Розділ 1. Теоретико-методологічні аспекти освіти в контексті розвитку суспільства

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Carriers of values in axiological education of children in postmodern epoch

The essential challenge of today's education of young generation is introducing young people to the world of values so that, they can understand it, accept and adopt it as their own. It is extremely difficult task because young generation is exposed to influence of many adverse phenomena, which can pose a risk for proper personality formation. Therefore very important role in process of education is played by carriers of values, which are source of learning and understanding of basis axiological categories.

This article presents issue of children's education in values. In particular it emphasizes role of particular educational environments that practice preferred hierarchy of values in everyday life, which is a foundation of child's personality development. Special attention is given to the role of carriers of values in this process, which stimulate emotions and introduce young person in basic axiological categories.

Key words: child, value, education, culture, postmodernism.

Last decades were rich in many economic and cultural transformations in Europe. Decreasing role of industry and economic development based on the sector of market services and information technology caused social and cultural changes within the whole society. New achievements of science and technique facilitated and speeded up everyday activities, which significantly increased standard and comfort of living. In this way a new culture of postmodern society was developed, which was characterized by such phenomena like individualism, moral relativism, consumerism and commoditisation of culture as well as development of mass culture (which is called pop-culture). New technologies and offers of better and better solutions, which occurred, stimulated customer's expectations of better, faster and more global devices. Thus, postmodern society became a consumer society, which always wanted to buy modern devices and throw out these older, which were considered as old-fashioned [20].

Strongly developing consumerism caused changes in perception and understanding of basic categories of values, which constituted base for proper functioning of the society. It influenced education of new generation, which was susceptible to impact of external education environment. Increase of factors that are negative from the point of view of education has a negative impact on development and education of new generation, especially as far as social, emotional and moral sphere is concerned. Its consequences are changes in behaviour and attitude of young people, who are often deprived of values or do not understand such values as freedom (which is confused with lawlessness), tolerance, responsibility or justice. It is confirmed by alarmingly growing arrogance and brutality of children's and young people's behaviours. It is also a symptom of feeling of being lost as far as morality is concerned and lack of understanding of basic terms of axiology. Therefore it is especially important for all education communities to allow young people, who take part in the process of education, to learn, understand and respect basic categories of values, which shape their attitude and behaviour and determine their way of moral acting [12].

Education in values. Education is most frequently understood as a set of conscious and intentional actions that aimed at causing relatively permanent changes in personality of a child. It is a process that is directed to transferring knowledge, skills, abilities, socially accepted attitudes and convictions, which allows a child to live and function properly in the society [18]. Some values that are fundamental for these actions are those respected and preferred in particular society, which constitute a foundation of education programme.

The notion of value is not explicit, therefore it is a challenge to define it. Hence, there is no one, explicit and precise definition that defines this notion. Each scientific discipline develops its own definitions, which depend on its needs and specificity.

From the point of view of sociology values are considered as goods that played essential and crucial role in people's life and build their proper relations with environment [21]. Whereas from the point of view of pedagogy values are perceived as some signposts that shows way for people's acting and desires [7]. It is possible to distinguish several categories of values. According to Mieczysław Łobocki most useful

classification for the purpose of theory of behaviour was developed by Edward Spranger. He distinguished six group of values: theoretical, economic, aesthetic and artistic, social, practical, religious. He also attributed particular types of personality to each of them [14]. On the other hand Kazimierz Denek distinguished two groups of values: cognitive and universal. The first group includes values that serve learning and are source of knowledge about the world. So, it comprises such categories like: innovativeness, truthfulness, creativity, freedom, authenticity. The base for each of these values is truth and drive for truth is basic goal of upbringing and education. Whereas universal values refer to the essence of well-being of a person. They are strongest in our culture and they include: right to life, freedom, democracy, education, civil liberties, family, life etc. They are considered as universal values developed in the course of human development [5].

According to Mieczysław Łobocki, universal values and in particular moral values are most important in education of young generation as they determine personality development and children's attitudes. He states exposition of moral values in education support proper development of personality of children as fully human individuals. Therefore, these values are considered as most important from universal values, which are basis for appropriate educational actions [14].

Education in values is a process that aims at allowing children to learn, understand and adopt some specific axiological criteria. According to Katarzyna Olbrycht *speaking about „education in values" most often people speak and think about education in generally „positive" values – it means: universal, higher, spiritual; less frequently – personal, Christian. Contemporary culture adds also need for education in social and cultural values. All these types of values are very rarely specified; they are rather interpreted as intuitive and – consequently – relatively free* [19]. Moreover, irrespective of the declared preferred higher values, these most often are pragmatic, material and hedonistic values that are exposed in educational practice, which means definitely values of lower level. It does not support appropriate axiological education of young generation. This visible inconsistence triggers disorientation, mistrust, feeling of participating in false game of appearances, cynicism and aggression toward all persuasive communicates about values.

Since the essence of education in values is preparing children for internalization and voluntary, conscious acceptance of values, which are preferred from the point of view of pedagogy, the process should consist from several successive stages: discovering values, reliving, interiorization, internalization [19].

At the first stage a child should discover, learn and understand sense of values through his or her own activity. The process should be based on reliable explanation and presentation of credible examples of realization of values. Therefore, it is necessary to provide contact with proper role models, valuable items and actions. Understanding of values requires direct cognition in the contact with a person who practice particular values or with objects which are carriers of the values.

Next stage of introducing children into the world of values is relieving of values. It refers to children's emotions, which increase their interest in particular values, provide emotional content for them and make them either attracting or repelling. Therefore, teacher should create appropriate situation that support relieving of values. It may be done especially by various products of culture, such as various works of art (from of fields, types and means), all forms of rituals, celebrations and observances as well as contacts with expressive forms of communications.

Following, third stage is interiorization. It consists in frequent and systematic creation of situations that allows children to repeat desired experiences, which involves direct realization of particular value. Practicing values and exercising some attitudes and behaviours that are related to these values are necessary to achieve positive results at this stage. Therefore, the role of a teacher is to provide children with some experiences that are positive in terms of values and support initiation of desired activities as well as motivate to undertake systematic exercises within this scope.

The last stage is internalization of values, which consists in accepting and adopting the values that have been learned. Then children can consider the values their own. At this stage it is necessary to work on deepening attitudes that determine disinterestedness, freedom, full consciousness of axiological choices. Frequent invoking children's experience and creating situations that deliver emotions support children's better understanding of socially accepted values and strengthen required attitudes. Therefore in the process of education it is necessary to refer to appropriate role models, who help children to learn and understand values and enable them frequent contact with attitudes that are worth following [19].

Contemporary carriers of values. Every education process is based on some specific values, which are exposed in the course of education. They are revealed by means of use of some elements that contain or demonstrate appropriate role models, shape views and trigger emotions. These are carriers of values, which in direct or indirect way present some patterns, principles and standards that are binding in particular society. Basic carriers of values are: language, role models, literary works and electronic media [22].

Transferring values to children, explaining their meaning and role may be realized in various different ways, both in verbal and non-verbal manner. The stage of recognizing values is based on giving their names and reliable explanation, which makes it possible to understand their sense. Thus, basic role is played by language in this process, which makes it possible to give names to particular values, speak and think about them. According to Marian Mikuta language is a system of signs and rules that are used for communication between peoples, expressing their thoughts and feelings. Its main goal is to provide communication for informative and cognitive purposes. By means of language people can express their emotions and influence other people's emotions, their way of thinking and acting [17].

Language fulfils many functions in education:
- conveys information and messages,
- passes judgement and is a source of emotions and important experiences,
- calls for required attitude and behaviour,
- sustains connection between participant of communication process and builds mutual relationships,
- develops care for aesthetic of speech [4].

Thus, it is possible to notice language plays an important role in axiological education. Communication at verbal level is a basis for transferring values and giving names to them, through encouraging children to engage themselves in a dialogue and discussion on important, interesting or controversial issues. It is also important to provide skilful impact by a living word, so that it raises emotions which facilitate reception and understanding of the message [13].

Next carrier of values is a role model. It is constituted by a person, whose characteristics or acts are considered as models for others to follow. It significantly influences views and attitudes of recipients and in this way it stimulates development of personality. For children at pre-school and early school age the most important role model is created by parents and teachers. Through the way they act and behave they provide many information about values they respect and prefer in everyday life. In this way, they introduce children to the world of social norms.

In the process of children's exploration of values the most important role is performed by their families. It is the family that can be considered as first and basic source of values, which shapes children's moral backbone. This formation takes place during various everyday activities, when children learn the world of values, rules and standards that are preferred by their parents. However, there is some inconsistency, which can be visible. It is conflict between declared values, which are verbally approved, and values that are practically realized in everyday life. Moreover, today's family is subject to constant changes. Its form, structure and functions changes. More and more often young parents transfer their educational tasks to other people – coaches, class tutors and teacher. In this way, their limit their own educational influence. It is a serious threat for transfer of values, traditions and culture from one generation to another, which has been characteristic of home education [13].

Important carrier of values in child's education is a teacher, who plays double role in this process: an organizer of activities and a role model who influences children by his or her personality. Therefore, according to Z. Frączek *apart from scientific knowledge and some skills it is teacher's moral attitude that is of great importance to children as well as teacher's system of values and axiology.(…). It is only teacher's axiology attitude that supports knowledge, skills and abilities and guarantees effective influence* [6]. It means results of educational work within the scope of values are largely determined by teachers' personality, their system of values, views, attitudes and behaviour.

The teacher is an important role model for children, who respect and trust him and take his opinion into account. They also try to follow the teacher in everyday life, adopting his reaction and attitude, carefully observing and following his behaviour. Therefore it is very important to keep consistency between values declared by the teacher and those realized in everyday life. Lack of this consistency make children confused and feel lost as far as axiology is concerned. Hence, it is important a teacher who works with young children is an appropriate role model, rooted in approved, socially accepted and respected values [15].

Role model is considered to be the most important and most effective carrier of values in children's education and its conscious and intentional use in education is called a method of modelling.

Important role in axiological education of children is played by literature. It is a source of values that can present some views, behaviours and attitudes by means of language. It can be concluded literature is a carrier of values that influences children in two ways – by means of language and by means of a role model. Main goal of literature for children and youth is developing appropriate attitudes and behaviours of young people and affecting their choices, by means of exposing proper role models [9]. The effects of literature influence are particularly strong thanks to emotions experiences by the reader as a result of contact with a literary work. A child, getting to know about story of characters, extends his or her scope of experience,

develops ability to have a sense of oneself and the world, learn how to assess and pass judgement on his or her own and other people's behaviours. Special role is played by a literary character in this process. The child, participating in his/her adventures and experiences, starts identifying with the character, which allows the child to asses and verify his or her own behaviour [1].

A modern tools that affect development and education of young people are electronic media. Just several years ago there were no so many various, multifunctional and mobile devices, which combine many different forms of communication. Thanks to technological progress new devices still appear and they are still more modern, more portable and miniaturized, so that they can enable quick access to information and performing many activities at one time. Computer, Internet, mobile phones or television have become indispensable element of daily life of every human being, including children. Multimedia fulfil several functions in life of children: educative, entertaining and caring. According to latest studies more and more children below eight years of age spend several hours in cyberspace every day. Thus, this generation more and more frequently is called cyber-children to underline the role of technology in their lives [8].

Media are the source of various types of information. They can enrich knowledge, extend horizons, shape various skills. According to Krystyna Żuchelkowska *media present some issues related to culture of everyday life, work of people of different profession as well as issues concerning children's attitudes towards people, who are older, sick or need help. Thanks to this they underline kindness, wisdom, politeness, respect, attachment and helping one another* [22, p. 89]. In this way they develop children's sensitivity, teach them appropriate attitudes and behaviours. However, uncontrolled and unlimited access with information presented in Internet may pose a threat for formation of child's right system of values. It is because Internet presents or promotes also behaviours and attitudes that are incorrect, morally controversial and trigger undesired emotions.

Therefore parents and teachers should get interested particularly in programmes and broadcasts their children watch, talk with children about them, and teach children appropriate selection of informative content. Media education may form in children mechanisms that protect them from improper impact of mass media.

Additional problem related to frequent and long-lasting children's use of media devices is their influence on nervous system. According to specialists, tool long (more than two hours) use of electronic devices by children has an adverse effect on their nervous system, causing frequently such reactions like irritation, depression, apathy, boredom or discouragement. These emotions significantly limit children's cognitive skills [2, p. 87]. Moreover, children's daily contact with advance technology, by means of blocking proper neuron connections in the brain, weakens children's interpersonal skills, which makes it impossible for them to develop their social skills [3].

According to Kazimierz Denek culture and art have an important role in children's education in values. It is because development of child's personality is stimulated by getting to know custom, tradition, rituals and broadly understood national culture [4]. However contemporary media promote different type of culture, called mass culture. It is directed to general public and their goal is to provide light and easy entertainment. Therefore most popular broadcasts, which deliver passive entertainment, do not require any physical or intellectual effort from viewers or listeners. Pop culture can be characterized by its fast pace and immediacy. Zbyszko Melosik called it instant culture, which can be described by a triad: fast food, fast sex, fast car, to underline easiness of its possession, superficiality and specific attitude to objects, people and phenomena. In the opinion of sociologists of culture, these are mass media that are responsible for popularization of such model, as they everyday promote consumerist and hedonistic lifestyle, which assumes an individual should, above all, attempt to meet his own needs, which gives him sense of happiness and fulfilment. A model of such happiness is presented by popular series, advertisements and entertainment programmes [16].

It is possible to state that pop culture does not constitute a good source of values. The role models it presents may have negative impact for formation of personality of young generation, as they stimulate desires and needs that are improper or impossible to be achieved. It is especially visible in the case of development of young children, who do not have criticism towards information they receive. Role models, attitudes and behaviours promoted by mass media influence their way of perceiving reality, encourage them to follow the role models and make specific choices. Hence, pop culture becomes an important element of internalization of values by young generation [10].

Conclusion. Formation of system of values is an important element of education process. It takes place both during intentional and planned actions, as well as during daily activities and interpersonal contacts. It is important to form appropriate attitudes and behaviours during this process on the basis of learned and understood values, which are foundations for norms and standards of social life. The most important role is

played by parents and teachers, who are the most significant role models and carriers of values for children. Growing and developing child's world of values depends on their attitudes, views and behaviour. Parents' and teachers' are also guides for children in relativized axiological world, which is dominated by information overload. Therefore proper selection and use of carrier of values may become a priceless source in development of system of values of young generation.

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Лангер Цецилія. Носії цінностей у системі аксіологічного виховання дітей епохи постмодернізму. У статті наголошується, що суттєвою проблемою сучасного виховання молодого покоління є його імплементація у світ цінностей, на засадах прийняття останніх як власних. Це завдання є надзвичайно складним, оскільки молоде покоління піддається впливу багатьох несприятливих чинників, що становлять небезпеку для формування особистості. Тому непересічну роль у процесі виховання відіграють носії цінностей, котрі є джерелом знань і розуміння основних аксіологічних категорій.

Автор інтерпретує проблему виховання дітей у контексті цінностей. Зокрема, підкреслює роль конкретних освітніх середовищ, які фіксують переважаючу ієрархію цінностей в повсякденному житті, що є основою розвитку особистості дитини. Особлива увага приділяється ролі носіїв цінностей в цьому процесі, які стимулюють емоції і визнання молодої людини в основних категоріях аксіології.

Ключові слова: дитина, цінності, виховання, культура, постмодернізм.

Лангер Цецилия. Носители ценностей в системе аксиологического воспитания детей эпохи постмодернизма. В статье отмечается, что существенной проблемой современного воспитания молодого поколения является его имплементация в мир ценностей, на основе принятия последних как собственных. Эта задача является чрезвычайно сложной, поскольку молодое поколение подвергается воздействию многих неблагоприятных факторов, представляющих опасность для формирования личности. Поэтому незаурядную

роль в процессе воспитания играют носители ценностей, которые являются источником знаний и понимания основных аксиологических категорий.

Автор интерпретирует проблему воспитания детей в контексте ценностей. В частности, подчеркивает роль конкретных образовательных сред, которые фиксируют преобладающую иерархию ценностей в повседневной жизни, что является основой развития личности ребенка. Особое внимание уделяется роли носителей ценностей в этом процессе, которые стимулируют эмоции и признание молодого человека в основных категориях аксиологии.

Ключевые слова: ребенок, ценности, воспитание, культура, постмодернизм.

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Взаємодія мистецтв як ефективний засіб музичної освіти

У статті висвітлено питання доцільності взаємодії мистецтв у музичній педагогіці. Здійснено ретроспективний аналіз історичних етапів використання мистецтва в навчанні та вихованні. Наведено приклади взаємодії мистецтв в українській музичній педагогіці. Здійснено огляд вітчизняних та російських педагогічних концепцій художньої освіти, базованих на синтезі мистецтв. Охарактеризовано поняття синестезії та обґрунтовано її місце в музичній педагогіці. Зроблено висновок про перспективи подальшого використання результатів даного дослідження для створення моделі творчого навчання для початкових мистецьких навчальних закладів музичного напряму.

Ключові слова: естетичне виховання, інтеграція мистецтв, музична педагогіка, синестезія, художня освіта.

Постановка наукової проблеми та її значення. В сучасних умовах моральної й духовної кризи актуальною є проблема пошуку нових методів і засобів виховання та навчання дитини. Особливе місце в педагогічному процесі сьогодення посідає мистецтво, і зокрема інтеграція різних видів художньої діяльності. При цьому ми виходимо з того, що історично світ мистецтва був цілісним. Саме тому в педагогічній практиці спостерігається тенденція до активного об'єднання мистецтв – образотворчого, музичного, танцювального, літературного. Це значно полегшує розуміння учнями навчального матеріалу, допомагає їм сприймати художні образи більш цілісно, активізує всі психічні процеси, мотивує до творчого самовираження та пізнавальної активності. Проте, навчальні програми загальноосвітніх шкіл передбачають навчання окремо кожному виду мистецтва, що робить реалізацію основного навчально-виховного завдання – формування гармонійно розвиненої особистості – неповноцінною. Це повною мірою стосується й музичної освіти в початкових мистецьких навчальних закладах. Навчання музиці – це специфічний процес, який має на меті, з одного боку, розвиток і формування творчої особистості, її креативних якостей, здатності до спонтанної творчості, музикальності; з іншого – це виховання вольових якостей музиканта – цілеспрямованості, наполегливості, сценічної витримки, а також працьовитості, дисциплінованості та багатьох інших. На жаль, заняття в музичній школі часом призводять до фізичної й психічної втоми учня, нервовому перенапруженню, через що виучуваний матеріал погано запам'ятовується та швидко забувається. На відміну від уроків музики в загальноосвітніх школах, де елементи інтеграції мистецтв упроваджуються вчителями-новаторами в молодшій школі, викладачі музичних шкіл майже не ставлять за мету використання на заняттях інших видів художньої діяльності, окрім музичної.

Відсутність єдиних вимог до оцінки якості та глибини здобутих учнями знань і навиків, переважаюча спрямованість навчання на отримання учнем високих балів на академічних концертах, недостатня методична теоретична і практична інформованість викладачів щодо ефективності взаємозв'язку різних видів діяльності, відсутність комплексного підходу до художньо-творчого розвитку учня, на наш погляд, спричиняє кризові процеси, які, нажаль, наявні в середній музичній освіті України.

Аналіз досліджень цієї проблеми дозволяє зробити висновок про те, що проблема взаємодії мистецтв є актуальною в сучасній педагогічній науці. Теоретичну основу дослідження становлять фундаментальні праці вітчизняних та російських вчених, присвячені музичній педагогіці, психології та естетичному вихованню. Так, проблему синестезії як феномена та її розвитку в процесі навчання висвітлили у своїх дослідженнях А. Абраменко, І. Ванечкін, Б. Галєєв, А. Томашева, А. Худяков, Б. Юсов, П. Яньшин. Специфіка та закономірності художньо-естетичної інтеграції шкільної мистецької