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### INTERACTION OF GIFTED PERSONALITY WITH ARTISTIC CULTURE WITHIN THE CONDITIONS OF OPEN EDUCATIONAL AND CULTURAL SYSTEMS: EXPERT ANALYSIS

**The purpose of the article** is to analyze the opportunities and prospects for the development of open educational and cultural systems in Ukraine, aimed at meeting the special cultural needs of gifted individuals. **The methodology** of the research is general scientific principles of systematization and generalization of the researched problem, as well as interdisciplinary approach, which allows to study the problem with wide involvement of scientific achievements from different fields of knowledge, including culturology, art history, theory and practice. socio-cultural activities. Methods of questionnaires, surveys and expert analysis of written documents and video courses revealed the peculiarities of the development of open educational and cultural systems. **The scientific novelty** of the study is to identify the features of the interaction of a gifted person with artistic culture, opportunities to activate its creative forces and intellectual abilities by engaging in open resources of education and culture. During the research, students of National Academy of Managerial Staff of Culture and Arts (Kyiv) were involved in working on the platforms "Coursera" and "Prometheus", after which their written feedback was analyzed. A survey of managers and specialists (hereinafter referred to as experts) working in the field of management, planning and development of artistic culture in Ukraine (2,100 respondent experts) was also conducted. The article presents the results of a study of the patterns of functioning of art (past, present and future) in the context of its impact on the cultural development of a gifted person; the possibilities of using the potential of open educational and cultural systems in order to meet the special cultural needs of a gifted person are analyzed. **Conclusions.** The results of the research work showed that in the process of interaction of a gifted person with art, there are certain problems in activating his creative forces and intellectual abilities, due to limited access to many types of artistic and creative activities in reality during quarantine. To this end, it is necessary to use the potential of open educational and cultural systems online, which contributes to the internalization and exteriorization of cultural values, meeting the cultural and artistic needs of the gifted individual in the structure of his professional activities and daily life; allows to more actively involve the young generation of Ukraine in virtual creativity, artistic design and modeling.

**Key words:** axiosphere, open educational and cultural systems, gifted personality, expert analysis, functions of art, virtual creativity, art projects, self-identification of personality.

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**Взаємодія обдарованої особистості з художньою культурою в умовах функціонування відкритих освітніх та культурних систем: експертний аналіз**

**Мета роботи** – проаналізувати можливості і перспективи розвитку відкритих освітніх і культурних систем в Україні, спрямованих на забезпечення особливих культурних потреб обдарованої особистості. **Методологічною основою** дослідження є загальнонаукові принципи систематизації та узагальнення досліджуваної проблеми, а також міждисциплінарний підхід, який дозволяє вивчити проблему з широким залученням наукових доробків із різних галузей знання, зокрема з культурології, мистецтвознавства, теорії та практики соціокультурної діяльності. Методи анкетування, опитування та експертного аналізу письмових документів та відео курсів дозволили виявити особливості розвитку відкритих освітніх і культурних систем. **Наукова новизна** дослідження полягає у виявленні особливостей взаємодії обдарованої особистості з

художньою культурою, можливостей активізації її творчих сил та інтелектуальних здібностей шляхом залучення до відкритих ресурсів освіти і культури. В процесі дослідження студенти НАКККиМ (м. Київ) залучалися до роботи на платформах «Coursera» та «Prometeus», після чого було проаналізовано їх письмові відгуки. Також було проведено анкетування керівників і спеціалістів (далі – експертів), які працюють у сфері управління, планування і розвитку художньої культури в Україні (2100 респондентів-експертів). У статті викладено результати дослідження закономірностей функціонування мистецтва (в минулому, сучасному і майбутньому) в контексті його впливу на культурний розвиток обдарованої особистості; проаналізовано можливості використання потенціалу відкритих освітніх і культурних систем з метою забезпечення особливих культурних потреб обдарованої особистості. **Висновки.** Результати дослідницької роботи показали, що у процесі взаємодії обдарованої особистості з мистецтвом виявляються певні проблеми щодо активізації її творчих сил та інтелектуальних здібностей, через обмежений доступ до багатьох видів художньо-творчої діяльності в режимі реальності в період карантину. З цією метою необхідно використовувати потенціал відкритих освітніх і культурних систем в режимі онлайн, що сприяє інтеріоризації та екстеріоризації культурних цінностей, задоволенню культурних і художніх потреб обдарованої особистості в структурі її професійної діяльності та повсякденності; дозволяє активніше долучати молоде покоління України до віртуальної творчості, художнього конструювання та моделювання.

**Ключові слова:** аксіосфера, відкриті освітні і культурні системи, обдарована особистість, експертний аналіз, функції мистецтва, віртуальна творчість, мистецькі проекти, самоідентифікація особистості.

The powerful development of multimedia and Internet technologies has aroused the interest of the young generation of Ukrainians in virtual creativity, design and modeling skills. Due to the informatization of Ukrainian society, consumers have access to quality social and cultural services. The emergence of open educational systems has helped to meet the particular cultural needs of the gifted individual. Modern Ukrainians have the opportunity to register on educational websites, and with this help to listen to lectures of the most famous professors from different countries of the world, to increase their professional level, to communicate on topical topics on-line. Thanks to the development of open educational systems, unique applications of any complexity are available to users.

In this context, the issue of the use of open educational systems to promote the intellectual and creative development of gifted personality in the process of its interaction with art is actualized.

Art culture is one of the spheres of culture whose task is to reflect the reality and the inner world of man in concrete and sensual images. The main approach to the study of the role and place of open educational systems in the development of intelligence and the creative potential of the gifted person in the process of its interaction with art and the internalization of its cultural values was chosen object-axiological (value).

Our research focus has been on the analysis of the functions that art performs in society. Some of them are more determined by the internal laws of art, while others by the conditions of its functioning in society: the products, the results of artistic activities that have been embodied in the achievements of culture, and the possibilities of their internalization. With the use of open educational systems in modern society, the possibilities of realization of various functions of

art and their influence on the individual are greatly expanded.

It is noteworthy that the intellectual and creative components of giftedness are devoted to the work of many Ukrainian and foreign scholars: N. Belskaya, D. Bogoyavlenskaya, E. Gong, O. Zagrebel'na, O. Kulchytska, R. Milgrem, K. Perlet, N. Polihun, V. Sierwald, B. Teplov K. Heller and others [2; 3; 5; 7; 9; 10; 12; 14]. These works testify that the intellectual and creative activity of a person is decisive in determining the fact of giftedness.

In F. Vlasenko's work it is proved that the success of a person directly depends on the development of such traits and qualities as professionalism, creativity, creative activity, responsibility, spirituality [4].

The Dutch historian and philosopher J. Hazing argues for a link between the state of society and the development of values of musical art, whose system has evolved in different ways, depending on the time and place of their origin [13].

In our opinion, the issue of the expanded access of modern people to the arts, in the context of active use of open educational systems, needs special attention. After all, the self-identification of a gifted person influences the requirements that it presents to art education, as well as to those information systems that are able to provide its special cultural needs.

Psychophysiological formations of gifted personality are determined by complexity and high organization. This allows her to interact selectively and actively with the world of culture, exerting a transformative influence on it.

Gifted personality has a developed intuition, endowed with the ability to think outside the box; her individual intelligence is manifested through her personal and integral faculties,

manifested by her high competence, talent and wisdom. It is capable of awareness, variability in ways of thinking, the creation of new categories, which is an important factor in enriching human culture, the formation of new cultural values.

The gifted person is able to make connections, build a system of new relationships between elements and characters of the cultural space, summarize existing and receive new information on this basis. Guided by basic values, the gifted person strives to expand their boundaries, determine their place in the world and time; capable of penetrating the essence of things at a dynamic, semantic and structural level of complexity; successfully interprets, represents and actualizes traditional cultural values in the context of contemporary cultural practice.

It is able to construct new cultural worlds and immerse itself in counterfactual, alternative reality; symbolically and more holistically reproduce reality, project the future; seeks to achieve morality and high spiritual development by limiting one's selfish needs, developing highly intellectual behavior, observing universal ethical norms, mastering the spiritual experience of past generations, one's own spiritual growth.

Guided by visions and predictions, the intellect and intuition of the gifted person are actively collaborating, aiming to creatively transform the world.

These provisions form the basis for the formation of a cultural understanding of the creative, intellectual and activity basis of self-identification of the gifted person, which determine the positive prerequisites for the internalization and exteriorization of cultural values, moral and spiritual development of man, multiplying the achievements of the culture of modern society. Taking into account the features of self-identification of the gifted person allows scientists to identify new directions of development of open educational systems.

The term "open educational resources" is used as a general name for all means of education to which access is fully open (due to the availability of a free license, or their transfer to the public domain). With the help of modern information and communication technologies, global access to educational resources is created, which is a rather complex social system. This ensures a continuous process of cognition and development of a gifted person.

Every year, modern culture becomes an increasingly open system capable of responding quickly to individual and group educational and cultural needs and demands of the young generation of Ukraine in the face of changing socio-economic situations. In particular, this

applies to the integrated open cultural resource - the electronic library "Culture of Ukraine", created on the basis of the National Library of Ukraine named after Yaroslav Mudryi (according to the Order of the Ministry of Culture of Ukraine from "29" November 2011 №1094/0/16-1). The course has a single platform, which involves libraries, museums and other cultural institutions, as well as individual authors. Thanks to the openness of such a cultural and information resource, its participants can be any cultural institutions, public organizations and other institutions that support the concept of electronic library "Culture of Ukraine" [6].

The most popular among Ukrainians are open educational systems "Coursera", "UNESCO" and "Prometheus" [8; 11; 16]. In particular, Coursera cooperates with more than 200 leading universities and companies around the world. In 2020 - 2021, when quarantine was introduced in most regions of Ukraine (in the context of the COVID-19), students of many universities in Ukraine became students of cultural courses and participants in cultural and educational programs offered by various open educational and cultural systems for free.

As an experiment, in the second half of the 2020 and 2021 academic years (during the introduction of quarantine in the city of Kyiv), students of the National Academy of Managerial Staff of Culture and Arts were involved in working on the Coursera and Prometheus platforms. The purpose of the study is to identify opportunities and prospects for the development of open educational systems in Ukraine, aimed at meeting the special educational and cultural needs of gifted individuals.

Applicants have written many positive reviews about their work on these educational platforms. For example, a third-year student majoring in "Musical Arts" D. Kotok said that he chose an online course on the platform «Coursera» on the topic: "Positive Psychology". This course presented the invaluable knowledge of the American Psychological Association. Positive psychology is a special psychological field that studies the positive aspects of the human psyche. The basis for the emergence of this trend was humanistic psychology and the ideas of its supporters – K. Rogers, A. Maslow, G. Allport and others. M. Seligman, as the founder of positive psychology, was convinced that man should not be a victim of circumstances, but the creator of his life. Among the followers of positive psychology: D. Heidt, D. Gilbert, A. Bandura, C. Snyder, E. Ender and others. The books of these authors became bestsellers and gained immense popularity. M. Seligman

emphasized that the most important importance of psychology is the ability to inspire people, direct them to creativity, to achieve new goals, give them hope and faith in the best. Based on this, he pointed out the importance of social institutions that help develop a person and contribute to his happiness. These are, first, healthy local social communities, a comfortable environment in the workplace, free media, a healthy family, democracy. The positive traits of a person's character are also important. These include empathy, altruism, generosity, humor, forgiveness, the search for meaning in life, creativity, kindness, honesty, love, spirituality, wisdom, and others. M. Seligman pointed out the importance of positive emotions, individual feelings of happiness, constructive thoughts, fullness of vital energy, self-confidence, optimism, life satisfaction, etc. I consider this concept a golden home in the search for harmony, peace and positive mood in modern realities!"

A. Stepanenko, a third-year student majoring in Folk Choreography, chose the same online course on the «Coursera» platform. In a review of her online course, the student wrote: "My interest in this online psychology course was not accidental. I have always been interested in questions: knowledge of the human essence, the reasons for personal motivation of creative individuals, the peculiarities of their character. In this online course, I was primarily interested in the possibility of distance learning and diversity in approaches to education. The course consisted of 7 videos and 1 test. Throughout the training period, I felt the coherence of the team of professionals, and it gave me confidence in the correctness of my choice. After watching the video, I learned a lot of interesting things. For example: "What is the recipe for happiness?", "How is it measured?", "How to find it?" "What is happiness - in money, in love, or in professional success?" It turned out that a person's happiness depends on his positive thinking, which is a system of views on the world around him, based on the following basic concepts: the world is fair and there are no culprits; life must be in abundance; self-love is the basis of life; man himself is responsible for everything that happens to him; each individual, through his subconscious, gets access to the process of creating his life. With these techniques you can learn to "correctly" look at the world, describing events in a positive light. Thinking determines a person's destiny, and if your thoughts are positive, then happiness and health are guaranteed for you!"

K. Bereslavska, a third-year student majoring in Socio-Cultural Management, wrote in her review: "Thanks to such an international

platform as "Coursera", I was able to take a free introductory course on Introduction to Psychology. I learned about the fundamental psychological theories of Freud and Skinner. No less interesting were the classes on the development of personality, the influence of heredity and environment on individual differences. The final note of this wonderful course was a lecture on methods of measuring the level of happiness, on the study of factors that contribute to mental well-being. The whole course was accompanied by informative videos, which greatly simplified the learning process. Special thanks for the video format! "

S. Khorolets, a third-year student majoring in Performing Arts, wrote about an online course he took on the Prometheus platform on "5 Steps to Mental Health in a Pandemic." The lectures were given by K. Holzberg - child and family psychologist, president of the Association of Child Analytical Psychologists, expert consultant of the newspaper "Mirror of the Week", TV channels "1 + 1", "Inter", "Ukraine", "TVi", "Radio NV". S. Khorolets noted: "I chose this course, because for the first time in the history of mankind we faced a situation of total quarantine in all countries of the world. The coronavirus has paralyzed the normal life of all people without exception and proved that in the face of such challenges, we must unite while maintaining social distance. From K. Holzberg I learned: how to support relatives; how to make your life in self-isolation comfortable; how to get out of quarantine with a strong family. This course also helped me to understand my own psychological state. I received clear advice and life hacks to support myself and my family. The online course was quite clear, interesting and relevant for me, so I can recommend it to my classmates".

I. Dushko, a third-year student majoring in Performing Arts, wrote a review of her online course: "Introduction to Psychology" at the University of Wales (UK) on the "Coursera" platform: "I want to point out that I have problem with taking the course, as the test part of the course was entirely in English. A translation was offered for the video. In general, the information was quite clear and accessible. The facts and theories are well argued, leaving some room for natural doubt and self-understanding of the information provided. Lectures, materials and tests were well organized, visual images were actively used. I believe that this course has great prospects, because it gives students the opportunity to join the study at a convenient time for them, independently change the order of studying topics, visually and associatively consolidate educational material, quickly check

the quality of acquired knowledge.

The analysis of 93 responses provided by the National Academy of Managerial Staff of Culture and Arts third-year students allows us to conclude that the online resources of open educational and cultural domestic and international systems are able to fully meet their educational and professional needs. The main problem of such online learning is the need for language adaptation of courses (provided by educational and cultural institutions located in other countries) for higher education in Ukraine. The second problem is the need to balance and balance thoughts and images. Modern education and culture are becoming more visual, and therefore - closer to the understanding of students of education image. Thus, imagery and the development of creative imagination in open educational and cultural systems today are of particular importance.

Comprehensive human interaction with artistic culture involves the consumption of art products, assimilation, creation and distribution. Accordingly, artistic culture comprises three main blocks: creation of artistic culture products, distribution and assimilation of them (internalization).

There is an obvious need to develop scientific approaches to the use of open educational systems in the process of distribution and assimilation (internalization) of gifted personality products of artistic culture, as well as to create the conditions for artistic and creative activity of the young generation of Ukrainians, taking into account trends in the development of contemporary art.

Ukrainian children and adolescents are growing interest in their own development in the IT field. Given this need, the Kiev Polytechnic University (KPI) developed a unique program for the education of school-age children. They are taught to design computer programs, create websites, work with a 3-D printer. During the quarantine period, free online programming lessons were developed by professionals in the IT field for middle school children. Also, at the KPI Programming School, young people can learn programming, computer game writing, cartoon making, which empowers them to meet their scientific and artistic needs.

There are free open educational platforms in Ukraine that help to satisfy the artistic interests and needs of the individual. For example, on the Wisecow platform (100 minutes) there are video panels: "100 years of Ukrainian art in 100 minutes" (Alisa Lozhkina, curator of the "Art Arsenal" reads); "100 Years of Ukrainian Cinema in 100 Minutes"; "Ukrainian Cinema in Names:

The Poetics of Realism and Underground"; "100 Years of Ukrainian Literature in 100 Minutes"; Strong Literature; "100 Years of World Photography in 100 Minutes"; "Female Names in Art"; "Johann George Pinzel: the inevitable drama of being"; "100 Years of World Fashion in 100 Minutes", "The Hollywood Renaissance" (20 lectures) [15].

In the expanded form, the "chain" of the process of creating artistic culture is as follows:

- involvement of creators of artistic culture and television products (artists, directors, screenwriters, choreographers, designers, choirmasters, art critics, critics, etc.) in the process of creating artistic culture;
- artistic creativity (individual and group);
- use of organizational infrastructure (creative associations and organizations for placing orders and selling artistic products);
- attraction of material infrastructure (production and demonstration sites);
- activities of institutes for creation and replication of products of artistic culture (creative unions, publishing houses, film studios, etc.);
- the process of creating art products (paintings, architectural structures, vocal and choral works, choreographic productions, feature films, television shows, television series, shows, documentaries, etc.), technical aesthetics and design;
- activities of institutes of distribution, preservation and restoration of products of artistic culture and artistic heritage (libraries, museums, theaters, restoration workshops, etc.);
- art education and advanced training;
- activities of institutes and channels of propaganda of art, aesthetic education and education (advertising, mass media, Internet, art criticism, scientific art, etc.), which influence the formation of consciousness and outlook of the modern person;
- the process of assimilation of artistic values by consumers;
- the activities of institutes for the management of the development of artistic culture.

Open education systems have a special place in the dissemination of artistic and cultural heritage products to potential consumers. By engaging specialists as well as various channels of information, they are able to promote art, aesthetic education and education, which influences the process of internalization of artistic values by the gifted person and contributes to the satisfaction of his special cultural needs.

Such a list greatly expands the understanding of the possibilities of creating content for open art educators.

Art performs a number of functions in society, some of which are more determined by the internal laws of art, and others by the conditions of its functioning in society: cognition and development; moral education; activation of creative forces of personality; transfer and preservation of family values; rest and entertainment; ideological education, formation of active civic position; demonstration of cultural patterns of behavior in different situations of life; formation of an educational ideal; a culture of relationships and forging; formation of highly artistic needs of the individual; aesthetization of work and life; compensation for emotions and events that are lacking in real life; nurturing a sense of beauty; development of emotional sphere, ability to co-directing; intellectual abilities; imagination, fantasy and sensations (figurative color and spatial imagination, sense of pitch, coordination of movements, etc.); realization of personality's artistic abilities; development of virtual creativity, designing and modeling skills.

In order to identify the peculiarities of the interaction of the gifted person with the arts, as well as to identify opportunities for the development of open educational systems in the specified field, we conducted a survey of managers and specialists (hereinafter experts) working in the field of management, planning and development of artistic culture in Ukraine: directors and teachers of aesthetic education schools, music schools, youth culture and leisure centers, music schools, circus colleges, museums and film networks, extracurricular educational institutions, creative members Ukraine's unions, managers and academics Culture and Art (2100 respondents experts).

Experts noted that 20 years ago in Ukraine there was limited access of all sections of the population to the artistic culture due to the lack of solvency of consumers of artistic services and the closure of a large number of state cultural institutions and institutions. The number of movie theaters decreased significantly. One-third of urban high school seniors and all rural high school seniors did not visit museums; 31.3% of small and medium-sized residents did not go to theaters; 35% did not use library services, 60.5% did not visit club facilities. Only 4.2% of their free time was spent on visiting cultural institutions. Such trends in the arts made one-third of the experts point out that there is a rather acute problem regarding the ability to meet the specific cultural needs of the gifted individual, to activate his creative forces of the individual in the past (20 years ago).

Contemporary art is experiencing new

problems related to the total dehumanization of the arts and the reduction of public funding in the field of culture. For adult artists, they are often forced to work on the specific orders of various commercial structures, thus limiting the freedom of individual creativity.

In contemporary art there are new problems of the dehumanization of art. 44.76% of experts point to the average level of activation of creative forces of personality, 25.71% to the lowest level. In their view, a market society involves the commercial exchange of activities, various products, consumer values. Such trends have penetrated the art sphere as well. Experts point out that not all Ukrainian citizens are able to meet their artistic and creative needs today due to high prices for cultural and artistic services. Many parents do not have the opportunity to pay for their gifted children's education in aesthetic education schools, art schools, paid art circles and art studios, leaving their artistic and creative potential as a person underdeveloped. Of course, this situation does not help to activate the creative forces of gifted children and young people. For adult artists, they are often forced to work on specific orders of various commercial structures, thus limiting the freedom of creativity.

Only 29.52% of those polled believe that this artistic function is fulfilled to the maximum. This is due to the fact that cultural and artistic workers find additional sources of funding, in particular through sponsorships, which make participation of gifted children and young people more accessible in aesthetic education schools, art schools, artistic circles and art studios and helps to activate the creative forces of the individual.

Experts predict that in the future specialists in the field of culture and art will have to learn to work in the conditions of final commercialization of Ukrainian culture. Activation of the creative forces of the personality by means of art will be at the maximum level (41.9%), with an average of 30.48%, and 27.62% of respondents predict a further aggravation of such problem.

Thus, experts point to the need to activate the creative forces of the individual by means of art. Open educational systems are able to meet the special cultural needs of the gifted individual by involving professionals working in aesthetic education, art schools, art circles and art studios, specialized music schools, and the like.

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