

## PERSONALLY-ORIENTED EDUCATION OF STUDENTS BY MEANS OF COMPREHENSIVE INTERACTION OF ARTS

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**Abstract:** In modern state educational policy, the priority of the personality of the subject and object of education is proclaimed; criteria of the modern personality are formed, among which the most important are spirituality, comprehensive development, healthy interests and needs (especially cognitive, value-oriented, intellectual and creative, self-educational, self-actualization and self-realization).

**Keywords:** personality, interest, art, culture, potential, artistic creativity.

The problem of improving the personality of the modern generation, especially teenagers, is extremely relevant, socially in demand, socially significant, state-guaranteed, provided with methodological guidelines, theoretical and methodological positions, modern pedagogical provisions and guidelines.

Student age is the age of development of thinking, complex emotions, this is the period of formation of a deeply thinking person, emotionally and intellectually developing. It is during student age that imaginative thinking, judgments about art, artistic taste, aesthetic needs and ideals are formed, interest in art history knowledge is manifested. Students are characterized by the search for value guidelines, stable interests, especially in the field of art, including simultaneously to various types of artistic creativity, achieving and strengthening on this basis a higher status, authority in the team, a certain society. They are distinguished by acute perception, subtle observation, fairly logical thinking. Therefore, it is important to pay attention to their emotional sphere, potential-intellectual capabilities, and, of course, motivational attitude. Emotional culture and intellectual potential of students are especially activated under the influence of interest in art, a complex of arts. Here it is important to direct this interest to the interrelation of arts, first of all, literature and fine arts, to satisfy it (interest) by means of highly artistic works - on the basis of their complex perception. Targeted pedagogical efforts are necessary so that students properly comprehend the patterns, specificity and interrelation of arts. Pedagogically

appropriate presentation of literary and fine material is necessary - with the activation of emotions, feelings, experiences, imagination and fantasy of students. The main thing is their need-creative interest in the perception of literature and art. Thus, in improving the personality of students through interest in literature and art, first of all, it is necessary to pay attention to the problem of interest in the perception of art, it is important to interest them in the creative aspect of this perception, the prospect of developing emotional culture, imagination, thinking, and finally, artistic culture in this process. In order to form the students' interest under study, the object of perception is offered the material that primarily meets the educational goals: educational and literary text – works of fine art related to it; works of writers – works of artists consonant with them; illustrations of famous artists to works of classical literature. In order to enrich and improve the students' interest under study, such options for the relationship between literary and visual material are also used as the study of: works, critical articles of writers (poets) devoted to fine art; visual creativity of writers – self-portraits, self-illustrations, paintings; the circle of communication of classics of Russian literature with famous contemporary artists. Thus, the scope of educational and literary material is expanded, its broad horizon, multifaceted objectivity is revealed, various aspects and sides are studied. The statement of the famous scientist Zis A. Ya. is appropriate here: “The versatility of the objective world, its diverse sides cannot be fully revealed by means of art alone” [83, 199]. In addition, the arts complex promotes the development of artistic-aesthetic, moral-aesthetic and intellectual feelings, the formation of students' worldview (which is especially effective in extracurricular work). So, what does interest in literature and fine arts give to students?

The interrelated study of literature and fine arts evokes a range of diverse experiences, emotions and feelings - emotional culture is improved; the possibility of multifaceted knowledge of a particular phenomenon, object, educational material as a whole; expands the scope of educational and literary knowledge.

Study of portraits of A.S. Pushkin by artists  
O. Kiprensky and V. Tropinin



For example, in the mutual complementarity of the educational-textual and portrait characteristics of great writers, the ideas about the socio-public, personal-psychological, ideological-worldview, moral, physical and external-aesthetic appearance of the writer, about his attitude to himself, the environment, life and reality are enriched. Thus, the personality of the writer is assimilated in its holistic representation.



For example, the purposeful use of works of fine art of landscape, genre and other genres, consonant with biographical material, expands ideas (to visual) about

the habitat, environment, social and public conditions, historical situation of the writer's time. In addition, there is: knowledge of the features and specifics of the arts, their organic relationship (literature = fine art). This interest, its enrichment contributes to the improvement of aesthetic taste, expansion of artistic horizons, improvement of logical thinking, creative imagination, mastering the practice of simple and complex - complex artistic perception - signs of high aesthetic culture. Students' interest in literature and art in their relationship contributes to the formation of aesthetic consciousness, which is a certain form of social consciousness (with such types as: aesthetic = feelings, contemplation, perception, ideas, judgment, views, ideal, activity). Under the influence of students' interest in true aesthetic artistic values, interest in the process of their purposeful complex perception - comprehension - analysis - evaluation - attitude - reflection is especially aggravated and developed. Under the influence of interest formed in the process of studying literature in conjunction with fine art, on the basis of activated aesthetic consciousness, conditions are created for the formation and enrichment of students' aesthetic worldview - an important factor in personal development.

In order to activate the studied interest of students, it is necessary: pedagogical and creative use of literary and visual material in their parametric relationship, according to a scheme, model, in a certain system; search for optimal forms of class and extracurricular activities; new technologies, effective methods and techniques for the relationship of both materials; taking into account specific principles and optimizing conditions; orientation of students to diverse activities according to interest - cognitive, value-oriented, artistic and analytical, intellectual and creative, educational.

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