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Implementation of Intellectual and Motivating Principle in Training Fundamentals of Philosophy to Students of Art Specialties

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ABSTRACT

Spatial visualizing ability dominates over conceptual visual thinking in students of art specialties that allows them to achieve high levels of abstraction in the course of creative activity, to specify typical features of artistic images and characters at a philosophical level. Therefore, the necessity to develop students' of art specialties motivation for highest forms of intelligence arises; awareness of professional and art importance of philosophical education goals promotes this process. In this regard, the paper aims to investigate intellectual-motivating training of students of art specialties in fundamentals of philosophy. The leading research methods were observation, testing, studying of documentation and results of activity, analysis of students' written creative works; all this allowed to reveal levels of motivation development, students' progress, and levels of their intelligence development. The obtained results testified to an essential difference in indices of positive dynamics of intelligence, motivation and progress development of students in an experimental group where the authors introduced the program aimed to form motivation to study "fundamentals of philosophy." The program was developed in compliance with the principle of intellectual motivating training of students of art specialties; students had to fill motivating mind maps promoting the development of their intelligence and motivation for studying philosophy, diagnostics and timely correction of levels of their formation. Materials of the paper are of value for teachers of humanitarian disciplines as part of training competent experts of various profiles.

Keywords: Management of Education, Intellectual-Motivating Training, Principle, Students, Future Artists, Fundamentals of Philosophy
JEL Classifications: A23, I23, I26

1. INTRODUCTION

1.1. Relevance of the Problem

Implementation of innovative approaches in education that both define requirements to a human's vocational training and consider education as a necessary factor of expert's inclusion in culture of modern, post-industrial society is impossible without mastering methodological, conceptual, intellectual, and developmental potential of philosophy. High-quality general education and vocational training of future artists assumes the development of their intelligence and formation of educational activity motivation proceeding from society social demand (Ilkevich et al., 2015; Lisitzina et al., 2015; Kalimullin and Masalimova, 2016; Zaitseva, 2013; Dmitrieva et al., 2015).

The art student, having an actualized, internal, art, and professional motivation (motivation for activity), is striving for the development of internal, cognitive interest, improvement of professional knowledge and ways of activity. Such discipline as "fundamentals of philosophy" plays an important role in this process as it possesses powerful world outlook, sense-vital potential and cognitive opportunities the realization of which promotes art students' success in the future. Therefore, it is possible to say that mastering philosophical knowledge is an intellectual activity. It is a certain level of intelligence development that contributes to future artist's understanding, comprehension, and mastering life important, professional and valuable philosophical knowledge.

Insufficient study of motivation formation impact on the efficiency of philosophy learning through the development of conceptual-figurative thinking, memory, imagination, and intelligence does not allow to use this mechanism to its full capacity in the course of art students' training (Kozhanova et al., 2015). The influence

of emotional and motivational components on the development of art students' conceptual-figurative thinking occurs incidentally and spontaneously. Despite extensive empirical material and diverse attempts to create general theory of art students' intellectual abilities development (to teach the artist to think conceptually and figuratively), there is no uniform approach and accurately formulated regularities and rules of cognitive abilities development at training philosophy in regard to transition from the level of practical visual-figurative thinking to the level of theoretical, figurative-conceptual thinking, with obvious prevalence of the latter.

1.2. Literature Review

The research problem of intellectual motivating training in philosophy of art students has a poly-aspect and complex character. It is at the intersection of several sciences: Philosophy, pedagogics, psychology, esthetics, art criticism, etc. However, the core of the problem is a major pedagogical issue - quality of progress in philosophy.

The foundation of intellectual motivating training in philosophy is provided by well-known works of philosophers concerning contents and methods of training in philosophy, thinking development, "culture of mind" through cultivating person's freedom and familiarizing with cultural values (Hegel, 1972; Mamardashvili, 1988); scientific researches in the field of methodology, theories and practices of philosophical education in which cultural concepts of fundamental knowledge are revealed and student's identity is formed through assimilation of humanitarian and universal values (Gershunsky, 1998; Lazebnikova, 2001; Lektorsky, 2007); works on stage-based formation of intellectual actions, thinking development, interrelation of motivation and cogitative activity factors (Asmolov, 2014; Badmaeva, 2006; Vinogradov, 2008; Kanashchenkova, 2011); scientific researches on general theory of motivation, motivation of learning, principles of professional-motivating, art-industry education, and development of motivation for creativity of art students (Ilkevich, 2013; Ilyina, 2011; Markova, 1983; Maslou, 2002; Filippenko, 2006); researches on professional orientation of training and interrelation of general and vocational education (Stolyarenko, 2003; Khudyakova, 2009); works on research of Buzan (2010) mind maps (Bershadskaya, 2010; Bershadsky, 2010; Bokov, 2012); researches on frame schemes as a way of cognitive phenomena modeling and means of rational and figurative presentation of philosophical training material (Bogdanova, 2009); works on psychology of creativity, provisions of esthetic theories of new visual, art, and associative-figurative thinking (Vygotsky, 1998; Podkopaev, 2009).

Despite the variety of aspects in studying qualities of thinking, intellectual development, motivation for educational activity, methods of teaching philosophy, there still remain insufficiently investigated issues of art students' intelligence mechanisms development, and conceptual-figurative thinking on the basis of motivation for studying philosophy. The problem of future artists' intellectual motivating training in philosophy with all the variety of its aspects belongs to contradictory, complex, interdisciplinary, and insufficiently studied issues of pedagogical science.

2. MATERIALS AND METHODS

2.1. Experimental Base and Research Phases

The experimental base of the research is Gzhel State Art and Industry University.

The research included three stages.

At the first stage (2012-2013), the analysis of philosophical, psychology, and pedagogical literature was carried out; the program of students' intellectual motivating training in philosophy was elaborated.

At the second stage (2013-2014), the program of students' intellectual motivating training in philosophy and mind maps were introduced; obtained results were systematized.

At the third stage (2014-2015), processing, generalization, systematization and completion of experimental work, interpretation of research results, formulation of main theoretical conclusions, introduction of results in practice of educational activity, and their registration in the form of the thesis took place.

2.2. The Program Providing the Development of Students' Intellectual Motivating Training in Philosophy

The program of positive motivation for studying philosophy, developed by the authors, is based on the principle of art students' intellectual motivating training. The implementation of this principle assumes the development of future artists' intelligence through sensuality, esthetic susceptibility, and independent search of a personal and professional basis for future creativity in philosophical knowledge. This principle is reflected in drawing motivating mind maps in the course of students' training in the discipline "Philosophy."

2.3. Essence of a Motivating Mind Map

A motivating mind map is a training technique based on the technology of information and any thinking process presentation in a complex-systematized and visual-descriptive form; the way of content generalization of philosophical knowledge; the way of conceptual-figurative thinking process representation through the use of schemes and associations; the instrument that processes information into consciously assimilated knowledge and that allows, due to the development of students' intelligence, to create their ability to work effectively with educational information, to single out key points, to generalize, compare, and represent the studied subject in its integrity.

Motivating mind maps employment at various stages of the lesson acts as a means of development not only students' intelligence, moral-value sphere of their consciousness, means of value-semantic approach in teaching philosophy, but also motivates a future artist to study philosophy in general, awakening cognitive and professional interest of a future artist, being a peculiar problem situation which assumes variability of graphic solutions, art search of a suitable association, and activation of vocational-cognitive and educational-cognitive motives.

Students' mastering the system of intellectual actions to draw motivating mind maps promotes the development of intelligence and its components (attention, imagination, memory, and thinking).

3. RESULTS

3.1. The Course and Results of Stating Experiment Stage

The experiment was conducted in the period from 2012 to 2015 with second-year students of Gzhel State University participation. In the course of the stating stage of the experiment, the initial state of motivation, progress and intellectual development (ability to study) of art students was analyzed, corresponding techniques for identification of levels of intellectual motivating training development in philosophy were chosen, criteria and their indicators which are presented in Table 1 were established.

Almost identical characteristics of respondents of control group (CG) and experimental groups (EG) were revealed chi-squared technique proved the absence of statistically significant difference in these groups prior to the experiment with probability of 95%. At the initial stage of the experiment, a low level of motivation and ability to study of more than 50% of learners was observed. Upon the completion of the experiment forming stage, the obtained results were reassessed: Formation of motivation to study philosophy, increase of progress, and level of intelligence development, with a view to define the efficiency of educational process organization on the basis of IMT principle. Criteria and corresponding indicators were developed to assess IMT results of art students in philosophy.

3.2. The Forming Stage of the Experiment

Within the forming experiment stage, students were actively involved in the process of intellectual motivating training in philosophy since first lessons. Educational-cognitive work with students of EG had intellectual motivating orientation; the teacher conducted lessons in compliance with the principle of intellectual motivating training and its rules. Corresponding conditions were created for the implementation; motivating mind maps were used in the course of students' training in "Philosophy."

3.3. Results of the Experiment Control Stage

At the end of the control stage of the experiment, indicators of intelligent components development level presented in assessment sheets of CG and EG were transferred to the Table 2.

11 students had positive dynamics of intellectual development; that makes 37.93% of trainees in the EG. The dynamics of intelligence development made13.7% (4 people) in CG at the final stage of the experiment. Distinctions of the last two indicators (EG 37.93% - CG 13.7% = 24.2%) in relation to all students participated in the research (EGs -127 people, and control groups (CGs) -127 people) are statistically significant (at P = 0.09). Hence, we drew a conclusion that the effect of changes is caused by application of intellectual motivating training technique.

The analysis of obtained research data of students' motivational sphere in EG testifies to positive changes in their attitude to the subject. 14 students had positive dynamics in the motivational sphere; that made 48.27% of trainees in the EG. The negative shift of motives was not registered. The analysis of dynamics of motivation development at the final stage of the experiment in the CG made 20.6% (6 people). Distinctions of the last two indicators (EG 48.27% - CG 20.6% = 28.27%) in relation to all students who took part in research (EGs -127 people, and CGs -127 people) are statistically significant (at P = 0.09); that proves the

Table 1: Criteria and indicators of art students' intellectual motivating training

Criteria	Quality indicator	Quantitative indicators	Methods
Motivational	Manifestation of interest, cognitive and esthetic demand	Credits, percent, levels (high, average, below average, low)	Rean (2000), and Ilyina (2011), Badmaeva (2006), Markova's (1983). Techniques STID, Wechler (2014) test, technique of I.Q. levels by Leyts (2011), Batarshev (1987)
Intellectual	Understanding of philosophical concepts, availability of skills to use motivating mind maps as a way of thinking in the process of multidimensional note-taking	Credits, percent, levels (high, average, below average, low)	
Activity-reflexive	Assimilation of philosophical knowledge at the level of knowledge and skills Readiness to multidimensional note-taking, ability to estimate activity results adequately	Credits, percent, levels (high, average, below average, low)	Definition of GPA, qualitative and general progress, work performance time

GPA: Grade point average

Table 2: Dynamics of intellectual development in CG and EG

Levels of intelligence development	Dynamics of intellectual development in CG and EG, n (%)					
Stages	Initial	Final	Dynamics	Initial	Final	Dynamics
Groups	CG	CG		EG	EG	
Number of people	29 (100)	29 (100)	4 (13.7)	29 (100)	29 (100)	11 (37.9)
High	3 (10.3)	4 (13.7)	1 (3.4)	4 (13.7)	6 (20.6)	1 (3.4)
Average	13 (44.8)	12 (41.37)	1 (3.4)	11 (37.9)	15 (51.7)	4 (13.7)
Below average	10 (34.48)	11 (37.9)	1 (3.4)	11 (37.9)	6 (20.6)	5 (16.5)
Low	3 (10.3)	2 (6.8)	1 (3.4)	3 (10.3)	2 (6.89)	1 (3.4)

EG: Experimental groups, CG: Control group

Table 3: Analysis of motivation development dynamics in EG and CG

Levels	Groups, n (%)					
	EG initial	EG final	Dynamics	CG initial	CG final	Dynamics
High	6 (20.68)	8 (27.5)	2 (6.8)	4 (13.7)	3 (10.34)	−1 (3.4)
Average	8 (27.58)	13 (44.83)	5 (17.2)	9 (31.03)	8 (27.58)	−1 (3.4)
Below average	12 (41.37)	6 (20.6)	6 (20.6)	11 (37.93)	15 (51.72)	4 (13.7)
Low	3 (10.34)	2 (6.8)	1 (3.4)	5 (17.24)	3 (10.34)	2 (6.8)
Total	29 (100)	29 (100)	14 (48.2)	29 (100)	29 (100)	6 (20.6)

EG: Experimental groups, CG: Control group

effect of changes due to intellectual motivating training technique application (Table 3).

Then, changes in progress indicators of educational groups were analyzed (in %). The growth of qualitative progress made 31% in the EG, and 10% in the CG. General progress increased by 10% in the EG, and in the CG it was 3%.

Statistical processing of the experiment results was carried out with chi-squared criteria which allowed to estimate the reliability of obtained values distinctions of dynamics of intelligence, progress and motivation to study philosophy by art students. The comparison showed the reliability of distinctions at 0.05% of mistake probability according to the levels of intelligence development and levels of motivational sphere components development.

4. DISCUSSIONS

Ideas about motivation of art students' intelligence in the course of training in philosophy that are developed in Russian and foreign science showed that, despite sufficient study of separate aspects, this multiple-valued problem in pedagogical science still remains "open." The proposed research is an attempt to resolve the problem by means of intellectual motivating training. Intellectual motivating training (hereinafter, IMT) implies training the basis of which is teacher's activity during which the orientation of all training components towards art students' intelligence development with reliance on professional-art and cognitive motivation is realized. However, the traditional system of training philosophy does not consider future artists' intelligence development as a priority; does not reveal vital importance and professional value of the discipline; does not assume the application of such methods that would unite an image and a symbol in creative philosophical-cognitive activity attractive for the artist. Therefore, it does not develop artist's interest in discipline, does not motivate future artists' intelligence the certain development level of which allows to understand, comprehend and assimilate vital-important, professional, and valuable philosophical knowledge. Above-mentioned circumstances once again emphasize the relevance and timeliness of this research.

5. CONCLUSION

Thus, the increase of intelligence level development, motivation to study philosophy, progress in this discipline, is considered as the proof that obtained results are not casual, but they are results of created and implemented program of art students' intellectual motivating training in philosophy. The results of experimental work prove the consistency of the proposed principle of art students' vocational motivating training in philosophy which was implemented through the introduction of motivating mind maps in the course of studying "fundamentals of philosophy."

Comparison of traditional and intellectual motivating training in philosophy allowed to state the efficiency of the proposed program. Essential difference in indicators of intelligence positive dynamics development, motivation and progress of students in experimental and CGs is recorded. The increase of intelligence level development was shown by 37.93% of students in EG, and 13.7% of students in CG; the increase of motivation to study philosophy showed 48.27% of students in EG, and 20.6% in KG; positive dynamics of progress made 62% in EG and 27.5% in CG.

The potential of intellectual abilities which art students possessed, activated due to motivation to study philosophy, resulted in progress increase by 34.5% in EGs in comparison with control ones. The obtained data confirm high efficiency of the principle of art students' intellectual motivating training in philosophy.

At the same time, the conducted research makes no pretence of being a comprehensive analysis of the issue of art students' intellectual motivating training in philosophy; further theoretical analysis and scientific methodological support is required.

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