above. In particular, the publication "Dialogue of Plato" (1907) contains the fundamental ideas of the researcher of the social nature of man, his need for social cooperation, the need for standards – an important regulator lever and interpersonal coexistence, conflict resolution.

In these works it is worth noting the desire S. Ananyin thoroughly and objectively highlight the social nature of human nature. Scientist wrote: "There is no more controversial than the truth that man from the beginning of its existence endowed with social instinct" [2, p. 61]. As you know, this truth is expressed Greek philosopher Aristotle, insisting that man is a social being. He also stressed that a person who is out of communication, contact with their own kind, outside of society is being unreasonable or lacking opportunities to think, or superhuman.

Existing social feature of our nature to certify particular historical development of peoples, nations, because everywhere find relevant evidence that is the creation of various unions, associations, family, government and others. S. Ananyin emphasized that "... the person and is independent mental unit is at the same time, except for isolated cases, to live and evolve beyond social environment cannot" [2, p. 61]. However, it is dynamic processes in society is a constant source of negative experiences of the individual associated with the emergence and settlement of numerous conflicts of many different types.

Crucial in the process becoming the principles on which there is interdependence of people from one another and updated desire, led by general principles of cooperation in creating community alliances. The most global, ambitious and relief conditions S. Ananyin refers physiological conditions, economic and psychological. First, the individual perceives their family as a result of communication with the immediate environment. Then dominant become important schools and other social institutions, in particular, universities.

There is interesting the direction of aesthetic education of students that represented in social and educational achievements of scientist. S. Ananyin pointed the essence of the concept of aesthetic education, its specific characteristics, structural components, mechanisms of action. In the works considered the specific methods and techniques of aesthetic education in detail in the context of harmonious personality formation of the young person. It is, because of the level of professional skill of the lecturer and the continuity of the individual, his acquired experience, is an effective instrument of influence in the process of socialization, development of positive qualities and properties. Indeed, any person has the inner golden grain goodness, love, lust ideal, and desire to become better. Although, according to the classics of philosophy of science, the world tends to chaos, hope that person is the exception to the rule of the universe, the unique phenomenon, which functions on the basis of responsible self-conscious behavior-driven life. Education, training the younger generation – the integral of the many aspects of life in which there are diverse conflicts and disputes arising acute social problems, the most recent of them concerning the effects of the global social corrosion that occurs in modern society and affects the spiritual formation of young people.

Consumer psychologies, the desire for easy money, the desire for questionable entertainment, not the perception of positive ideals, lower romantic pathos become some of the main motives of young life. In most cases, the cause of these negative effects is to promote the spirit of the mass culture of violence, the cult of permissiveness, low instincts, habits, etc. underworld. Due to the massive spread above the designated practice teaching community cannot provide those long-term psychological and moral losses and consequences faced by the younger generation.

In the 20 years of the last century S. Ananyin developed aesthetic impact issues and put them on a par with the main objectives of educational activities: intellectual education, moral education and physical development. "The aesthetic needs and artistic inclinations, exactly as creative aspirations are commonplace features of the human psyche. Thus, elementary art education is a necessary precondition for the successful implementation of many vocations, and necessary means for understanding cultural values art. Without the aesthetic educations remain hidden artistic inclinations or rude, creative power is detected, the person gets rid of a clear relationship to art" [2, p. 69].

The value of aesthetic education has long emphasized teachers and artists. However, on its place and role in the overall process of education expressed conflicting assumptions. In convincing examples S. Ananyin showed limited views on the aesthetic education of aesthetic or "art of pedagogy" that was intended through art "cure life to save modern society from controversies that have arisen in its environment" [2, p. 70]. This goal is idealized and unattainable, because it contradicts the realities of life. Problems antagonisms have been and will in any society.

In most cases, they are an indicator of constructive and driving force of the human community. But rational thought above definitions aim is still inherent. In terms the scientist limited tasks placed before art was the main reason for the weak of its distribution in schools: "It is someone else's school," and if introduced, it is mostly "purely theoretical"; art education was limited, usually consideration the lessons of paintings of ancient languages and eventually touched only "little quantitative top class people" [2, p. 70]. The scientist noted that aesthetic education is an important component of successful comprehensive harmonious development of personality. It is a necessary part of the educational process, which is aimed at building capacity to perceive reality and transform the laws of beauty in all spheres of human activity.

More consistently and creatively developing ideas S. Ananyin, one could argue that in the aesthetic education of emerging aesthetic consciousness and behavior of the young man, but first you need to teach a child to perceive and understand the beauty. And that family is the primary source of life-giving aesthetic education, which is carried out at a later stage of personal development. But the sooner it falls within the scope of purposeful aesthetic impact, the greater the hope for high performance. A child from birth surrounded by people, the world of objects created by them, which recorded material and spiritual, aesthetic experience of mankind. All things child gets ready and immediately after birth, interact with it. Human development is the process of mastering this multifaceted experience. The main premise of the child is the life of people and, above all, in the family. Education that it engaged by adults, aesthetically developmental environment that they created, art work, which involved a child are the components background.

The current young generation is taught in kindergartens, schools, universities and other institutions of different disciplines. Young people are learning vital specialty, but the main thing is still ignored preparatory institutions – a conscious motherhood and fatherhood. The key elements of the concept of conscious parenting is the ability to be positive, optimistic, have the ability to resolve conflicts constructively different types and flexibility, originality, specificity behavior, which is achieved through the development of creative aesthetic inclinations of the individual. At first parents in the family, teachers and school authorities should develop feelings of the child with a view to the possibility of further aesthetic perception of the surrounding reality and art works in their original elements – color, shape, line, sound, etc. The above is an emotional response in the person. The most important aesthetic environment is rhythm, proportion, proportion, harmony. But the ability to perceive subtle and ethically can only detect the prepared person who has experience in the relevant activities and by theoretical knowledge. In such a situation, naturally, emerges scheme in which perception, understanding, evaluation is inextricably linked to the activity of transforming the individual and is a necessary and sufficient condition for its existence. The position of the individual in a particular process is always active, purposeful and not reduced to passive contemplation, and provides for future constructive use of experience.

In sum, we conclude that in the process of aesthetic education is the involvement of the individual to spiritual values, the transition of the inner personality by internalization plan. On this basis, emerging and developing human capability to aesthetic perceptions and experiences of aesthetic taste and ideas about ideal. Teaching using the beauty and beauty develop the ability to be creative, to create aesthetic values in the field of

work, at home, in the actions, behavior and disputes, confrontations, clashes of opinions. This is the fundamental basis for preventing conflicts of different types of first child, the individual in general and, later, students of higher education, in particular.

His scientific vision of application of aesthetic education S. Ananyin presented: in the pages of authoritative journal "Path of enlightenment" in 1922 by the relevant articles of the "Aesthetic Education" and "Excursion teaching method"; in the magazine "Soviet Education" 1928 by work "Children's art work and teaching perversions"; in the magazine "Music" by scientific works "Psychology of musical experiences" (1923), "To study music by the children and the children's musical ability" (1923). They researcher reveals the scientific spectrum of the important role of art in artistic and imaginative thinking, the need to provide young amateur initiatives and the use of active methods of training and education.

The total arsenal of the education consists of various activities (game, educational, labor, communication, etc.) and set of objects of material and spiritual culture, which are used in teaching work (fiction, documentary, journalistic, scientific and popular literature, works of fine art and music, media, movies, plays, etc.). An interesting pattern for mass education is that they affect individual consciousness globally, constantly, sometimes regardless of the will, desire. If the method of education is realized only through the activities of educators and students, the vehicle can operate and beyond. The methods purposely created to educate, while, as the means exist independently of the educational system.

Paying attention to the implementation of aesthetic education S. Ananyin emphasized that the method and means of aesthetic education is undoubtedly the art. The importance of this case, he gave an academic subject close to art, especially painting, which helps to identify artistic abilities and aspirations. He approvingly refers to the art of hand work, however, as far as possible and appropriate to introduce them in school practice as compulsory subjects in his opinion, could decide the experiment. "Anyway, – he stressed – images of real objects from clay, wood or other material of great importance to education" [2, p. 73].

S. Ananyin reasonably argued that teachers should receive aesthetic training; after all, the personality of the teacher, her inner life, spiritual beauty is one of the main tools of its activities. Of course, there are professions in which the personal factor is irrelevant, but the specifics of the teacher requires constant interaction and communication with people, and hence the relevant skills that are primarily based on the personal qualities of the teacher, his "social attractiveness" empathy, tolerance and so on.

Commenting on the book of German teacher E. Veber "Aesthetics as a basis for teaching science" S. Ananyin agreed with the author that the teacher must: 1) interpret the material to familiarize children with life but not empty forms, so that the presentation of the material, she was a clever story "replacement reality"; 2) teaching technique should work out so that tone, facial expressions and plastic answered feelings caused by the conversation (the teacher should personally experience, to feel passion for the material to be taught); 3) thoroughly examine the students to know the nature of the child at all, each student including mood of the whole class. He should love and respect student, know its power to understand the inner world, to act as an artist, a true connoisseur and owner of children's souls. Putting respectively, requirements for teacher S. Ananyin emphasized that art and its theory (aesthetics) must possess one of the best in training teachers and be a

guide in their work that they can rely on the aesthetic laws, and their work was of Art shade, calling for teachers – art. Recognizing the crucial role of teacher education through art, S. Ananyin pointed to the important in the case of the external environment, above all, a school building, its design and all classes in particular. He approved of the idea of the need to consider the aesthetic requirements of the construction of schools to make their premises were a "work of art, built in the national spirit" [2, p. 74]. The proposed thesis is almost relevant in our time in rebuilding the modern school on the basis of Ukrainian national idea.

S. Ananyin detail stopped on requirements for exterior and interior design school. He expressed outrage at the fact that adults tend to decorate his working room and children, with their delicate susceptibility, forced to work among the empty, bare walls. However, it is recommended to create room in the school and classroom conditions for stimulation and support of light and happy feeling. Thus, when painting walls, furniture grade, embellishment of paintings advised to consider requests age children and purpose of each class or auxiliary room, dining room, club and so on. S. Ananyin defended the proposition (it was theoretically and practically verified and tested foreign researchers – H. Morhan, H. Myurrey, M. Lyusher in the late 40s of the twentieth century) that the warm light pastel colors (yellow, pink, peach, green, coffee) promote harmonization of the essential powers of the individual, mental actualize its internal resources, stimulate the increase of capacity of students to identify their creativity. The combination of red color is aggressive feelings leads to reckless and destructive behavior is an expression of personality differences. Among them dominant place belongs demonstrative as accent certain traits which further due to lack of corrective measures can lead to hysterical personality. The indicators of both internal and interpersonal difficulties young man (conflicts, depression, etc.) are dark colors – black, brown, gray, so it is advisable to avoid them in the design school class. Interesting views expressed by S. Ananyin according to characteristics for other details and parameters of the interior.

In its social and educational works S. Ananyin, primarily as a psychologist, argued the importance and usefulness of visual informing young people, because most of our experience is represented in visual images. Recent studies have concluded that about 75 % of information about the world and its phenomena person gets through the visual analyzer that has a dominant value in understanding human reality.

Summarized expressed by collisions aesthetic impact on the pet finds impressive social and educational relevance S. Ananyin ideas on aesthetic education of students today. The views of scientists require detailed study and use in teaching practice, in fact, aesthetic education is a powerful stimulus and regulator of both intellectual and creative abilities of the individual. Particularly valuable in the scientific heritage of the scientist is not only a general theoretical developments on the role and importance of aesthetic education in the formation of identity, of its nature, structure, and it also recommended specific methods, techniques and tools of aesthetic education. It is at this through originality creativity S. Ananyin, we focus special attention and note that the XXI century – the era of information society, which puts high demands on the general level of education and their representatives. Around the same time, there is often not pointed enough attention to a compulsory component of the harmonious development of personality – the education. The process of computerization strikingly

reinforces this phenomenon and shifts the focus from educational to training.

The consequences of these changes are negative changes in the psyche, behavior, interpersonal contacts and so on. P. Rising generations, which leads to a lack of mutual trust and mutual support among young people, causing destructive competition, stress, neuroses, increased aggression, hostility, problems of loneliness, depression among young people. To address the particularly valuable and competent is the point of view of domestic and foreign psychologists, teachers of the last century, who argued actualized the issue of character broadest concept of "education", due to its historical primacy in relation to the concept of "learning." According to outstanding scientists of previous centuries H. Alchevska, H. Vaschenko, B. Grinchenko, M. Drahomanov, A. Makarenko, I. Ohienko, S. Rusova and others, the main result of the educational process – the formation of harmoniously developed, socially active personality. To achieve the higher ideal is appointed Y. Herbart developed the concept of the training study, which was creatively modified, supplemented and developed specifically by S. Ananyin. It acquired the significance of psychological and pedagogical views S. Ananyin an important element of the educational process – aesthetic education, which in its ideological system presented in the light of the best effective use of aesthetic education.

As a psychologist, S. Ananyin is considered the dominant visual aids. In particular, as these sources to optimize and improve the efficiency of aesthetic education of the younger generation, he proposed to use the means of nature. Rapid growth of cities, the phenomenon of urbanization accelerated pace of society and other somewhat negative phenomena tear man from nature, in which communication with children and young people are constantly lacking time and gradually they no longer feel the need for it. Souls filled with other, more significant physiological needs, displacing the sense of beauty, and gradually people no longer see the beauty of substituting artificial values.

Relevance of ideas of scientist is difficult to argue. His views on the problem of aesthetic education require detailed study and use in teaching practice. After all, he adored nature, is a powerful incentive for the development of both intellectual and creative abilities of the individual.

Enriches our visual experience and works of art S. Ananyin said that in the old pre-school pictures used rarely, mostly in elite institutions and highly specialized purpose. To have such a huge treasury of art and do not use it – is a spiritual crime intentionally cultural steal. In modern school, especially the situation did not change for the better. Lessons fine art cannot cope with their functions. They rarely translators are really world culture. In the vast majority of cases, students also have as an example to follow when drawing the sample, the work of teachers. Visiting the museum with masterpieces of world culture is not available in all schools and not all students, especially in rural areas. At best, the disciples get into the museum or art exhibition at 1–2 times a year. Parents also do not pay enough attention to this medium education (not to mention the ability to discuss, analyze seen pictures shown to explain the inner essence, pay attention to the specific color self-expression pattern, style, artist, etc.). In this situation, learning S. Ananyin recommendations are appropriate and useful for today's educators. According to the author, deserve study of educators and scientists described and matched according to age, interest, request the child and the type of activity a variety of materials as an effective means of aesthetic education.

S. Ananyin pointed not only to the above theoretical taken an aesthetic lumen of the younger generation, but

also to use it in practice everyday lives of acquired knowledge. This can manifest itself in the creative transformation of the environment, living conditions on the basis of design life, providing active and behavior of young people. It is also raising factor – performs other than regulatory, aesthetic function. That observation of the behavior, actions of others, their manners, style of communication and so on. Identifying himself with the person acting, the young man gets some indirect experience, assesses the situation, and summarizes conclusions about personal performance. Outlined above is one of the foundations of a future independent creative activity, filled with aesthetic content.

Following for scientists's [1–3] ideas and views regarding the dominance of visual experience, visual aids training and developing them, one could argue that in our time – the era of the media – gaining knowledge of specific visual content. In most cases the grade of such products is very low.

Gradually media substitute cultural-educational, educational function passive leisure, active critical analysis – consumer entertainment attitude to reality. This phenomenon is inadequate and dangerous. Correction requires a concerted effort not only to government agencies on a global legislative and executive aspect, but also the respective embodiments, their implementation on the ground. Teachers using the potential resource of the media can use it in a constructive purpose. In particular, knowing the specifics of the socio-psychological and psycho-pedagogical problems of young people can offer to create the directory (filing) TV, movies as fiction and documentaries, to positive aesthetic education of children and youth the best samples of the world of modern art. Education thus aesthetic feelings, tastes, experiences, acquaintance with many options of possible behaviors provide a really tough learning. The proverb says: "Better to see once than hear a hundred times". And the practice of life is proof of that. Modern researchers proved that the effectiveness of a video film showing on a particular issue, such as addiction ("Injector") is more effective than reading several lectures on such subject. This is because the auditory information seen worse and soon forgotten, and saw endless stimulates inner psychic individual work, analysis, synthesis information even at the subconscious.

The powerful aesthetic impact caused by the facts of social life, media coverage from different angles. The same event, thanks to the wide range of psychological manipulation technology can track be treated and gain a positive color in terms of "beautiful" and the negative connotations of "ugly". Vulnerable, sensitive, not yet formed without sustainable domestic rod consciousness of the young man is a fertile field influence it zombie by programming in the negative, it is advantageous for them, keeping certain structures or individuals. In this situation, the educational community is desirable to assume the role of psychological lever, standard and work with parents towards the education of the above mentioned problems.

Educators familiar with the experience of the impact on the minds of immature personality manipulative technologies in other countries (USA, Canada, UK, Germany, etc.), they offer conscious parents effective methods, techniques opposition psychological protection from aggressive marketing policy, style, violence and permissiveness and etc. propagandas in the media. The above listed countries have already passed the thorny path "eating fruits of their advanced civilization" and have very unfavorable consequences – problems of drug addiction, substance abuse, alcoholism, prostitution, AIDS, suicide, smoking, mental illness.

Ukraine only in the beginning terrible way, but our nation is a significant internal capacity to promptly turn aside. In our opinion, one of the possible methods of solving problems is the work of social workers, teachers, psychologists parents. Preferably through the implementation of socially oriented programs in the training form convince parents dominance, importance on education of their children deal with their educational enlightenment to the first years of life in the family (generally known that in the early years and laid the foundations of the future identifies the key individual) parents instilled in her a sense of beauty, harmony demonstrated relationships, ability to think creatively, develop their own position ... It is important that most native people are not paid off the child plenty of "empty" gifts and intellectual development not sanctioned by health of the younger person. Hence, there appears the question of the education of the parents themselves, their conscious attitude to parenting in general.

Also, we can say that theater occupies special place in visual awareness of young. The current generation of the vast majority is not its regular visitors. And because students receive less aesthetic experiences, valuable experience of human relationships, the spirit and atmosphere of theatrical life, aesthetic pleasure. The literature is not so popular among students. In the second half of the twentieth century, scientists have shown concern about the significant decline in interest of young generation to the book. Young people read little, and most are not artistic, classic and entertaining books, magazines that do not have a specific aesthetic load. Actually, communicating with the book, with the actual model in its semantic sense is invaluable personal experience of the process of emotional events, event identification with the protagonists of the story or novel, fitting over their behavior patterns. As a result of such contact, there is a deep inner work, a person takes better decisions and make appropriate conclusions for the future.

In such a situation disseminated main goal is interested educators of future generations in book; this communication cannot be replaced by anything. This is especially important for Ukrainian students.

Specific place in modern culture of young people takes music. Even teachers of antiquity and the middle ages drew attention to the importance of musical experiences as a means of aesthetic education of the younger generation. With its main ideas, we can confidently say that the current modern music culture of young people is at the archaic level. Students aren't mostly known not only classical music but do not listen to the relatively "young" retro music, blues and more. Prerogative younger generations are "heavy" rock music or "music for the feet" pop that does not carry a specific meaning, and awakens in man the aggressive low instincts, provoking by their lyrics and rhythm destructive actions of the individual.

In the context of the above, it is important to attract today's generation, students of world music treasury through various types of work with them.

Summarizing the essence of previous thoughts, note that the means of aesthetic education and their effective use of a powerful design resource impact on young people, at preventing conflicts of university students.

**Conclusions.** Summing up the above, we can conclude that the problem before us is urgent and important and needs further deep study. S.Ananyin made a significant contribution to the theory of aesthetic education of youth, comparative studies of educational problems. Particular attention should be paid not only to study the essence, principles, areas of aesthetic education, its

factors and mechanisms of emergence and developmental opportunities and potential means of aesthetic education in preventing conflicts university students.

Preventing conflicts of students is a long-term multidimensional process of continuous forecasting and warning, prevention of destructive emotions, actions, behavior in the teaching and learning of individual educational institutions. Preventing conflicts of university students is early detection, elimination, or easing leveling factor of, assumptions, principles of conflicts of various types in high school. Conflict prevention is a system of well-designed, carefully, cautious preventive actions that relieve tension dynamically move the focus from the inner world outside and vice versa, if necessary, extend the boundaries of "blinded" of consciousness through positive thinking, based on the respective aesthetic emotions, feelings.

In sum, we conclude that in the process of aesthetic education is the involvement of the individual to spiritual values, the transition of the inner personality by internalization plan. On this basis, emerging and

developing human capability to aesthetic perceptions and experiences of aesthetic taste and ideas about ideal. Teaching using the beauty and beauty develop the ability to be creative, to create aesthetic values in the field of work, at home, in the actions, behavior and disputes, confrontations, clashes of opinions. This is the fundamental basis for preventing conflicts of different types of students of higher education.

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### РАЗВИВАЮЩИЙ ПОТЕНЦИАЛ СРЕДСТВ ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ В ПРОФИЛАКТИКЕ КОНФЛИКТОВ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

*Произведен анализ актуальных идей по проблеме профилактики конфликтов студентов высших учебных заведений. Специфический акцент поставлен на возможностях эстетического воспитания и самовоспитания молодежи. Исключительное внимание обращено на развивающий потенциал средств эстетического воспитания студентов высшей школы.*

*Ключевые слова: профилактика конфликтов студентов, эстетическое воспитание, средства эстетического воспитания студенческой молодежи.*

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### РОЗВИВАЛЬНИЙ ПОТЕНЦІАЛ ЗАСОБІВ ЕСТЕТИЧНОГО ВИХОВАННЯ У ПРОФІЛАКТИЦІ КОНФЛІКТІВ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

*У наш час у вітчизняних ВНЗ все частіше порушується питання про ефективну профілактику конфліктів у студентів. Її своєчасне здійснення поліпшить не лише соціально-психологічний клімат, емоційний комфорт у студентській групі, а й успішність студентів, підвищить їхню зацікавленість навчально-пізнавальною діяльністю, сфокусує увагу саме на ній, а не на негативних переживаннях і почуттях. Бо вони відволікають і заважають якісному засвоєнню навчального матеріалу дисциплін, що викликає певне занепокоєння у викладачів і залучає їх до суперечливих ситуацій.*

*Вважаємо, що підхід до профілактики конфліктів у студентському віці має бути комплексним і глобальним. Він повинен базуватися на концептуальних ідеях, а не вичерпуватися тільки конкретними рекомендаціями. Останні спричиняють лише короткотривалі ефекти, бо будуються за простим алгоритмом "якщо, то...". Однак, важко передбачити всі можливі рекомендації для поведінки індивіда в умовах, що постійно змінюються. Та це – і неможливо, і не потрібно.*

*Зокрема, для того, щоб ефективно, систематично та ненав'язливо (зважаючи на специфіку студентського віку, можливості самовиховання) здійснювати профілактику конфліктів студентів у ВНЗ, потрібно постійно втілювати естетичне виховання молоді, яке стане основою й забезпечить особистість у подальшому базовими конструктивними моделями гармонійної відповідальної успішної поведінки. Вони концептуально та яскраво представлені у творах мистецтва, у сценаріях свят, у попередньо отриманому досвіді, у спеціальному навчанні.*

*І саме опосередковане естетичне виховання студентів на найкращих життєвих зразках вчинків різних особистостей, їхніх способів нівелиювання конфліктів (у фільмах, спектаклях, інсценізаціях), що неодмінно поєднується з моральним вихованням, їх засоби можуть здійснювати визначальний вплив у профілактиці конфліктів різних типів у освітньому середовищі вищої школи.*

*Мета публікації: проаналізувати та охарактеризувати розвивальний потенціал засобів естетичного виховання у профілактиці конфліктів студентів ВНЗ.*

*Для досягнення мети були реалізовані такі завдання:*

- проаналізовано поняття, зміст, динаміку профілактики конфліктів студентів вищої школи;
- охарактеризовано естетичне виховання та самовиховання студентської молоді в контексті педагогічних ідей С. Ананьїна;
- детально розглянуто розвивальний потенціал засобів естетичного виховання у профілактиці конфліктів;
- сформовано рекомендації щодо профілактики конфліктів студентів ВНЗ.

*Аналіз останніх досліджень і публікацій. Аналіз наукової літератури з проблеми конфліктів у закладах освіти дозволяє стверджувати, що вчені (А. Анцупов, Н. Ануфрієва, І. Ващенко, Н. Гришина, В. Журавльов, Г. Ложкін, М. Пірен, Н. Пов'якель, А. Шипілов та інші) найбільшу увагу приділяли з'ясуванню сутності конфліктів, причинам їхнього виникнення, вирішенню конфліктних ситуацій. В. Басова, Т. Дзюба, Т. Дрожжина, І. Курочкіна, А. Лукашенко, М. Рибакіна, О. Шахматова виняткову увагу приділяли дослідженню конфліктів у школах.*

*Зважаючи на такий стан, припускаємо, що саме профілактика конфліктних ситуацій студентів у ВНЗ потребує детальнішого та глибшого вивчення. Адже, конфлікту спочатку легше запобігти, ніж згодом конструктивно вирішити. У цьому процесі особливої значущості набувають оригінальні можливості використання розвивального потенціалу засобів естетичного виховання студентів вищої школи. Теоретико-методичною основою для цих ідей стали думки С. Ананьїна.*

*Висновки. Профілактика конфліктів студентської молоді – це багатоаспектний довготривалий процес постійного прогнозування та попередження, запобігання деструктивним емоціям, вчинкам, поведінці у навчально-пізнавальній діяльності особистості в освітніх закладах. Профілактика конфліктів студентів ВНЗ полягає в завчасному розпізнаванні, елімінації, нівелиюванні або ослабленні факторів виникнення, передумов, засад конфліктів різних типів у вищій школі. Попередження конфліктів – це система добре продуманих, виважених, обережних превентивних дій, що знімають напругу, динамічно переміщують фокус уваги із внутрішнього світу назовні та навпаки за необхідності, розширюють межі "зашореної" свідомості завдяки позитивному мисленню, що базується на відповідних естетичних емоціях, почуттях.*

*Ключові слова: профілактика конфліктів студентів, естетичне виховання, засоби естетичного виховання студентської молоді.*

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## КОМУНІКАТИВНА КУЛЬТУРА ВИКЛАДАЧА В РЕЦЕПЦІЇ СУЧАСНИХ НАУКОВЦІВ

*На сучасному етапі реформування вищої освіти України професійна педагогічна діяльність викладача вищої школи має високу соціальну значущість, займає одне з центральних місць у державотворенні, формуванні національної свідомості й духовної культури українського суспільства та розглядається сучасними науковцями як цілісна динамічна система, до складу якої входить педагогічна комунікація. Проаналізовано особливості комунікативної культури викладача вищого навчального закладу й розглянуто проблеми, що супроводжують спілкування викладача зі студентами. Розроблено методичні рекомендації щодо подолання труднощів педагогічного спілкування.*

**Ключові слова:** комунікація, комунікативна культура, викладач вищої школи, студент, педагогічне спілкування.

**Постановка проблеми.** Сучасний світ і існування студентської молоді дуже складні. Змінилися умови співпраці викладачів і студентів, які вже не погоджуються на позицію підпорядкування, керованості та прагнуть до ситуації співробітництва, яка передбачає певні вимоги до організації спілкування. Обов'язковою умовою плідної співпраці є дотримання комунікативної культури. Комунікація є одним із найважливіших інструментів педагогічної діяльності, що було доведено в дослідженнях Н. Бутенко, В. Кан-Калика, Н. Кузьміної, А. Мудрика, А. Щербаквої й ін. Проблемою вивчення структури педагогічного спілкування також займалися В. Артемов, А. Гардінер Н. Трубецької, Я. Яноушек. Незважаючи на наявність значної кількості наукових досліджень щодо процесу педагогічного спілкування, детальнішого дослідження потребує проблема комунікативної взаємодії викладача та студентів у вищих навчальних закладах.

**Мета статті** – проаналізувати особливості комунікативної культури викладача вищої школи та визначити можливі шляхи подолання проблем у спілкуванні зі студентами.

**Завдання** статті полягають у розкритті особливостей комунікативної культури викладача вищих навчальних закладів у рецепції сучасних науковців.

**Виклад основних положень.** Комунікація є необхідним засобом і метою процесів соціальної взаємодії. А власне освіта, зокрема вища, належить до соціально-конструктивних комунікативних процесів [9]. Одним із суттєвих аспектів вузівського життя є постійна взаємодія викладача і студентів. У процесі цієї взаємодії відбувається особистісне зростання, духовно-творче збагачення обох сторін. У межах цього процесу провідна роль належить викладачу, функції якого мають специфічні якості й ознаки, а особистісні психологічні характеристики здатні впливати як на навчально-виховний процес загалом, так і на особистісний розвиток кожного студента. У певному сенсі викладач є центральною фігурою у вищому навчальному закладі, йому належить і стратегічна роль у розвитку студента протягом професійної підготовки. Отже, у контексті суб'єкт-суб'єктної взаємодії викладача і студентів комунікація набуває важливого значення [3].

Комунікація за визначенням Ф. Бацевича – це "смисловий та ідеально-змістовий аспект соціальної взаємодії; обмін інформацією в різноманітних процесах спілкування" [2, с. 28]. Терміни "комунікація" та "спілкування" можна ототожнювати з метою наголошення на процесах соціальної взаємодії. Комунікація має таку структурну організацію: елементарні компоненти (адресант, адресат, повідомлення, канал, комунікативний шум, фільтри, зворотний зв'язок, контекст і ситуація), а також вербальні та невербальні компоненти [2].

Основний спосіб спілкування між людьми – це вербальна комунікація. Сучасні лінгвісти визначають вербальну комунікацію як комунікацію за допомогою засобів природної людської мови [6]. Психологи, зокрема Ю. Трофімов, зазначають, що вербальна комунікація може спрямовуватися на окрему людину, певну групу (чи навіть не мати конкретного адресата), але в будь-якому разі вона має діалоговий характер і є постійним комунікативним актом [7].

Невербальна комунікація, або за визначенням Е. Холла "безмовна мова", – "система способів спілкування та обміну інформацією, які здійснюються без допомоги звичайної мови" [6, с. 205]. Ю. Трофімов підкреслює, що невербально спілкування відбувається, як правило, не усвідомлено, мимовільно [7]. Американські психологи провели обчислення комунікативного корисного коефіцієнту: 60–80 % доводиться на невербальні засоби, зокрема на міміку й жести – 55 %, інтонацію – 38 %; вербальні засоби отримали лише 7 %. Також було доведено, що в перші секунди спілкування 90 % інформації передається і сприймається невербальними засобами [6].

Із явищем будь-якої взаємодії тісно пов'язана комунікативна поведінка. Вона охоплює вербальну й невербальну комунікацію. За В. Манакіним комунікативна поведінка – це стратегія і тактика реального спілкування, у яких мовці виявляють національні та індивідуальні особливості [6]. Проте часом комунікативна поведінка мовців призводить до неуспішності комунікації. Зокрема, вона може супроводжуватися явищем комунікативної девіації. Ф. Бацевич розглядає комунікативні девіації як недосягнення адресантом комунікативної мети; відсутність взаєморозуміння і згоди між учасниками спілкування [2]. Однією з перепон для встановлення та задоволення