

II РОЗДІЛ
ПРИКЛАДНІ АСПЕКТИ ПІДГОТОВКИ СУЧАСНОГО ФАХІВЦЯ

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AESTHETIC EDUCATION AND ARTS EDUCATION

Introduction. Education in European countries is subject to many competitive requirements, which influence the organization and content of art education. Increasing globalization has brought both benefits and challenges, including all those arising from international competition, migration and multiculturalism, advances in technology and knowledge economy. Educational system can be viewed as a means of preparing children for their role in a world continually uncertain. Schools have a role to play in helping young people to develop their sense of security, both as individuals and as members of various groups in society. There is also a recognized need to encourage young people to develop a range of skills and interests to identify and nurture potential and encourage creativity.

The essence of aesthetic education. To circumscribe tasks and aesthetic education content in all vocational development of the human personality comply discuss in advance of the general thesis that underlies the aesthetic education in this respect. One of them refers to the relationship between man and reality, the aesthetic, the aesthetic its remarkable specificity of reality by man.

Distinction between theoretical learning reality and mastering them-spiritual practice, in which is included the art. Gaining theoretical generalizations of reality involves acquiring increasingly higher form of scientific concepts and laws. Acquiring aesthetic concepts and laws requires the realization of synthesis between individual and general artistic image using. Art is the main way that achieves aesthetic relationship between man and reality, rising so legitimately two complementary questions: what we know through art and how this knowledge by starting.

Aesthetic education and art education are two components that are in subordination arts education as an integral part of aesthetic education. From the pedagogical point of view the difference between them is expressed not only on line content, but also the ways of achievement. Arts education operates only with the values of art, requires a suitable methodological register every kind of art, and the force of penetration of the human personality is deeper /. In art education can be defined axiological and ethical objectives that dress specific content. Artistic education includes statistical formative objectives and individualization is crucial. (Nicola I., "Education", E.D.P., Bucharest, 1994).

The concept of aesthetics and aesthetic education. Aesthetic concept originated in Greek: aisthesis, which refers to aisthetikos sensitive, nice, nice. Aesthetics is the science of beauty; she studied law and beauty categories.

Aesthetic education is one component in the formation of personality education using educational potential of the beautiful aesthetic, social and natural. Aesthetic education categories are:

- Aesthetic ideal is expressing model category (prototype) aesthetic to which I aspire to cultivate and finish an artist, an individual;

- Aesthetic style is a category that expresses human qualities and ability to perceive the beauty of living;

- Aesthetic taste is the category that expresses quality and human capacity to love and appreciate the beauty in relation to cognitive, affective and behavioral;

- Creative spirit is the category that expresses the capacity and ability to imagine and create beauty. Education in general and aesthetic education, in particular, must pass emphasis on education on reproductive hypostasis cultivation creative potential of personality.

Aesthetic education goals. Aesthetic education objectives can be divided into two groups representing:

- a) objectives are considering forming ability to perceive himself and proper use aesthetic values;

- b) capacity building objectives that aim to create new aesthetic values, aesthetic cultivation of creative skills.

The first group of objectives aimed at problem personality formation in spirit demands that involve the necessity of knowing, evaluation and appropriate use of aesthetic values, which means, in fact, the formation of personality aesthetic consciousness and behavior in relation to the general requirements of its integration in aesthetic universe.

The first group includes objectives:

- Sensitivity to aesthetic phenomenon and preparation for language comprehension, processes and phenomena which manifest aesthetic values. Aesthetic responsiveness development requires nurturing those feelings will be notified through which conformations color, sound, displayed the artwork, the artistic reception stimulate their personal reactions, spontaneous, authentic.

- Training taste aesthetic founded on acquiring a system of values shaping their sensitivities, develop aesthetic judgment, the possibility to analyze and judge the works impression perceived.

- Aesthetic taste is the ability to react spontaneously with a sense of satisfaction or dissatisfaction, to the objects and processes of nature, from artistic works. Aesthetic judgment is that act of deliberation, the hierarchy of aesthetic objects on the basis of general and lasting personal and genuine appreciation.

- Training aesthetic feelings and beliefs is a task priority of aesthetic education, fostering feelings characterized by high intensity, depth and purpose, such as respect and love for art, a passion for beauty in all its manifestations. Aesthetic taste, aesthetic judgment, aesthetic ideal, aesthetic feelings and beliefs are the main components of the aesthetic attitude. The second group of objectives aimed at developing aesthetic creativity. This group is especially required two objectives:

- Early identification of specific skills for different types of arts and their development in relation to their potentiality through educational activities designed judiciously;

- Training specific skills and abilities required by the respective creation.

Creativity is, by contrast, the condition of art, aesthetic attitude, aesthetic finality importance of education. There is a general creativity and their own creativity to a specific domain.

Creative aesthetic skills development includes:

- Stimulating creative skills in reception aesthetics, imagination development in relation integrative artwork received;

- Capacity building to express, communicate aesthetic living;

- Develop the ability to capture, assess and artistic means to express aspects of nature of everyday existence;

- Stimulating need of beautiful;

- Aesthetic skills training and the skills to use them consistently in work and in everyday life.

Principles of aesthetic education. Didactic principles remain valid in the case of aesthetic education, but they are required to be linked with the following specific principles:

- The principle of aesthetic education of the authentic values;

- The principle of deep perception and creative works of art and aesthetic values generally;

- The principle of unitary perception of content and form;

- The principle of geographical location contextual understanding and aesthetic phenomenon.

Aesthetic principle of education through authentic values. Aesthetic education process primarily involves developing the ability to reproduce aesthetic values, especially the values of non-values. This necessarily requires the use in aesthetic education aesthetic values undeniable. In this way is formed aesthetic taste which is able to proceed selectively targeted universe of aesthetic and axiological sense, both aesthetic formation process, and content and aesthetic manifestations of people's lives.

We recommend to teachers that the aesthetic education aesthetic values to be used those who have entered definitively in universal natural heritage of aesthetic universe.

Principle depth perception and creative works of art and aesthetic values in general;

Need for depth perception in art is necessary to understand it to be the essence and not the surface. The risk of superficial perceptions can be caused by many reasons: lack of thorough aesthetic culture, aesthetic skills shortages.

Principle of unit content and form perception. In the artwork there is a necessary unity between content and its form. Knowing full understanding of it requires unity of the two conditions that manifest artwork or aesthetic value, whatever the content and form. Unitary perception underlies functional fusion of intellect and affection at the same time, causing aesthetic revelation. Teachers recommend that principle to proceed to complex analysis, through which knowledge is revealed that students form and content work, correlations between these and consistency of balance.

The principle of geographical location contextual understanding and aesthetic phenomenon. This principle recommends to know how thoroughly correlations between work, creative and historical social conditions. He asked to address the knowledge and appreciation of a work of art to an interdisciplinary level. Compliance with the requirements of the principle of aesthetic education help to achieve the objectives of aesthetic education as: training capacity assessment and evaluation of works of art, taste and aesthetic ideal formation.

Methods and forms of realization of aesthetic education. The methods used in aesthetic education are common methods to those used throughout the educational process.

A very special place lies in aesthetic education exercise method, accompanied by explanations and demonstrations.

Exercise helps to develop aesthetic sensitivity and responsiveness. Also, exercise underlies the ability to use, reproduce or create aesthetic values. It can take several forms: perceptual abilities to practice, exercise mutual translation of technical language arts or exercise.

The explanation comes as introductory time in purchasing or acquiring theoretical knowledge of specific artistic skills.

Demonstration stay longer reach specialized teacher in a field of art. And aesthetic education requires a methodological, applied as objectives, content specific aesthetic values included in the education process, the individual peculiarities that show, can provide the necessary effective aesthetic value of an education. Among the ways to achieve aesthetic education enroll: music education, choreography, plastics, film can all be done within formal and non-formal or

informal education. (Teachers association in Romania: www.asociatia-profesorilor.ro)

Develop creative skills in areas of art "The combination of many factors intellectual sense, says T. Vianu away from the weak or distorted, I increase the depth and duration and humanize it" (1968, p.336) Skills, interests and inclinations students is an important goal of the school. In terms of artistic skills, both tracing their aesthetic education aims at an early age and providing the conditions and means necessary for their development. No matter what kind of skill is all about - music, literature, dance, arts etc. - All students, with few exceptions, are able to listen to music, recite, draw or dance. Not everyone engaged in these activities at the same level, there are qualitative differences between them obvious. Knowing these differences is essential for the aesthetic education in Higher Education Institutions. Artistic skills, like any other skill, it improves with practice. Therefore the task of the school is to start early students of various art techniques, their involvement in creative exercises, study each student events and initiatives fostering artistic and promising signs for guiding students to particular schools of art. At adolescence, when students become aware of their skills and the role of exercise in the development of their ability, they will be guided and encouraged gradually to a process of self-education in the arts preferred. Involving youths in systematic exercises specific artistic domain for which they show their leadership skills and tact is evidence pedagogical skill. (Nicola, I., "Education", E.D.P., Bucharest, 1994)

The main components of the aesthetic attitude. Aesthetic education is the core of arts education, which has a narrower scope, operating only with the beauty of art

Art is an essential part of aesthetics, expressing reality in the form of artwork (aesthetic), is a typical sensory-specific expression of artistic creation, with colors and languages specific to each branch of her painting, engraving, sculpture, music, literature, film, theater, art, dance, etc..

Content aesthetic education in school is revealed in what is meant by culture aesthetics. In turn, school aesthetic culture comes in two forms:

a) objective culture represented by a set of knowledge and aesthetic, as specified in the school and sent to the instructive - educational school.

b) subjective culture that comes - as noted (G. Vaideanu, 1697, p 108) - "spiritual result produced cultural assimilation individual goals." This result is materialized in a spiritual assembly capabilities, aspirations, feelings and aesthetic beliefs, all subsumed and integrated an aesthetic ideal. (Nicola, I., "Education", EDP, Bucharest, 1994)

Aesthetic education in the education process is performed by the subjects. Naturally this contribution is not equal. It depends on the nature and content taught in schools as well as teacher training introduces students to the "beau-

tiful people" in the subject or specialty. Given the importance of literature, music and general culture within school design we stop to analyze only three corresponding forms of aesthetic education:

Education for and thru the values for plastic - paint. Considered as a form of expression of inner dynamism, drawing in all its forms: drawing after nature, decorative, artistic, technical, etc. Is the primary means of acquainting the student with the language of visual arts, stimulating expressivity. This component of aesthetic education aims to develop in students the ability to discern non-pictorial beautiful paintings, figurative to non-figurative, form them visual and manual skills, taste and imagination, and the elements of thought and communication Plastic (draw and understand a plan, an outline, a project in visual language to communicate what he feels, thinks and lives). Also Fine Arts - Painting and aims to initiate students in perceiving, understanding and creating relationships Plastics - colors, lines, harmonies and forms of visual representation, we develop - as noted R. Arnheim - the ability to see space in relation to two and three dimensional techniques, perfected their ways of interaction between motor behavior and visual inspection of horizontality and verticality relations as elements of composition, morphology, as measured for music. Education for and through musical values. Of all the arts, music is the closest to the human soul, being present at all stages of its becoming. From Lullabies to the school like, love, soldierly, Doina, songs and up to the funeral robber man always found occasion to express "feelings" and find the music courage, comfort, etc. x). Musical education consisted mainly in raising student listening to a text value or components of global music - theme, harmony, polyphony, timbre, dynamics. Its goal that unit aimed at creating seamless between man and music and ineffable emotional resonance, training and refining musical taste, discernment nonmusical musical, musical hearing regarding course and development, mastering specific language (notation) and the structure of a musical work to For students who show an aptitude for the field of art can touch and stage musical creation under union between emotional reaction emotional, psychological state of serene contemplation, intellect and volition participation (listening quality, inner, superior understanding of musical work).

Aesthetic education is achieved through other forms of art - architecture, theater, film, as well as through mass media. This process is extremely complex. It requires sensitivity and modeling effort but also organizational and methodological competence. Its forms of achievement are varied. They cover the whole process of education, master classes, extra-activities, it can serve educational concerns thirst of living potentiating the beautiful, civilized conducts training, based on integrative aesthetic values, to stimulate creative energies, while preparing students to reject the ugly and everything about him and plan aesthetic,

ethical, philosophical and educational. (Vaideanu, George, 1967, school aesthetic culture, EDP, Bucharest)

Conclusions. Humanistic orientation students assimilate more easily and efficiently aesthetic values promoted artistic disciplines in our case, Romanian language and literature, developing and sensitivity, taste and aesthetic judgment.

Aesthetic education, the objectives pursued - to raise students' language arts, cultivation capacity, taste and judgment aesthetic appreciation, aesthetic attitude formation, etc., contribute to the student personality.

Education through the arts, require students than intellectual qualities ethical, moral, etc. and aesthetic qualities, which they estimate the objects around them based on fundamental values such as: good, truth, beauty.

The student can access the value, especially in the aesthetic, if they get involved in, whether preference to learn, gain experience and act according to it. The necessity of art in education is imposed by the fact that it approaches reality student, he develops sensitivity, we cultivate aesthetic taste, it helps to learn to live better and more beautiful.

Art based on the pupil discovers that truth into the experience, values, reason and beauty does not preclude that knowledge involves not only the mind but also beautiful.

Proposals. To fulfill its mission, the school and especially aesthetic activity undertaken within it, requires profound.

To this end we make the following proposals:

1. Aesthetic education in Universities, from our point of view, with all that it implies, discipline, goals, methods, ways and techniques specific language learning, to participate in the formation of student's personality, education must become a complete and permanent i.e. the actions, experiences, situations Artistic and extra-Artistic, as areas of art that have a common language (grammatical concepts, form, style, color, etc.) are available to be studied learned by all students.

2. Education (general education or artistic profile) cannot be thought out a complete aesthetic education, in addition to requiring functional space and mediate staff, performed by the teacher, prepared to do so.

3. Aesthetic education to be student-centered and gradually become personalized as it focuses on investigative curiosity, the spontaneity, desire and self-training it.

4. Aesthetic education as open to nature and art, provides school subjects and extracurricular activities through the issue of initiating students in the arts (language, technical, etc.) and training necessary to enable socio-professional integration later. You must start from the idea that the school is

laboratory where the foundations of aesthetic education, which will be its continuity assumption adulthood.

Aesthetic education in Universities in general, especially in high school, needs to be reconsidered in the sense that it requires:

- - introducing modern teaching guidelines that allow aesthetic education of pupils according to the latest discoveries in the arts;
- - introduction into the curriculum of a sufficient number of hours for educating students through the arts, since, apart from literature benefiting from a greater number of hours, other disciplines (education, arts, music) are allocated by one hour per week, except for art schools, where things are better.
- - conducting classes in artistic disciplines, in dedicated facilities (workshops, laboratories) since the formation of student's personality, should focus not only on the theoretical side but also on the practice, thus achieving a balance the behavior between physical and psychological.

References: 1. *Nicola I.*, "Education", EDP, Bucharest, 1994. 2. Teachers Association in Romania: www.asociatia-profesorilor.ro. 3. *Vianu T.*, "Aesthetics", Bucharest, 1968. 4. *Vaideanu G.*, "Aesthetic Culture School, EDP, Bucharest", 1967

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AESTHETIC EDUCATION AND ARTS EDUCATION

Aesthetic education is in line with pedagogy of creativity. It requires students to develop the aspiration job well done and beautiful, requirement and taste to any industrial product, sense of balance and simplicity beautiful behavior, civilized. Aesthetic education aims essentially vocational school students' personality through the beauty of art, society and nature. Aesthetic education is the core of arts education, which has a narrower scope, operating only with the beauty of art, society and nature.

Стоича Е Р.

ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ И ХУДОЖЕСТВЕННОЕ ОБРАЗОВАНИЕ

Эстетическое воспитание осуществляется в соответствии с педагогикой творчества. Это требует от студентов развивать стремление хорошо и красиво делать работу. Эстетическое воспитание направлено на личность через красоту искусства, общества и природы. Оно является основой художественного образования, которое имеет более узкое значение, и связано с красотой искусства, общества и природы.

Стоича Е Р.

ЕСТЕТИЧНЕ ВИХОВАННЯ ТА ХУДОЖНЯ ОСВІТА

Естетичне виховання здійснюється у відповідності з педагогікою творчості. Це вимагає від студентів розвивати прагнення добре і красиво робити роботу. Естетичне виховання спрямоване на особистість через кра-

су мистецтва, суспільства і природи. Воно є основою художньої освіти, що має більш вузьке значення, і пов'язане з красою мистецтва, суспільства і природи.

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THE GERMAN ENLIGHTENMENT AND ITS INFLUENCE UPON THE ROMANIAN LITERATURE

Didactically, Simion Bărnuțiu treats a large spectrum of issues, addressing a variety of fields : the History of Philosophy, Logics, Metaphysics, Pedagogy, Ethics, Empiric Psychology and Aesthetics. Bărnuțiu is considered the first professor to lecture in the Romanian language academical courses on philosophical topics.

The course The History of Philosophy, lectured in Iassy, in the period 1855- 1864, refers to an ample corpus of critics of the history of philosophy, containing analysis on an overwhelming number of philosophers. The study is kept at the Library of the Romanian Academy in Bucharest, the Romanian manuscript nr. 5439, and is part of a donation of Iuliu Maniu, great grandchild of the sister of Bărnuțiu. The book is a veritable philosophical periplus, belonging to a road opener: after refering to the concept of history of philosophy, the author tries a description of the philosophy of the Ancient Orient, he stops on the Greek philosophy to Plato and after the great Greek thinker, for closing his intercession with the age of Albertus Magnus, in the first centuries of the past millennium.

The sources of the course, the variants of the text, its location in the age are relevantly commented by Ionuț Isac¹.

Being a theoretical thinker, Bărnuțiu was a „spirit withdrawn in himself, pondering a lot on the topic before expressing it in words”². He chooses the influences, proving himself permeable to models but not enslaved to them.

¹ See: Simion Bărnuțiu *The History of Philosophy-Istoria filosofiei*, vol.I, edition princeps after manuscript, made by Ioan Chindriș, Mihai-Teodor Racovițan, Gavril Matei, coordinated by: Ioan Chindriș, foreword by: Mihai-Teodor Racovițan, edition notice by: Ioan Chindriș, Bucharest, România Press Printing House, 2000;vol.II, edition princeps after manuscript, made by Ioan Chindriș, Ionuț Isac, Mihai-Teodor Racovițan, afterword: *Simion Bărnuțiu and the Attraction of the Ancient Classicism-Simion Bărnuțiu și atracția clasicismului antic* by Ionuț Isac, Bucharest, România Press Printing House, 2002, pp.209-220.
G. Bogdan-Duică, *op.cit.*, pp. 139-140. Ac. to Mihai-Teodor Racovițan, foreword to: Simion Bărnuțiu *The History of Philosophy-Istoria filosofie*, vol.I, p.4.