

**METHODS-MECHANISMS OF INTERIORIZATION,
EXTERIORIZATION AND INDIVIDUAL DEVELOPMENT
OF TEENAGERS IN THE INTERACTION OF GENERAL
INSTITUTIONS SECONDARY AND OUT-OF-SCHOOL
EDUCATION**

Sierykh Larisa

Candidate of Pedagogical Sciences, Associate Professor, Senior Lecturer at the
Department of Theory and Methods of Educational Content
Sumy Regional Institute of Postgraduate Pedagogical Education, Sumy, Ukraine
<https://orcid.org/0000-0001-5290-8596>

The foundation of the interaction of general secondary and out-of-school education in the aesthetic education of teenagers is the unity of the processes of acquiring artistic and aesthetic education and aesthetic culture, the formation of value orientations that determine the behavior and any activity of teenagers. Aesthetic education of teenagers involves the formation and development of their ability to perceive, transform, store and use artistic and aesthetic information engraved in works of art, to assimilate aesthetic values.

It should be recognized that the problem of aesthetic and educational potential of interaction of general secondary and out-of-school education in the aesthetic education of teenagers involves a high result of aesthetic education, adherence to priority approaches to scientific analysis of factors and facts, and therefore requires a wide range of mechanisms. In particular, the issues of pedagogical, psychological and managerial capabilities of educational institutions as institutions of aesthetic education of children and students are relevant. Therefore, we realize that the solution of the outlined tasks involves the consideration of mechanisms (methods) of general secondary and out-of-school education in the aesthetic education of teenagers.

The specifics of adolescence show that for this age, the psychological *mechanisms of internalization and exteriorization first begin to work*. P. Tretyakov notes: "Aesthetic value acquires the motivating force of the motive of activity only when it has become the object of the individual's need, provided that the mechanism of *internalization* (from the Latin *interior* – internal). Interiorization is the process of translating (cultural) aesthetic values into the inner world of the individual" (Tretyakov, Mitin & Boyarintseva, 2003, p. 184). Sharing the position of scientists, we recognize that to realize the need to analyze works of art, to accept the heritage of culture, art is not enough, because there must be a need for such activities. Only when the aesthetic value as a need has become a moment of inner existence, the student can clearly articulate the goals of their own aesthetic activities, find effective means of their implementation, will be able to adjust their actions.

The mechanism of internalization allows to provide dynamics of aesthetic needs of the person. If the factors that stimulate the *pupil's self-activity* are included in the joint

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activity of the subjects of interaction, then there will be an opportunity for him to form new aesthetic needs. Thus, trying to achieve better results in their own work, teenagers get acquainted with works of art, creative experience, study literature, consult with experts, compare their actions with the actions of other more perfect aesthetic activities, comparing it with the best aesthetic standards. New objects become needs, in the mechanism of internalization works, thanks to which there is a unity of cognitive and sensory, rational and practical, social and individual in the personality of teenagers.

In collective and individual activity of teenagers transformation of forces and abilities of the person into objective socially significant products of activity and values is carried out, in there is an *exteriorization* (lat. *Externus – external*) thanks to which conditions for the maximum realization of all creative potential of teenagers in a modern sociocultural situation. At the same time, aesthetic education, on the one hand, expands the boundaries of the *creativity of the individual*, on the other – lays in the individual the internal mechanisms of *individual development – self-actualization, self-realization*.

The need for *self-realization* of the individual, according to A. Maslow, occupies a special place among other needs (physiological, security needs, love, respect, self-esteem). She tries to realize the full potential of her own abilities to "be who she can become." The desire for self-realization, in essence, is the desire for self-affirmation through reflection, motivation, mediation, meaning-making, etc. (Maslow, 1999). According to K. Rogers, a person is a subject of his own life and is free in his choice, he tries to show independence and responsibility, the ability to develop himself. The most important for human self-development are: the field, which includes perception, action, feeling, that is, everything that happens to a person at this time and is accessible to consciousness; individual experience, the elements of which become more conscious (Sierykh L., 2015). According to this, the teacher must understand and see in the field of personal experience of the adolescent those problems that are important for the development of the pupil, but *not yet perceived by him as personally significant*.

Through interaction, it is possible to solve these life problems of adolescents, as it creates a personally affirmative situation in the system of life of the pupil, which provides perception and *understanding of reality* (meaning), formed value orientations, their own worldview. The construction of personality-affirming situations in the system of educational interaction of adolescents is the basis of the educational process. According to experts, in this way the personal qualities of adolescents are revealed and brought up, thanks to the proposed structure of the educational process:

- definition of the task of education in the form of expected variants of behavior and personal manifestations of adolescents, which is developed taking into account the social order of society and the requests of the pupil;

- identification of motivational and personal regulators of behavior and activities that reveal the personality from the most important point - its own: the reason for certain decisions, the choice and benefits of value orientations, the definition of life prospects;

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- development of the subject content of adolescents' activities, which provides mental mechanisms of development and includes: definition of objects of activity; business and interpersonal relationships, their gradual enrichment; identification of significant problems for the personal development of the adolescent as a subject of life;

- building a system of organizational and pedagogical actions and more.

Through the prism of a systematic approach to the personal aesthetic development of adolescents, the core is their mastery of the system of aesthetic values. To this end, the educator organizes, selects objects of aesthetic education, art, nature, gives them a target orientation, thus creating an aesthetic and educational environment as a way of natural entry into the content of aesthetic education and life of adolescents (Sierykh L., 2016).

It should be noted that the penetration into the depths of a particular aesthetic value (quality) occurs through appropriate types of artistic and *aesthetic activities*. Thus, cognition, development, assimilation, appropriation of aesthetic values by a person is realized through productive creative activity: study of native language, pedigree, history of the region, works of art, nature of native land, folk traditions, customs, rites, household culture, folk art and so on. Some activities are used to assimilate different aesthetic values, which in turn are assimilated through different activities, which contributes to the optimization of aesthetic education, significant savings in time, effort and educator and pupil.

Among the factors that contribute to the aesthetic activities of adolescents are: emotional, creative, analytical, informational, with tolerant norms; respect for traditions; mutual influence; search for the viewer and his active perception; positive cooperation; state of emotional satisfaction, consolidation of the effect and a set of successive successes, etc. The use of these factors makes it possible in extracurricular and extracurricular activities to expand the temporal, stylistic boundaries of art, to combine diverse spectacles into a single system. Therefore, the interaction of arts (music, theater, literature), objects (paintings, musical instruments), as well as textual motives (quotes, dialogues, monologues) in works of art, which, in our opinion, will have a positive effect on the aesthetic education of adolescents, is quite understandable. (Sierykh L., 2016).

Thus, at the present stage, a wide range of different methods and mechanisms of activities aimed at gaining life experience, gaining new knowledge, skills and abilities that help adolescents to express themselves and test their own strength.

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