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DOI: 10.2478 / rae – 2022 – 0036 Review of Artistic Education no. 24 2022 301 - 307

8. METHODS OF FORMATION OF PERSONAL QUALITIES AND SKILLS OF SOCIAL PEDAGOGUES' COMMUNICATIVE INTERACTION BY MEANS OF INFORMATION SYSTEM OF PIECE OF ART

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Abstract: *The issue of communicative interaction of future social pedagogues is one of the crucial problems of higher education as it is the basic condition for effective realization of their professional activity in the social sphere.The aim of the article is to describe the methods of using a piece of art with its information content in order to form future social pedagogues' personal qualities and skills of their communication. Thissubject was on the focus in the second half of the last century and then the scientific interest in the problem almost disappeared. But it has been proposed in the article that information system of art can be usedas a means of forming communication skills by developing students' abilities to solve psychological problems of the client and their own ones through the analysis and forecasting of complex social and psychological situations depicted in the works. Artistic and aesthetic information is presented in the pocess of future specialists' training as didactic material to develop the skillsof active listeningand abilities to penetrate into client's inner world, stimulate his/her emotional state through certain types of information in the piece of art.This methodology was implemented in the educational process of Zaporizhzhya National University and its content and results have been presented in the article.*

Key words: *communicative interaction, social pedagogues, artistic and aesthetic information, didactic material*

1. Introduction

Communicative interaction is particularly important for social pedagogues since their professional activity belongs to the so-called social and economic type of professions where process of communication plays a main role. Social pedagogues' professional communication is the basic condition for the realization of such tasks of their professional activity in the social sphere as consultative, preventive, leisure, social and pedagogical diagnostics, social and pedagogical correction, etc. The effectiveness and specific solution of the task depend on how a certain type of activity will be organized and how a communicative interactionbetween a specialist and a client will proceed. For example, establishing a positive attitude of the client to another person, establishing contact and understanding between the specialist and those who need social assistance.

As a means of developing communication skills, information system of art can be used to develop students' abilities to solve psychological problems of the client and their own ones through the analysis and forecasting of complex social and psychological situations depicted in the works. In this case, artistic and aesthetic information is used as didactic material. In addition, a number of problems are solved: forming the ability of active listening, developing the ability to penetrate into his/her inner world, the ability to stimulate or inhibit the emotional state of the

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into his/her inner world, the ability to stimulate or inhibit the emotional state of the client through certain types of information in the art work.

2. Discussions

A piece of art is the carrier of informationthat is not inherently unambiguous but a complex structural entity. Each of its elements is aesthetical by nature, and its involvement in the piece of art determines its artistry. In our opinion, it is rightly to definethe information of a piece of art (all its types) as artistic and aesthetic, that makes up a coherent system of separate types of information. Therefore, thepiece of art is the information system that contains n-number of streams of diverse elements of information.

The number of elements of information and their content are determined by different authors: A.Lytvintsev [1], A.Mol [2], U.Rizhinashvili [4], Yu.Filipev [10], etc. in different ways.As we can see, the problem of researching the information system of the piece of art was on the focus in the second half of the last century, and then the scientific interest in this problem almost disappeared. So, in our opinion, this issue is as relevant today as ever and the use of artistic and aesthetic information in the educational process of the university is timely and appropriate. We have identified ten types of information that create one information flow of thepiece of art. All types of information (cognitive, artistic, aesthetic, intellectual, emotional, psychological, moral and ethical, individual and authorial, pragmatic, psychoenergetic) make up an aesthetic structural organization characterized by the simultaneity and synthesis of all elements of artistic and aesthetic information of thepiece of art.

The study of the content and functions of each type of information made it possible to develop a method of formation of personal qualities and skills of communicative interaction of the social pedagogue by means of the nformation system of the piece of art. This method consists of 3 blocks:

The first block is aimed tosocial pedagogues' development of self-control and empathy abilities; development of sociability, trustworthiness; formation of professional dominance and high normative behavior; development of the aesthetic culture of the recipients; formation of the cultural level of future specialists, expansion of the their thesaurus.

Objectives of the second block are development of future social pedagogues' skills of intuitive diagnostics; development of their communication skills related to the reception and transfering of the gained information.

The third block's objectivesrefer to the formation of future specialists' self-control skills, communicative qualities: their normative behavior, emotional intelligence, emotional sensitivity; formation of perceptual and analytical, evaluation skills; development of empathy, emotional sensuality, courage, stress resistance.

This methodology was implemented in the educational process of Zaporizhzhya National University and its content and results are presented in the article. The process of communication interaction is two-sided and includes both submission and reception of information. Social pedagogues'professional

communication needs some characteristics that would provide both sides of their communicative interaction. Sincerity, empathy, credulity, sociability develop future social pedagogues' skills of receiving clients' information and its objective presentation. The transmission of the information at a professional level is provided by their courage, self-control, dominance.

Moral and ethical, individual, authorial, emotional, cognitive, intellectual, psychoenergetic types of artistic and aesthetic information were used to develop these characteristics: The tasks for the formation and development of the necessary qualities for the communicative phase of professional communication were perceptive, evaluative and reflective. Some methodical techniques for the use of music as a means of learning by A. Pilichauskas [9] formed the basis of the didactic exercise on the development of skills and characteristicsthat provided the perception of information.

The purpose of the task was to simulate an emotional and sensitive story through an artistic image. Students were asked to listen, follow all the changes (development, dynamics) of the emotional and sensual state of the character (image), compile and verbalize in writing a model of the internal state, experiences and feelings of a "quasi-client". The didactic (stimulating) material in this task was Toccata and Fugue in D Minor byJ.S. Bach for organ music. The teacher proposed a preliminary setting on the perception and instructions for modeling: the character ("client") received a very relevant news for him/her (in the form of a telegram, a phone call, a conversation ...), and besides, quite brief - only six words (the first six motifs of toccata).

What kind of information is this? Is it pleasant, joyful, inviting or threatening? Analyse character's behavior. What happens to him/her?What are his/her feelings and emotions? What is the state of the character (what is the end of the piece of art)? Then students presentedthe resulting models to the group with comments abouttheir vision and feelings.The taskwasaimed to the development of empathy, courage in determining the psychological state, development of intuitive diagnostics. Students adequately, individually defined emotional expression in musiclearning to be empathic to the inner world and human condition. Formation of communicative skills of future specialists, related to the receiving of information, was carried out on the material of fine arts. Didactic means were reproductions of paintings of esoteric painting with the content that is not presented by an artist in a realistic (photographic) form.

In order to summarize and present a holistic understanding of what is depicted, but hidden, what to penetrate, realise and feel, there was the task to determine the name of the painting based on intuitive feeling and reveal the author's worldview. In this case, the author of the work was the model that is the "client". Students worked with individual, authorial, moral, ethical, emotional, intellectual and, to some extent, psychoenergetic information of the paintings.

Reproductions of works by T. Lengnik, O. Rekunenko, O. Kandaurova and O. Brel were used at the lessons. Students' answers illustrated the enrichment of the spiritual world of future professionals by enriching the experience of communicating with pieces of art that not only enhance their thesaurus, help to

acquire professional knowledge, develop certain skillsand qualities, but also contribute to improving the overall cultural, spiritual level of students and help them to understand, reconsider their views, comprehend some things at the philosophical level and think beyond their existence.

The development of the ability to receive information from the subject of communication - "client" - was carried out in the same way through their homework. Taking into account that the social pedagogue may have a situation of long-term communication with the client, when the solution of the problem continues indefinitely, there is a need in psychological preparation for such communication, which may not satisfy the specialist, and even, cause uncomfortable condition. In this contex students were asked to complete a task-experiment: to listen to two pieces of music of their choice (one - classical sample, the other - schlager music) daily, each time capturing the content of perception and their own emotional and somatic state. Due to the fact that clients can be of different types, with different levels of intelligence, different emotional content, different levels of spirituality and education, we had conditionally taken two types and identified them with works of classical music and contemporary schlager music.

The first type of music reflects the spiritual world, thinking, worldview and outlook of a group of people witha highlevel of intellectuality, emotionally deep, spiritually rich.This music has complex content and contains deep, versatile feelings and emotions. It provokes philosophical thoughtsabout the meaning of life, the purpose of a human being and so on. Schlager music touches on issues of a personal nature, provokes secret, sometimes intimate thoughts, tries to raise and solve the problems of today, acts relaxing and entertaining. Musically, it is less meaningful than classical.There is nosuch amount and type of information that is in the first one. Many works of this kind have primitive tunes, low-performing means of expression and, nevertheless, they are pleasant, they are in need, and, of course, they are in our lives.Therefore, whether we want it or not, it is a phenomenon of our lives, and this cannot be ignored. So are people: they are different, and conditionally, as an open information system, they can be attributed to two groups. Thus, the composition of thoughts and feelings is close to the first type of music, and others' thoughts and feelings close to the second one.

3. Results

While performing this task, students (it should be taken into account that each of them may also belong to one or the other group) were faced with the difficulties of long-term communication with a particular piece of music. So, self-control, normative behavior, appropriate intelligence and emotional sensitivity were needed. However, it is comforting that the results of the activity showed that the more students listened to serious music, the more it opened up its informative content and the more understanding and the deeper perception and feeling appeared. Listening to primitive music for a long time led to the lost its original perception, brightness, impressions. Some students were disappointed. For example, students chose a pair of pieces of music as "Seasons" by A. Vivaldi's and "Eyes and Soul" by S. Chigrakov's.

Thus, this type of the task demonstrated that listening to classical music had influenced the nature of the perception of the schlager music: penetration into the "soul" of the music contributed to the development of future specialists'patience, their ability to communicate with people of different emotional, intellectual, spiritual content, rethink one's primary perception and ability to define deep, important, meaningful thing in music and in people.

The second point in the formation of communicative qualities was activity on the skills of transferring the gained information. At the same time, the characteristics that support this process were worked out. The nature of the task was perceptual and analytical, evaluative. It was necessary to perceive the information, make a mental analytical processing of it and through verbalization to present in a generalized form. To do this, students were asked to make a psychological portrait of the author (poet, artist, composer as a training model of "client") based on the piece of art of his/her creative activity and taking information obtained from the his/her works. Future specialists were recommended to take at least 5-7 pieces from one creative period of the author.

Hence, students worked with such types of informationas moral, ethical, individual, authorial, emotional, intellectual and cognitive. The perception of all these types of information of certain authors was in the content of the recipient's personal idea of the composer, artist or poet, and gave a subjective vision of the "client". Students were encouraged to distance themselves from information they previously had about the author from the books, memories, teachers' stories and make up his/her own vision of the person from the content of information where the authorspoke about himself/herself in his/hercreation.

That is, to perceive and characterize a person according to their actions and the information and respectively understand how he/she wanted to be understood by others. This task-exercise brought the future specialist to the practice of communicative interaction. On the one hand, the social pedagogue has the information about the client from his/her family and neighbors, formal information, feedback from colleagues, etc., but the information provided by the client gives an opportunity to understand him/her more and thus proposes a solution to the professional problem and, in particular, realises professional communication.

The development of empathic abilities that also determine the level of communication skills, as well as the level of formation of future specialists' characteristics of social perception was continued. The task was to show the students a real manifestation of the various types of empathy mastered as a theoretical base on the artistic material. In our opinion, there is no didactic method that would give such effect as immersion in the piece of art and, particularly, in its information. The necessary types of information such as emotional, psychological, psychoenergetic, and those that provide their specific content, artistic and aesthetic information, are the most clearly presented.

The perception of these types of information will result in the reception of cognitive, intellectual and moral information, as well as individual and authorial. Thus, students were invited to consider a reproduction of a painting"Fascistt Flew by" by A. Plastov, and listen to a passage from the story "Berry Places" by E.

Yevtushenko. These are works with similar plots (the picture and the content of the story passage). This taskhad involved two channels of recieving and reception of information from each work, which enhanced the perception and emotional and sensory response to the content of the piece of art. Students were asked to discuss and answer the questions: What is your impressionof the picture? What feelings have you captured? What did you feel after reading the passage? How do you see the tragedy reflected in these plots, and is there any at all? What similar is there in the passage and in the painting?"

In the process of perception it was necessary for students to identify the types of empathy, that occurred in the described plot, and the types of own empathy in the perception of both works, as well as to express their attitude to the manifestation of various kinds of empathy and the possibility of its using and demonstration in the work of the social pedagogue. The text that expresses the real life situation and the plot of the picture are strict, emotionally complex and psychologically rich. Students' perception of the plot develops such characteristics as self-control, courage, stress resistance, normative behaviorand empathic abilities. The tasks set before the students formed a rational channel of empathy, directing the thinking of the empathic to the essence of the person, his/her capabilities, inner strength.

The emotional sensitivity of the recipients to what goes on in the plots of the works reinforced the emotional channel of everyone's empathy, despite the fact that the current generation is more indifferent to death as a social and physiological phenomenon (due to the screening of films with a lot of violence scenes). Such types of tasks extend the future professionals' experience of empathyenhancing the intuitive channel of their empathy. In the real practice of social work with lack of initial information (it happened when students weredoing the task) intuitive channel of empathy will work. In addition, reflecting on the content of the questions asked and answering them purposefully intensified the students' penetrating capacity for empathy. At the final stage of this module, students were asked to describe a moment in their lives when they were empathizing or sympathetic to someone that promoted identification in empathy as a communicative quality.

The results of the work were students' assimilation ofability to evoketheir sincerity and present objective information, thanks to the specified tasks-exercises, receiving information from the client and the skills to cause client's interest,. At this stage, such qualities of future specialists as empathy, self-control, credulity, sociability were trained. Students mastered the skills to transfer information at an appropriately professional level. They learned to control emotions and manage the necessary qualities of the future profession (courage, credibility, dominance).

4. Conclusions

Thus, the formation of communicative skills of the recipient acquired some results in the combination of qualities such as dominance and high normative behavior in specific situations of professional communication. Knowledge on the essence of the information system of the piece of art was consolidated. Thanks to the offered types of tasks, the recipients were able to get acquainted with the piece of art, that they had not previously had in their artistic and aesthetic experience and that promoted

the level of skills and qualities of future specialists' communicative intercultural interaction, both independently and at the practical lessons (classroom and extracurricular activity).

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