

Psycho-corrective humanity actualization resources for students: sport and arts

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Purpose: to substantiate the perspective effectiveness of the interdisciplinary system “sport – psychoanalysis – art” for effective psychological and pedagogical influence in the development of humanity in students in the teaching and educational process.

Material & Methods: observation in higher educational institutions of the pedagogical and sports orientation, theoretical analysis and synthesis of philosophical-psychological and valeo-pedagogical publications on the research problem.

Results: considered humanistic significance of sports activities and the arts at the planetary level of human development. The psychoanalytical and philosophical aspects of surrealism are presented in the context of the actualization of humanity in student: future teachers and trainers.

Conclusion: theoretically designated psycho-corrective resources in the spectrum of physical, aesthetic and moral education for the progressive dynamics of humanity in the personal development of students.

Keywords: students, humanity, sports, physical culture, physical education, art, psychoanalysis, surrealism.

Introduction

Sociocultural features of the development of civilized society of the planet at the present stage allow us to assert that the most progressive and effective types of professional activity, social activity in realizing the potential of humanity – sport and the sphere of art. This statement is proved by an analytical and synthesizing study: a retrospective of the “sport biography” of civilization, the history of the initial requirements of the Olympic movement [6], psychological and art-ethnic excursion [15]. Olympic Games, a variety of international competitions, world sports and cultural events become the most productive and effective international projects of our time, which globally contribute to the cooperation of various states, have a dominant influence on the consolidation of peace on our planet. The saying-slogan: “Oh, Sport - you are Peace!”, Which became a “winged expression”, in our opinion, can be viewed as a metaphor in diverse psychological and socio-cultural contexts: in the specificity of the “sports world”, as a special social community of people for whom sport is a profession; in the spectrum of the “sports world” in a psychological profile professional athletes and sports fans with the main, vitally important priorities – sports interests; and from the perspective of planetary trends, the peacekeeping mission of sport in modern society. We believe that similar vectors are typical for the field of art criticism, the psychology of art, so it is legitimate to verbalize: “Oh, Art – you are Peace!” especially in a humanistic context.

Modern interpretations of “humanity” – are close in content, synonymous, with notes of kindness, empathy, altruism, tolerance. “Humanity [lat. Humanus – human]” – denote as a system of personal attitudes to social objects, which is conditioned by “moral norms” and “represented in the consciousness by the experiences of compassion and sympathy”, “realized in communication and activity in acts of assistance, participation, assistance”. Also, for example, «frans. humanitï» –

“Humanity, responsiveness, attentiveness to another person, culture ... Philanthropy, but developed by consciousness and education”; “respect to the individual”. According to Kant’s definition: “Humanity is a benevolent attitude towards people”. To the transition of the situational humane attitude to the humane semantic attitude of the personality is promoted by significant joint activity by creating a community of emotional experiences (V. V. Abramnikov) [18].

Sport and self-realization of the individual in art (in the context of general collective, group goals and tasks) – represent examples of “meaningful joint activities”. Despite the hyper-competition in the field of sports achievements and with social recognition in art –these areas of activity that maximize the development of personal humanity. Moreover, the educational effect presupposes the specific nature of these activities. In art, the humaneness of the subject is largely generated – artistic and creative cross-cultural projects [9]. Sports-competitive activities are unique in that even in the case of an athlete not in “team” sports, performances always take place in the interests of the “team” (the overall result is important): for the sports school, city, country, etc. In these conditions, the person is formed “collectivist identification” [18], which is an empirical expression of humanity. Also, athletes and fans, artists and spectators are always “obligated” to sports and art “by creating a community of emotional experiences,” which contributes to the actualization of humanity in man (Z. Freud in this perspective singles out the “public function of art” [12]).

In the sphere of education, in the aspect of upbringing: psychology and pedagogy of higher education [4; 17], ethno-pedagogy and ethnopsychology [15] focus on humanity in relations in the learning process. When organizing the educational process, coaches and university teachers, to implement the psycho-corrective capabilities of sports and artistic activity, it is necessary to maximally include young people in these activities, cultivating humanity. The urgency of the

problem of education of humanity in the educational process of young people of the XXI century is dictated by the social problems of civilization, the ideas of multiculturalism typical of world modern society. First of all, "humanity", as T. A. Andreeva emphasizes, is "a term denoting the universal social interconnection of people" [1]. At the same time, in the world-civil retrospective, the special social activity and mobility has proved itself – student youth. Students, as a social resource for future achievements of the civil society, which reflects the psychological atmosphere of the state of humanity and requires the attention of theoreticians and practitioners of education in the spectrum of the problem of personal actualization of humanity.

Manifestation of humanity by social subjects, of course, implies personal harmony, moral principles and emotional balance in the context of the mental health of individuals. In terms of constructive psychological prophylaxis and therapy, stabilization of mental health in the Ukrainian-European cultural and scientific space allocated effectiveness of psychoanalytic practice [10; 12; 16; 19]. A favorable effect on the human psyche, leveling destructive personal tendencies is determined by art [5; 9; 10; 12; 14; 20]. Psychocorrectional guarantor in the formation of personal collectivist identification is – sports [3; 6; 18]. The interdisciplinary system "sport – psychoanalysis – art" seems to be a progressive resource in solving the research and educational problem of educating humanity in the student age.

Analysis of literature sources demonstrates a certain interest of Ukrainian scientists in the research problem. In modern philosophical-educational and psychological-pedagogical discourse, the possibilities of art in the actualization of humanity in the development of personality are indicating. For example: – in situations of cooperation, co-creation in the creation of international projects, with the emphases of the tasks of higher education [9]; – in the spectrum of the formation of peacemaking views in a new generation in the disclosure of the moral and aesthetic content of art works by means of fine art, illustrations [20]. Considered [5]: "intermediary activity" of visual activity in the establishment and dynamics of intercultural communication; educational potential of art in assimilating various cultural experiences, which contributes to the formation of a humanistic worldview of the individual. The idea of a "humanistic mission" of fine art as an incentive for a constructive dialogue between "cultures" in a multicultural modern society is grounded.

The national Ukrainian idea is presented in the discussion of psychoanalytic problems: the scientific views of Z. Freud and Slavic humanism [16]; historical aspects of the formation of national psychoanalysis [19]. In the aesthetic psychological perspective, today, the scientific position of the Ukrainian classical scientist, the researcher of the psychology of D. Ovsyaniko-Kulikovsky creativity, acquires a special urgency, that "the mission of art is the education of man and the affirmation of morality" [16, p. 229]. In educational and methodological literature on the problems of psychology of higher education [4; 17], emphasizes the sensitivity of the student age for the development of "moral and aesthetic feelings" (as complementary categories).

In modern publications in the context of studying students: the problem of the formation of an image of a humane and responsible person [13], aspects of the interdependence of

the moral development of the individual and the phenomenon of art [14], the role of art in the actualization of humanity in adolescence [9; 10]. The modern tendencies of physical education in the university are marked on the basis of classical philosophical traditions [3]; topical psychological problems of physical culture and sports are considered. The presentation of the humanistic mission of "sport" was carried out: in the world historical retrospective and, at present, in terms of sports competitions with the participation of Ukrainian athletes. Patriotic ideas-variants of the repertoire of attracting university students to the sport are expressed [6]. It is not enough analysis productivity of the system "sport – psychoanalysis – art" as an integrative model maximally contributing to the development of humanity among students in the process of education.

The purpose of the research

To substantiate the perspective effectiveness of the interdisciplinary system "sport – psychoanalysis – art" for effective psychological and pedagogical influence in the development of humanity in students in the teaching and educational process.

Objectives of the study:

1. To uncover the concept and certain psychological mechanisms of the development of humanity in the formation of personality.
2. To analyze publications devoted to scientific and methodological developments in covering the problems of the psychoanalytic concept, the possibilities of art and sports activity in the personal development of students.
3. To formulate conclusions and prospects for further research in the view of the discussed psychological-valeological problem.

Material and Methods of the research

Methods of research – observation in pedagogical and sports schools of higher education, theoretical analysis and synthesis of philosophical-psychological and valeo-pedagogical information of literary sources on the research problem.

Results of the research and their discussion

The results allow us to state that the psychological aspects of physical culture and sports, the specificity of the psychoanalytic approach and trends of various types of art now – is an area of research scientists of higher education. We are interested in the problem of a hypothetical constructive influence on the humaneness of the subject – combining the possibilities of sports activity, psychoanalysis and art, in terms of: educational impact, developing effect, psycho-correction of personality. At the beginning of our study, we consider it expedient to consider the features of the system "psychoanalysis – art" with philosophical emphases.

Psychoanalytic and art history evidence of the influence of psychoanalysis on the development of certain trends in art [16]. Information on the theoretical prerequisites for the emergence of the surrealist direction has been revealed ambiguously. According to a certain philosophical version [2],

the theoretical premise of surrealism is the work of I. Kant. It is the “Kantian vision” in the art of “purposeless expediency” that the author associates with the main aesthetic, world-view idea of surrealism – “going beyond the limits of one’s consciousness, reaching what is above reality ...”. E. V. Andrienko [2] points out that in scientific works devoted to surrealism, there is basically a parallel with psychoanalysis, but concludes that the surrealist tendencies arose much earlier and are due to the inspiration of the philosophy of I. Kant. In support of his own version, the modern philosopher, referring to the heritage of I. Kant, draws an analogy with surrealist conclusions and quotes S. Dali: “The very existence of reality is a great mystery. And not only the great is high and beyond, that is the most surreal of secrets” [2, p. 43]. The presented modern philosophical and aesthetic view to a certain extent is probably legitimate (“surrealism” – “from the French surrealisme – supra-reality” [16, p. 206]).

Fr. Schelling drew attention: “It has long been noted that in art, not everything is full of consciousness that, along with conscious activity, a certain unconscious force must be connected” [22, p. 193]. Probably, at the moment, it is possible not to specify the specifics of the emergence of surrealism and to consider this provision as an open, debatable question. There are reports that the emergence of the surrealist trend in the early twentieth century is determined by the psychoanalytic concept. The scientists [16] emphasize that psychoanalysis influenced to the formation of the aesthetic-theoretical program and the realization of the creative practice of surrealism. The positive comments of Z. Freud, the founder of psychoanalysis, on the creativity of the surrealists of that period are given. In L. T. Levchuk opinion: “surrealism is a kind of artistic illustration of psychoanalysis” [16, p. 208]. Surrealists are in solidarity with the ideas of Z. Freud about the global significance of subconscious processes for the activity, vital activity of the person and the infinite possibilities of the subconscious for creativity in art.

In the context of our research problem, it is advisable to emphasize the desire of artists of surreal stylistics, in the imaginative interpretation of dreams, to prove the universal foundations of art. For example, most surrealists tend to ignore the reproduction of real-time indicators: the art plots depict a dial that does not reflect the dynamics of time. Researchers [16] suggest that in this symbolic form, artists denote the universal philosophy of art. Ideas of surrealism – “aesthetic revolution, ... spiritual elevation ...” [2], surreal art – beyond time, beyond social contradictions, political polemics and economic conditions, globally contributes to democracy and the progress of society [16]. Although there is a modern philosophical opinion (appealing to the authority of I. Kant) [1, p. 41] that the social problems of civilization, which are of fundamental importance for the well-being of mankind, can become “the basis of uniting people ...”, “(According to I. Kant – antagonisms) – a necessary condition for humane interaction, the search for consent, the survival of people ...” at the planetary level.

Representatives of surrealism, with a humanistic outlook – “a man from the planet Earth” [16], strived for the creative realization of art forms as accessible to the general understanding. Promoting the ideas of equality and progress, the universality of art in solving complex life situations, the surrealists declared “cultural internationalism”. The declarations of the representatives of the surrealist trend in art are reflected in the actual multicultural strategy of the present time and, in our

view, correlate with philosophical interpretations [7]: “Culture as a special way of being a person”; “Aesthetic experience and daily routine”; “Aesthetics of the surrounding space”; “Phenomenon aestheticization of reality”, as the “main general cultural tendency”.

In accordance with the progressive goals of the educational process, we consider it necessary to verbalize the idea that in the psychological and pedagogical influence of modern higher education there is a sense to be guided: multicultural concepts of the surrealists, philosophical attitudes of “aestheticization” with constructive aspects of psychoanalysis, actively involving students in sports activities, realizing the cross-cultural educational potential of physical culture and sports. With the high intellectualization of the educational process of universities [8], it is important to remember the psycho-prevention of overstrain and stresses from forms of educational control [11], on strengthening and preserving the mental health of the individual [12; 21], as well as the formation of a “useful habit” among students, perhaps at the level of a reflex: to be both intellectuals and humane, and esthete; cultivate the mind, kindness, aesthetics of physical self-improvement and contribute to the aesthetics and intellectual atmosphere of humanity in society. Create a presentable image of the future teacher, trainer – humane, professional and esthetic erudite! In this context, in our opinion, the actual statement of I. Goncharov: “Great love is inseparable with a deep mind; breadth of mind is equal to the depth of the heart. From that the extreme peaks of humanity reach great hearts, they are great minds “ [22, p. 485].

It is important that emotionally mature people, “adults” from the immediate social environment of the emerging personality, are sufficiently humane and feel responsible in situations of communication, interaction with the new generation. Especially representatives of the pedagogical professions of both secondary and higher schools, so that they are aware of the possible consequences of psychological and pedagogical influence in the process of education, in the conditions of purposeful education. The philosopher I. A. Il’in recalls: “All people continuously educate each other ... all manifestations of their own; Answer or intonation, a smile or lack of it, coming and going, exclamation and silence, request and demand ...” [15, p. 385]. We believe that this statement is of fundamental importance for the education sector employees, as it reflects the specifics of human relationships, the complexity of correct educational impact, the responsibility of teachers and coaches.

In the palette of philosophical and pedagogical recommendations of our time, emphasis is placed on the unity of physical and mental factors in human development: «... normal development of personality is impossible without motor activity, but can be full only under the condition of inspiration ...» [3, p. 77]. When setting a comprehensive approach to the education of students, the objectively conditioned “interconnection of all types of upbringing” – “physical, mental, moral, aesthetic”, etc., is indicated. [3]. The complex approach is expedient and progressive from the psychological point of view, since all physical and mental functions of a person are interconnected, in the person – everything is whole. The stressed interdependence of physical and mental categories of the individual and determines the effectiveness of interdisciplinary systems, the need for their implementation in the educational space of universities for the harmonious development of student youth.

Conclusions

1. Sport and the sphere of art – unconditional world leaders in the implementation of humanistic mission in the modern multicultural society.
2. In a multicultural context with a moral and aesthetic emphasis - the universal psycho-correctional and peacemaking educational potential of sport and art – generates a global implementation of the tasks of physical, aesthetic and moral education of student youth.
3. Requirements and conditions for performing sports (in team) and artistic activities (group forms of work, collective projects) – produce the actualization of humanity in the subject of activity. In situations of interaction and empathy in sports and art, personal collectivistic identification is formed, which determines the humanistic tendencies in the personal development of students.
4. A productive kind of psychological support for the personality of students in creative: sports and artistic activity is the psychoanalytic approach.

5. The analyzed and presented information proves the promising positive effectiveness of the implementation of the interdisciplinary system “sport – psychoanalysis – art” in the modern space of higher education.

Prospects for further research. Psychological and pedagogical impact in the sphere of higher education should be directed both at the development of intellect, special abilities, Physical perfection, mastering of professional expertise, knowledge and skills, and on the actualization of aesthetic and moral feelings, humanity in youth. The theoretically grounded psychocorrectional effectiveness of the system “sport – psychoanalysis – art” is, in the long term, to be tested in an empirical study to determine the degree of effectiveness of this integrative model. As a technology and tools for psycho-correction, as a symbiosis of the concept of psychoanalysis with art resources, it is constructive to consider group art therapy with “surrealistic” tasks. Use of tasks of art therapy: in the educational process of psychological and pedagogical and valeological disciplines, in the work of the psychological service of universities, in recreational activities between training and competition periods, in our opinion, will naturally have a positive effect on personal development, mental health and improving student athletic performance.

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