

***ARTISTIC FIELD OF SELF-ACTUALIZATION AS
TECHNOLOGY FOR EMERGENCE OF IDENTITY OF
HUMANITIES INSTITUTIONS STUDENTS***



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The system of higher professional education in Russia is changing both in terms of content and in terms of technology. The attention of scientists focuses on the methods of creating psychological and pedagogical conditions for the formation and expansion of personal competencies, many of which are determined by the degree of identity formation, the image of I am future specialists.

Taking as a basis the idea that identity is the image of its uniqueness in its approximation with the world, and proceeding from L.B. Schneider's approach to identity as self-referentiality (Schneider, 2004), it should be noted that the identity construct contains products of self-references, significations and explications, represented in images. The multicomponent identity requires a dynamic form of organization of its elements, which is the image that we consider as a system-forming element of identity. Identity is considered by us as spiritualized by subjective meanings, sensations, emotions and attitudes, represented in the artistic imagination and creating a supra-spatial and supra-temporal levels, an objective reality transformed by the subject's artistry.

It is assumed that when the entire personal being environment, in our case, is educational, quantitatively and qualitatively saturated with artistic images, its transformation into an artistic and creative

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environment takes place. Its main element is the artistic image. It is a spiritualized (humanized) artistic form of composition, the sum of knowledge, emotions, attitudes to an object, specific, accompanying and accessible from the earliest childhood of the language of communication and cognition and self-knowledge.

The multifunctionality of the artistic and its influence on the substructures of self-consciousness and the processes of formation of personality, its ability to create a specific atmosphere of integration of social and personal significance, to organize information flows towards the integration of the unconscious, the subconscious and the conscious, to unite and activate all kinds of human activity, creates a precedent for its consideration as a determinant of the formation and development of identity.

Highlighting the artistic radical as very significant for the formation of professional identity and pursuing the goal of identifying the possibilities of artistic and creative activity in its expansion, during the dissertation research the effectiveness of the author's technology of the artistic field of self-actualization was proved: many significant, perceived and unconscious interdependent facts perceived and transmitted in artistic images and events. The psychological grounds for its inclusion in the education process are that:

- it initiates the development of constructiveness, empathy, openness and self-confidence, synesthesia, associative fluency and

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productivity, the ability to artistic perception and imagination;

- it promotes self-reflection, expansion of the personal positional repertoire, self-actualization of the latent personal potential;

- it can be included in the educational space in various forms in accordance with the goals of the motivational-motivational, professional-activity and reflexive-productive stages of professional development.

When developing the forms of the artistic field of self-actualization and communication (interactive exhibitions, reflexiodrama, creative laboratories, etc.) the following principles were taken into account:

- Principle of artistic-generalized reflection, expression and image, the embodiment of significant components of the figurative content of the I in the artistic image;

- Principle of dialogue. The dialogical form of interaction of the individual with the artistic image of the object promotes "the symbolic deepening of nature by the author in the direction of unexpected meanings" [1, P.47], the formation of new hypostases of I;

- Principle of artistry, which assumes that any perceived and created information should not only be represented in the artistic image, but also be studied in the artistic process;

Principle of system and integrity, which was applied not only with respect to generally accepted positions on the integrity of the

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individual and the interconnectedness, interdependence and the systemic nature of its substructures, but also with respect to the integrity of the identity and the interdependence of its species.

During the research it was proved that the technology of the art field of self-actualization, developed by the author, is an effective tool of psychological and pedagogical influence on the processes and result of the formation of students' identity, the development of their subjectivity.

References

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