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Modeling of Art Students' Intellectual Motivating Training in Fundamentals of Philosophy

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ABSTRACT

Traditional system of students' training in philosophy tends to teach students of all specialties without taking peculiarities of their future vocational activity into account. It does not consider features of art students' training; it is not aimed to develop their intelligence, conceptual and figurative thinking, motivation to study this discipline. In this regard, the article concentrates on the development of a model of art students' intellectual motivating training in fundamentals of philosophy. The leading research method was a modeling method; it presents pedagogical reality in a more updated form that promotes art students' intelligence development and formation of positive motivation to study fundamentals of philosophy. The article provides the essence of the model developed by the authors; its features have been singled out: Realization of the principle of students' intellectual motivating training, use of mind maps in the course of students' training, gradual formation of intellectual actions and motivation to study this discipline. The structure of the model proposed by the authors represents the set of interconnected and complementing components: Target, content, operational and activity-based, assessing and resultatives. The proposed model of art students' intellectual motivating training in fundamentals of philosophy contributes to the improvement and specification of the existing theory of training philosophy. Materials of the article can be used by teachers of colleges and higher education institutions to select and structure the content of training in philosophy of students mastering different specialties.

Keywords: Modeling, Intellectual Motivating Training, Students, Art Specialties
JEL Classifications: A23, I23, I26

1. INTRODUCTION

Art students' intellectual motivating training in fundamentals of philosophy is considered as the process aimed at the priority development of intelligence on the basis of synthesis of fundamental philosophical knowledge principles, professional and art orientation of the knowledge contents and methods of training that actualize learners' creative abilities and aspiration to professional self-realization (Usmanova, 2012a; Lisitzina et al., 2015; Zakirova et al., 2016). In the specified context, the educational potential of the discipline "fundamentals of philosophy" is aimed at the development of art students' intellectual abilities and formation of their motivation for training, and consists in the following: The discipline provides the quality of future artists' training on the basis of this discipline integration functions and interdisciplinary synthesis of knowledge (Ilkevich, 2013); it motivates students' aspiration to develop the highest forms of intelligence due to the awareness of professional and art importance of philosophical education goals specified in Federal state educational standards (FSES) of secondary professional education; components of the discipline impact the formation of thinking abilities and development of intelligence in general, provided that motivators for training in philosophy, peculiar to art students, are included (Usmanova, 2012b; Ilkevich et al., 2015).

The specified advantages of the discipline in art students' intellectual motivating training and, respectively, our idea of the studied phenomenon predetermined the need to develop

the model of art students' intellectual motivating training in fundamentals of philosophy; traditional and modern categories available in the theory of modeling have been taken into consideration.

2. METHODOLOGY

2.1. Literature Review

Covering various aspects of training process, the technique of didactic modeling as a research method was understood differently during various periods. So, Krayevsky (1994) considered that "modeling is reproduction of characteristics of some object on another object," and in Shtoff's (1966) works model is understood as such mentally represented or realized system which, displaying or reproducing an object of research, is capable to replace it in such a way that its study gives new information on the object. Kulakov (2014) considers model as mentally and practically created structure reproducing part of the reality in a simplified and visual form. Modern science understands modeling as a method of scientific research, the essence of which is the construction and study of a model of the studied object, and model is considered as a system of elements which reproduce certain aspects, links, functions of the studied original (Krayevsky, 1994). Most researchers acknowledge that the process of modeling consists of two stages. The first stage includes the creation of a model, and the second (as a rule, it begins with an experiment) assumes functioning of a model as a tool of cognition. Despite a large number of researches devoted to the issue of modeling, there are no models of art students' training in philosophy, though it is philosophy that can positively impact world outlook and the level of intelligence development teaching students to typify art images and ensure artist's success in future.

2.2. Essence of Model

The model of art students' intellectual motivating training in philosophy represents a complete reflection of reality with a tendency to improvement, an image of a pedagogical system, an ideal embodiment of knowledge about what the advanced pedagogical activity aimed at the development of intelligence and formation of positive motivation to study of philosophy, created for verification of viability of the proposed hypothesis, correct forecasting and management of pedagogical process in the set direction is; that does not contradict concepts of modeling proposed by such pedagogues-researchers and methodologists as Zagvyazinsky (2005), Krayevsky (1994), Shtoff (1996), Novikov (2011), Afanasyev (1980), Monakhov (2001), Turchina (2013), etc.

2.3. Methodological Approaches to Modeling

The methodological bases of modeling of art students' intellectual motivating training in fundamentals of philosophy were the following approaches: System and activity-based (teacher-student systematic organizational interaction in educational activity), personality-centered (consideration of subjective and psychological features of art students), and developmental (development of intelligence, emotional and volitional sphere).

3. RESULTS

3.1. Features of Model

In comparison with traditional model of training in philosophy, the proposed model includes the following certain changes directed to its improvement.

3.2. Realization of the Principle of Intellectual Motivating Training

The defining idea of the model is the principle of intellectual motivating training that assumes orientation of all components of students' training in philosophy towards the development of their intelligence, world outlook with the support of professional-art and cognitive motivation for chosen art specialty. The training process built on the basis of this principle promotes future artists' formation of competences that will develop higher philosophical visions of artistic images.

3.3. Use of Mind Maps Technique

All components of educational process (contents, methods, means and forms of training) are filled with intellectual motivating contents, with emphasis on the use of mind map technique. Conditions that allow to perform actions for drawing motivating mind maps with known and desirable indicators are presented in Table 1.

3.4. Stages of Intellectual Actions and Motivation towards Study of Philosophy Development

The model is constructed in compliance with stages of intellectual actions and motivation to study philosophy development:

- The stage of initial motivation formation assumes drawing attention to philosophical knowledge by means of presentation on the basis of multimedia representation of interesting, emotionally, and esthetically saturated material so as to move students' involuntary attention to the level of voluntary attention.
- The reinforcement stage supposes the creation of interest on the basis of voluntary attention to the model of the set action (made-up motivating mind map); strengthened by the teacher interest in cultural-historical and art-figurative material, and leading requirements (esthetic, affection and love, self-actualization, etc.).
- The stage of arisen motivation strengthening that assumes the transfer of interest in philosophy to desire to visualize, systematize and structure knowledge in the course of mental drawing of motivating mind maps. Strengthening of desire due to independent creativity, opportunity to improvise, to display identity in the choice of associations, manipulations with color, form on the basis of composition laws and prospect.
- The stage of lesson completion assumes the increase of activity, leading to the implementation of a real action directed towards drawing a thematic mind map and formation of ability to present the topic coherently relying on creative work and adequate estimation of efforts.

3.5. Structure and Content of Model

The above stated methodological guidelines gave us the opportunity to describe the model of art students' intellectual

Table 1: Conditions that allow to perform actions to draw motivating mind maps with known and desirable indicators

Total, desirable properties	Property characteristic
Rationality of actions performance	Among various relations between a key subject and sub-themes, sub-questions, the student has to choose those that are essential for a new branch, sub-idea. The teacher helps student to single out these essential properties and to make them the basis for drawing a motivating mind map. Then the teacher gives a student a full, developed picture of all operations on this work performance with differentiation and clarification from minor, insignificant moments in conditions of systematic change of specific philosophical topic and student's attentive observation of objective sequence of initial material transformation
Generality of performing actions	The teacher does not give a student a specific example of prepared motivating mind map, the teacher gives a general scheme which can be applied to all cases of drawing a philosophical motivating mind map. Integration of actions takes place in the course of this scheme application to a specific, systematized and structured philosophical material and drawing a certain thematic mind map A student shows the ability to single out essential relationships of action out of the variety of those specific conditions, often disturbing conditions (hindrances) in which the student has to act. The teacher cultivates resistance, tolerance to hindrances, ability to single out essential relationships against hindrances. In our case, a student has to learn to single out most important, essential and suitable information, out of a huge flow of information which can be found on the Internet, to draw a mind map for work
Consciousness (sensibleness) of actions	Student's ability to give a verbal account on the actions, to tell about concepts interrelation with the main subject and sub-themes, correct, independent selection of associations etc
Criticality of action	The comparison of job evaluation criteria with reality, with an ideal option of a motivating mind map, that Galperin (1980) calls "criticality in relation to other criteria," and student's ability to estimate the work critically and objectively, to compare it to similar creations of other students
Availability of a certain level of proficiency in drawing a MMM	Assimilation of action according to Galperin (1982) is "a permanent change of forms of the action itself." Move to a higher form is possible only if a certain level of development of the previous stage has been achieved. Then small links unite in bigger parts which, in turn, unite too and start being carried out as a single process with move to an automatism level. Characteristic parameters of such action are: observance of the set speed and rhythm, continuity of action performance and integrity. The desirable level of proficiency assumes the assessment of student's ability either to create a motivating mind map, or only present the topic using a ready-made mind map. An ideal option which the teacher has to achieve in the pedagogical activity is when a student presents the plan of a motivating mind map drawing (action in mind and in a verbal form), then performs the work itself (combination of an intellectual and symbolical form), and then tells the topic with the application of this motivating mind map (intellectual and verbal form of action)

motivating training in philosophy by means of the following blocks: Target, content, operational-activity based, and assessing-resultative (Figure 1).

The target component includes: Didactic goals, approaches and intellectual motivating principle of art students' training. The backbone factor that defines the value of the developed model is a target component; it assumes successful development of knowledge and skills in "fundamentals of philosophy," development of conceptual and figurative thinking, formation of positive, conscious, personal, effective, and educational motivation to study philosophy by art students. The goals are specified by means of successful solution of the following tasks:

1. Identification and diagnostics of the initial level of intelligence and motivation formation for studying philosophy by art students.
2. Transition of students from the level of negative and indifferent attitude towards studying philosophy to effective, conscious, responsible, and inquisitive through purposeful work with cognitive, educational, vocational and social motives, goals, emotions to increase the general level of motivation and proficiency (FSES of Secondary Vocational Education (SVE), implementation of Federal state standards of secondary professional education requirements for the discipline "fundamentals of philosophy."
3. Students' successful mastering the requirements of FSES SVE for the discipline "fundamentals of philosophy" due to positive motivation formation for the discipline and system of intellectual actions connected with motivating mind maps drawing.
4. Analysis, control and correction of obtained results.

The content component consists of thematic, professionally directed, and philosophical material proposed for studying; the teacher selects this material taking into account peculiarities of perception, level of intelligence, motivation, valuable priorities, art and informative needs of future artists' development.

The operational-activity based component includes intellectual motivating methods, forms and tutorials, application of motivating mind maps drawing technique.

The assessing-resultative component includes a perspective result of art students' motivating training in philosophy model implementation: Improvement of progress through positive motivation towards the subject, stage-based formation of intellectual actions and development of intelligence. It presents assumed results of art students' intellectual motivating training in philosophy:

1. Students' successful mastering of FSES SVE requirements for the discipline "Fundamentals of philosophy" due to

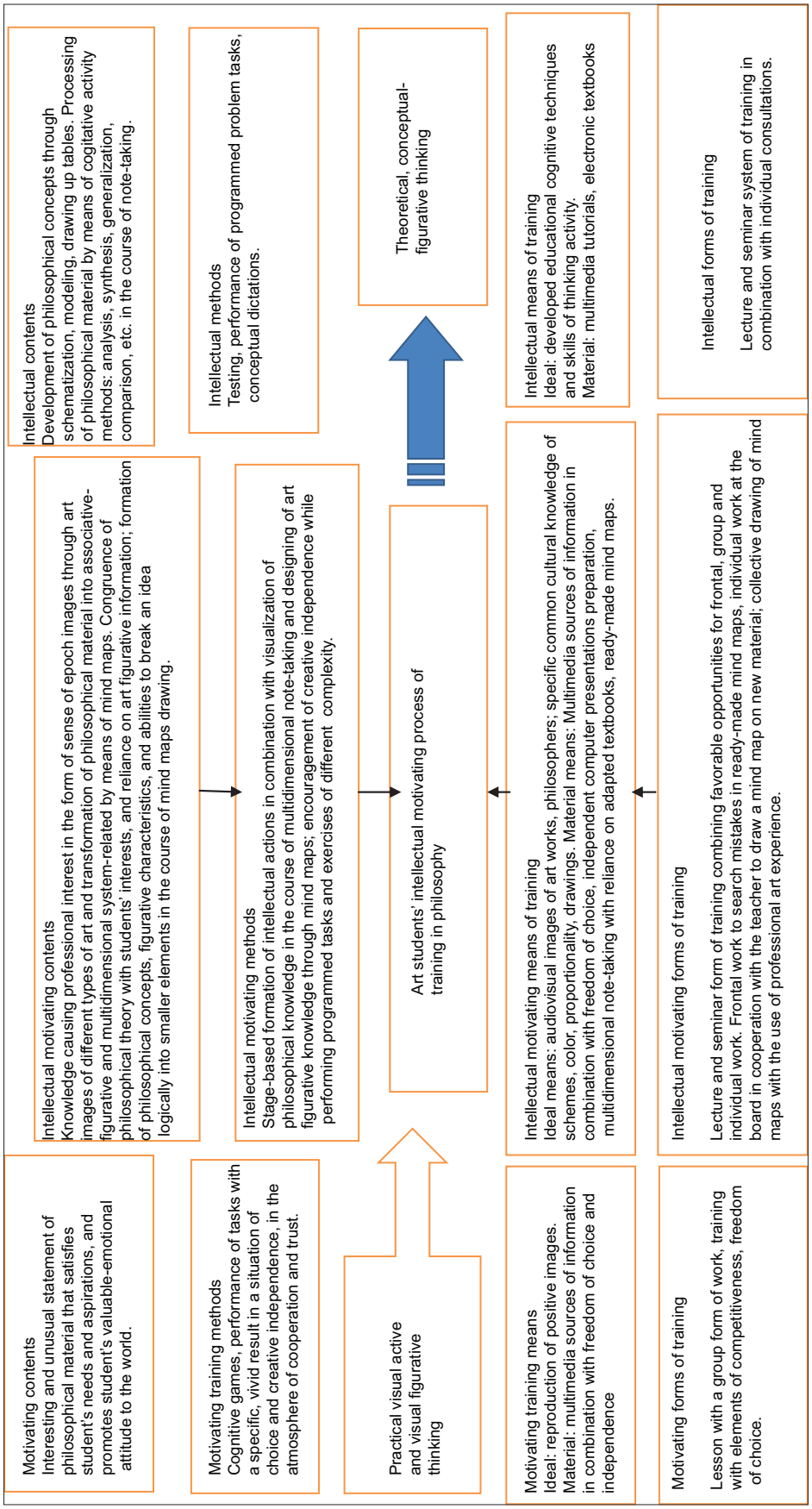

Figure 1: Didactic model of intellectual motivating training in philosophy with educational process components characteristic

positive motivation formation for the discipline and system of intellectual actions connected with motivating mind maps drawing.
2. Prevalence of students' theoretical, conceptual and figurative thinking over practical visual active and visual figurative.
3. Transition of students from the level of negative and indifferent attitude towards studying philosophy to positive, effective, conscious, responsible, and inquisitive through purposeful work with cognitive, educational, vocational and social motives, goals, and emotions.

4. DISCUSSIONS

To make students master high-quality philosophical knowledge, it is necessary to motivate them, in our opinion, for the development of intellectual abilities. Intelligence is understood as human's ability to think abstractly, turn perceptions into new knowledge, and effectively use them during educational cognitive activity, i.e., system of cognitive abilities that makes the foundation of learning ability. Intelligence defines student's success of training if there is motivation for the studied discipline. Considering intellectual activity as "the purposeful process determined by realized motives," Badmayeva (2006) singled out interrelation of motivation and general intellectual abilities, and proved that any activity of the learner is realized only with the participation of such general intellectual abilities as perception, memory and thinking. According to Ilkevich (2013. p. 37), social demand specifies requirements for art and industry education of future experts: "The artist has, on the one hand, to have high intelligence necessary for creation of high-tech utilitarian works of art, and, on the other hand, to be a harmoniously developed personality." Among academic subjects taught to students of art specialties, philosophy is one of the few ones that is capable to realize these requirements at a certain organization of educational process.

Training of philosophy in our research is considered as the process of intelligence development due to external and internal motivation of students and its management. Such training aimed at the priority development of intelligence on the basis of synthesis of fundamental philosophical knowledge principles, professional art orientation of its contents and methods of training actualizing learners' creative abilities and aspiration to professional self-realization is considered as intellectual-motivating. The way to use regularities of intellectual motivating training according to the goal of philosophical education established in FSES SPVE is the principle of intellectual motivating training. We intend to achieve FSES SPVE goals in philosophy training through intellectual motivating training principle implementation. The condition to realize this principle is the development and introduction of the model which we understand as an ideal embodiment of knowledge about what advanced pedagogical activity aimed at the development of intelligence and formation of positive motivation for studying of philosophy to implement correct forecasting and control of pedagogical process in the set direction has to be. This model has to consider features of future artists' cognitive abilities among which the following should be: Ability to integrate rational and emotional mechanisms of imagination (Kanashchenkova, 2011); developed ability for visual-figurative thinking; aspiration to one's own intellectual novelty; ability to see an object from a new, unusual point of view; availability of the ability to complete, art-figurative, emotional-sensual, constructive, creative thinking connected with comprehension and creation of a highly generalized artistic image on the basis of integration and inter-functional links of cognitive processes that is manifested in the process of creation of the artistic image itself: From image-perception (contents of a philosophical topic) to image-process (drawing of a mind map), and from it to image-result (ready creative work) (Kanashchenkova, 2011); dependence of stable attention on the degree of interest, novelty, emotiveness of information, level of involvement into professional and life important activity, etc.

5. CONCLUSION

Thus, the developed model of art students' intellectual motivating training promotes:

- Achievement of training goals of philosophy declared in FSES of secondary professional education due to the theory of stage-based intellectual actions which act as a pedagogical technique of students' intelligence development due to positive motivation for this discipline.
- Transformations of art students' thinking from practical, visual-figurative level to theoretical and conceptual figurative due to the unity of image, concept and action in educational cognitive activity which is achieved in the course of systematic work on drawing mind maps within the frames of practical implementation of the theory of stage-based intellectual actions development and high positive motivation for studying philosophy.

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