



**Motivation for the formation of artistic and professional orientation of adolescents**

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**Motivation for the formation of artistic and professional orientation of adolescents**

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**ABSTRACT**

At the present stage, the problem of formation of artistic and professional orientation of adolescents is topical, and its solution requires the development of a new methodological and substantive base. In this regard, we have studied the concept "artistic and professional orientation", which consists in the fact, that this process is an interconnected system of motivational, behavioral, activity and cognitive components. As an effective mean for the formation of artistic and professional orientation of adolescents in the conditions of additional education, it is justified to use artistic and project activities, which have a high pedagogical potential. This activity is characterized by such features as integrity, stepping and subjectivity. It involves the use of a wide range of teaching methods; corresponds to the adolescent age of subjects of education; contributes to the provision of public and personal significance, and practical implementation of the results of adolescents' activities.

Motivation is the basis for the formation of artistic and professional orientation in adolescents.

The formation of positive motivation for the artistic and professional orientation of adolescents is facilitated by the use of a set of active methods and forms of training, corresponding to the technology of artistic and project activity. All of this is taken into account in the author's educational program "The basic concepts of the professions of decorator and designer". It has been implemented during the forming stage of the pedagogical experiment. The effectiveness of the study was confirmed by the results of diagnosing the level of formedness of motivational component of the artistic and professional orientation of adolescents in the experimental group, using the methods of observation, questioning, testing, and the method of expert assessments.

**Keywords:** artistic education, professional orientation, adolescents, motivation, pedagogical experiment.



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### **INTRODUCTION**

Modern age of rapid development of project culture, means of visualization, extensive use of design, computer graphics, requires from society and the state creative thinking, active specialists, with relevant competencies in the field of visual and spatial arts. Due to this, the problem of timely formation of artistic and professional orientation of the younger generation, beginning with adolescence, in the conditions of additional education, acquires particular urgency.

Professional orientation was investigated by the following researchers: N.I. Boldyrev, V.A. Bodrov, S.A. Borovikova, N.K. Goncharov, D.V. Dubrovina, N.N. Zakharov, E.A. Klimov, I.S. Maryenko, N.S. Pryazhnikov, etc. We are the adherers of such researchers as E.I. Bayramova, A.D. Sazonov, R.G. Salahutdinov and others, who regard professional orientation as the ability of the individual to orient in social space, to analyze problems and to make optimal decisions [1, 2, 3].

We consider artistic-professional orientation as a state of awareness of the adolescent's personality, in the field of visual and spatial arts, including the functions of various aspects: social, economic, psychological-pedagogical. In these conditions, the following interconnected components are activated:

- 1) motivational component - the reasons for choosing a profession and training in the establishments for supplementary education of the artistic and aesthetic specialization; the interests in various types of artistic and creative activity [4];
- 2) behavioral component - independence, responsibility, leadership, ability to make decisions;
- 3) cognitive component - knowledge about professions in the field of visual-spatial arts, initial professional artistic and graphic knowledge; artistic thinking, holistic visual perception, creative imagination;
- 4) activity component - the initial professional artistic and graphic knowledge and skills.

It was revealed, that such reasons as the social value of chosen profession, the understanding of its final results, important both for society and for the person, as well as self-reliance, mood, emotional uplift, closely related to the formation and increase of interest in artistic and creative activity, have a significant impact on the formation of artistic and professional orientation of adolescents [5].

Modernization of the process of formation of artistic and professional orientation of adolescents in the system of additional education can be achieved through the systematic



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implementation of artistic and project activity. Its rich pedagogical potential consists in the following: motivation for active research and curiosity, the acquisition of new creative, artistic and graphic experience for the purpose of realization of interesting and meaningful project; its expedient and systemic use ensures the professional self-determination of adolescents, reasonable choice of profession and comfortable entry in vocational education [6].

### **METHODS**

In order to reveal the level of formedness of motivational component of the artistic and professional orientation of adolescents, we organized experimental work. It has been carried out for two years. The participants of this research were the adolescents, who were divided into an experimental group (EG) - from the Children's Art School named after M.A. Balakirev, and control group (CG) - from the Children's Art School № 4, Kazan, the Republic of Tatarstan, Russia.

To define the level of formedness of motivational component of the artistic and professional orientation of adolescents from EG and KG, we used the following methods: questionnaire survey (the questionnaire "Motivation for obtaining artistic education and choosing a profession"), the method of expert evaluation of the training and creative task, the method of analysis of artistic and project training and creative works of adolescents.

### **RESULTS**

In order to monitor the effectiveness of the experiment, in the process of work we have determined five levels of motivation formedness of the artistic and professional orientation in adolescents.

1. High (excellent) level implies a pronounced, professionally oriented interest in graphic and artistic-project activities; the ability to independence, display of initiative, imagination, creative and competent transfer of own skills into new, non-standard situations.

2. Above the average (optimal) level implies a rather pronounced, professionally directed interest and motives for graphic and artistic-project activity; the adolescent shows independence, initiative, imagination, however not in all situations, and more often at the instigation of the teacher; the student competently transfers his skills to new, non-standard situations, however, he shows his creative side inconstantly.

3. Average (sufficient) level is characterized by a fragmentary manifestation of interest in graphic and artistic-project activities; the adolescent is capable of instable transferring of his skills to new, non-standard situations, he shows interest and initiative in his work.



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4. Below the average (elementary) level is specified by a poorly expressed need for mastering of graphic and artistic-project activities; motivation to further obtaining a profession in the chosen direction is not manifested or absent; the adolescent is incapable of independent transferring of his abilities, qualities and skills to new, non-standard situations; he periodically shows the interest and initiative in his work.

5. Low (critical) level is characterized by a lack of interest in graphic and artistic-project activities and poorly developed cognitive abilities; the adolescent is sluggish, prone to passivity, incapable of transferring of his abilities to new, non-standard situations, does not show the interest and initiative in work.

At the ascertaining stage, the level of formedness of motivational component of the artistic and professional orientation in majority of adolescents from the experimental group (19 people) and control group (20 people) was below the average (elementary). Comprehensive analysis of test results of adolescents from EG and CG at the ascertaining stage allowed us to obtain the following results (Table 1).

Table 1. The level of formedness of motivational component of the artistic and professional orientation in adolescents from the experimental and control groups at the ascertaining stage

Groups	Levels and grades									
	High (excellent)		Above the average (optimal)		Average (sufficient)		Below the average (elementary)		Low (critical)	
	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
EG 45 people 100%	0	0	9	20	14	31	19	42	3	7
CG	0	0	10	21	14	30	20	42	3	6



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The author's program "The basic concepts of the professions of decorator and designer" was introduced in training process of adolescents at the forming stage, in order to organize the manifestation and correction of the motivational component of artistic and professional orientation, the formation of the need for professional development, and creation of attitude to the importance of art education. The application of the method of stimulation the need for creative activity and acquiring of professionally important artistic and graphic knowledge and skills was logically justified. At this stage, we used such forms as creative discussions, the themes of which were devoted to the issues of contemporary art, the relevance of design and decoration activity in the context of rapid development of a variety of artistic techniques and technologies; the issues about the rules of drawing and painting from life, the laws of perspective. The following themes were proposed for discussion at the lessons: "My professional orienting points", "Art creativity and education in my life", etc. In addition, we visited exhibitions and museums with adolescents, and then discussed the works, artistic image, graphic means and materials; we also carried out excursions to design firms, participated in festivals, competitions, fairs.

Motivation and interest in professions in the field of visual and spatial arts acquired a positive and stable character in the adolescents, due to the formation of such qualities as independence, responsibility, leadership, ability to make a decision. The use of the principles of subjective activity, initiative and the author's position of adolescents, reliance on the self-organization of the individual, facilitated the achievement of good results [7]. In this regard, from the very beginning of the work with each adolescent from experimental group, we have formed individual trajectories of exhibition and competitive activities, which were recorded on specially developed sheets, including the information on the period and cost of participation, the level of the event, the topic and orientation [8]. This work was carried out together with parents, because firstly, participation in an exhibition or competition is most often paid, and secondly, parents, with recommendations of teachers, contributed to the performing of search work, in order to find a suitable contest. The main requirements for the development of such trajectories



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were the number of participations, and the variety of artistic activities (decorative art competition, drawing, exhibition of designer products, etc.).

In addition, the adolescents were pointed to the development of their portfolio during the school year, which should be included in the main portfolio of results and achievements for the entire period of study at the supplementary education school. The structure of portfolio included such sections as personal information of a pupil, training and creative results, achievements in the competitions, photos and descriptions of academic and creative works. This requirement, on the one hand, entrusted teenagers with responsibility for training, participation in public events; on the other hand, it aroused interest in creativity, learning, and stimulated the activity at the lessons.

At the control stage of the research, the effectiveness of forming experiment was considered by us on the basis of diagnostics. Its main purpose was to analyze the state of formedness of motivational component of the artistic and professional orientation in adolescents from EG and CG. Previously developed diagnostic materials were used at this stage. The results of repeated research are presented in table (Table 2).

Table 2. The level of formedness of motivational component of the artistic and professional orientation in adolescents from EG and CG at the control stage

Groups	Levels and grades									
	High (excellent)		Above the average (optimal)		Average (sufficient)		Below the average (elementary)		Low (critical)	
	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%
EG 45 people 100%	5	11	30	67	7	16	3	7	0	0
CG 47 people 100%	0	0	15	32	15	32	14	30	3	6



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### **DISCUSSION**

According to the results of questionnaire survey “Motivation for obtaining artistic education and choosing a profession”, we found that the majority of adolescents from EG (60%) and CG (70%) intended to continue their artistic education after graduation from additional education establishment. However, we observed an unawareness of replies or pragmatic nature of motives (“I study to get a “wallpaper degree”). For example, for the question: “Why do you go to the school of additional education of the artistic and aesthetic specialization?” we received the answer: “I want to become an artist”, and for the question “What do you want to be?” we received the reply: “I want to be a professional designer”. Uncertainty of the result of the study at school of additional education leads to the weakening of the need to improve their artistic literacy, to the loss of interest in drawing. In our opinion, this uncertainty also affects the passive participation of the majority of adolescents from EG and CG (70%) in creative competitions and exhibitions. At the same time, the pupils from EG (80%) and CG (90%) prefer to draw free composition, which does not set concrete tasks and conditions before them. It means that less responsibility is required, and less compulsoriness in the process of its implementation, that have negative impact on their professional development. It should also be noted that adolescents do not master computer graphics programs, and they can’t present graphic idea on the computer. Only a small percentage of adolescents from EG and CG (20%) tried to work with the programs Corel Draw, Adobe Photoshop, Adobe Illustrator [9; 10].

Experts concluded that the majority of adolescents from EG - 19 pupils (42%) and from CG - 19 pupils (40%) are motivated for the formation of artistic and professional orientation at the level below the average. This result indicates that traditional training does not provide for the problematic and searching nature of the educational process; there are no integrity of the lessons and logic of teaching the material; unvaried forms of artistic lessons and methods of teaching are used; the independence of adolescents is not sufficiently developed; there is no interdisciplinary communication; the lessons are not enough emotionally charged.

From all the above we can conclude, that the motivation for learning and creative activities of adolescents from EG and CG at the ascertaining stage has unconscious, superficial, unsubstantiated nature, and interest of visiting the establishment of additional education is based solely on the ability to communicate with their peers.

The results of the control stage of the experiment indicate that 9 adolescents from EG (20%) have reached a high (excellent) level, and 26 pupils from EG (58%) have reached a level above the average (optimal) in mastering the motivational component of artistic and professional



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orientation. It is important to note that there were no adolescents in the experimental group with a low (critical) level.

### **CONCLUSIONS**

It is revealed that the motivation for the artistic and professional orientation of adolescents is formed effectively, if they are included in socially significant, creative activity, using dynamic methods and forms of training, related to the technology of artistic and project activity. As a result, in the course of our research, the motivation of adolescents from the experimental group was improved not only due to mastering new knowledge, skills, techniques, algorithms of artistic and project activity, but also through their subjective professional development. The level of development of integral visual perception, artistic thinking, spatial representation and imagination improved in the majority of adolescents, participating in the experiment. The interesting thing is that the adolescents from the experimental group began to solve the creative tasks more consciously. With the increase in the level of professional orientation, there was a need for the development of their artistic and graphic skills, artistic literacy, necessary for the future profession in the field of visual and spatial arts. Such results were obtained due to the fact, that experimental work had the greatest impact on the formation of motivation for the artistic and professional orientation of adolescents.

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