

Creative Professional Position as an Education Quality Factor in the Institute of Arts

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Abstract

The paper discusses the problem of the creative professional position which is considered in the context of art education quality. The author marks the elements of this position which is described as a personality self-fulfillment product.

Keywords

Creative Professional Position, Education Quality, Art Education, Self-Fulfillment

1. Introduction

Education sphere is a complex, multi-layered and multi-factor object. The range of issues arising in connection with such a specific sphere of activity of the individual as an accumulation and transfer of experience, knowledge and skills (both general and professional) is quite extensive. And still one problem, according to most researchers, practitioners and managers of educational institutions, is the most actual in modern conditions of development of education in Russia and worldwide. This is the problem of improving the quality of education. Quality education is essential for social development, sustainable economic growth of the state. According to A. Subetto, “sustainable development of Russia is a new quality of socio-economic mechanisms of development, which includes: education as the leading mechanism of the reproduction of society’s intellectual resources of Russia; the law of accelerated development of the qualities of the person, the quality of public intelligence, the quality of educational systems in the society; overall management of the quality of life on the basis of the qualitative economy with the creation of system of quality monitoring” [1].

The necessity of higher education quality improvement is specified in a program document of UNESCO “Reform and Development of Higher Education”: “Activity in the field of higher education under the conditions of changes in the world should be carried out under the three mottoes that define its role and functions at local, national and international levels: compliance with the requirements of contemporary, quality and internationalization” [2].

2. Education Quality Definition

2.1. Analysis of the Literature

Despite the importance of education quality problems at present there is no clear definition of this notion. Representatives of many scientific fields highlight its content characteristics specific to their area of expertise, emphasize on completely different sides, and that complicates the development of common approaches to its nature determination and the evaluation criteria.

Based on the achievements of interdisciplinary sciences, Pedagogy provides definitions of the education quality as a ratio of the purpose and effect (V.I. Zvereva, T.S. Makarova, M. M. Potashnic, N.N. Melnikova, L.A. Serebryakova, L.I. Fishman and others). However, education goals setting is a challenge, since the conversion of the goals up to the standard accurately fixed in the documents has not taken place yet. Typically, the education quality is identified with the quality of knowledge of both the natural and the most comprehensive effects of education.

In the T. Kuznetsova's thesis research the education quality category is defined as a complex of characteristics of professional thinking determinant capability to successfully perform professional activity in accordance with the requirements of the economy at the present stage. The author believes that today quality of specialist education cannot be determined as it used to be only by knowledge and skills. The demands of modern life are much more extensive, more varied and more difficult. That is why there are good reasons to include in addition to professional knowledge and skills, the nature and level of education in general, personal education, culture, skills, professional activity, the ability to find a solution to unexpected problems and much more in the education category [3].

Speaking about the education quality it is necessary to remember about its criteria. Quality evaluation criterion selection is very difficult. A range of authors come forth such education quality criteria as the higher education institute potential, labor utility indicators, labor quality, higher education institute efficiency [8]. Among the key indicators characterizing the education quality there are content knowledge, knowledge structures, professional thinking type. In addition, another key indicator characterizing the education quality especially significant today so far is concerned the experts in Humanities exactly can be called which is professional personality orientation. It reflects a set of ethical principles of behavior and activity, the professional values and attitudes system, which are formed in the process of education, but influenced by economic, legal and political situation in the society.

2.2. Analysis of the Term "Position"

Investigating the problem of education quality from the perspective of the Arts Department, we reasoned that the essential indicator of the education quality in the school of artistic and creative orientation is a creative professional position (of a musician, a choreographer, an art critic and others).

Analysis of the literature on this problem identified several definitions of the term "position" which is introduced as a point of view, attitude, action relation, behavior and impact of this attitude; as a stable system of relations of a man to the various manifestations of the surrounding reality, people and oneself; as approval; as an opinion in any matter; as the principle underlying behavior, actions; as a way to implement the basic values of the individual in his relations with other (N. Alexeev, V.N. Slobodchikov); as a unity of consciousness and activity, where the activity itself is one of the ways to implement the basic values; the person's attitude to the system of norms, rules, patterns of behavior, arising from his social position, and prescribed by his environment [4]; as the place of the individual in the system of group life, in the structure of the group activity relationship [5].

Namely the position is understood in two ways: first, as a person's position in the social structure, which is considered in the context of the concepts of "role" and "status" (I.S. Kon, V.T. Lisovsky, B.F. Lomov, A. Ydov and other); secondly, as a system of beliefs, attitudes, values, motivations, which are expressed through the relationship of an individual to various aspects of the activity (L.I. Bozovic, V.N. Myasishchev, B.G. Ananiev and others). In educational research the position of a person is defined as a person quality and the goal of education (V.A. Armavichyte, B.P. Bitinas, E.V. Bondarevskay and others).

One of the first characteristics of position as of a person's position in the society, group belongs to A. Leon-tiev: "This is the real position of a child, with which the world of human relations is opened in front of him. The position, which is due to the objective place, occupied by him in such a relationship" [6].

S. Rubinstein characterizes the position of a person as a “special moment” trend, as a determinate relation to the valuable goals and objectives. “Orientation formation assumes the subject’s going into the situation and his/her accepting of the problems that arise in it; thus, it depends on the distribution of what is subjectively significant to an individual. Change of orientation means the transformation of the individual motivation associated with the redistribution of what is significant to him... Orientation as an individual position “includes the whole range of components, starting with basic needs and instincts and ending with religious views...” [7].

Analysis of materials about the position as the relationship of the individual leads to the following conclusions:

- 1) The individual activity is directed by his/her attitude to reality—this attitude is called the individual position.
- 2) Position as the individual attitude is a complex alloy of cognitive, emotional and behavioral components.
- 3) The interrelationship of the individual position and social position appears in cases of direct personal interactions, determining peculiarities of their attitudes to the mission in their behavior

3. Conclusion

All that becomes possible only in the process of creative research and practical implementation. In modern science creativity it is considered an integrative, systemically important component of culture by many investigators. The problem of the relationship between the individual, culture and creativity is reflected in the works of N.A. Berdyaev. He believed that civilization denotes the socio-collective process, and culture is more individual: it is associated with personality, and with the creative action of a person. Creative action is in the field of subjectivity, whereas a product of culture is in objective reality. Psychologists determine creative work as the highest form of human activity in his own independent activity.

Creative professional position causes a particular style of thinking of an educator, associated with its novelty and significance of its results, causing a complex synthesis of all mental spheres (cognitive, emotional, volitional and motivation) of the educator’s personality. A developed demand for creating which is embodied in the specific talents and their demonstration holds a special place in it. One of the top-ranked talents is creative thinking. Based on the factorial analysis in experimental research, scientists detailed separate components of creative thinking. There are intellectual creative initiative (commitment to move beyond the framework of these tasks and requirements); wideness of categorization (remoteness of associations, surprising usage of items, attributing them a new functional value, a generalization of phenomenon without evident links); fluency of thought (its wealth and diversity, the number of formed links); originality of thinking (independence, unusualness, ingenuity of decisions onto traditional ways of thinking) among them.

The creative component of the professional position lies in the fact that a person tries to avoid common and obvious solutions, explores the issue, puts forward many hypotheses, checking their guesses until arrives at the solution. The peculiarity of creative position is that it is accompanied by the emotional disposition, and its results can not be predicted in its entirety. Creative professional position is a product of self-fulfillment, which implies the existence of one’s own activity.

Thus, the analysis of the studies on the education quality problem, the position of an individual, creativity has led to the conclusion that the creative professional position is the attitude of the individual to reality, which means the demonstration of individuality and ability of self-expression.

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