

Pedagogical conditions of the organizational culture in the school of art and aesthetic profile

Setting and Background. The development of the organizational culture of the school of art and aesthetic profile depends on adequate conditions for its implementation, which ensure the effectiveness of the process. Implementation of these objectives depends primarily on the functioning of the educational environment and therefore pedagogical conditions that will ensure the development of an organizational culture of the school of art and aesthetic profile.

Analysis of recent research. On the modern stage of education development teaching conditions have been the subject of research by many scientists. This is supported by researches of Yu. Babanskiy, O. Brazhnych, D. Kodzhaspirova, L. Lysenko, D. Miheladze, P. Pidlasiy, M. Fitsula. In the context of our study there are noteworthy works of modern national and foreign researchers, namely L. Asadchyh, E. Kysla, G. Matveeva, V. Mozgoviy, Y. Ovseyenko, V. Radkevich.

The aim of the article. To formulate pedagogical conditions of the organizational culture in the school of art and aesthetic profile.

The main material. Concerning the definition of the essence "pedagogical conditions," we note the position of M. Fitsula who considers pedagogical terms, as "a set of objective features and circumstances of the pedagogical process, created deliberately, implemented in the educational environment by promoting more specific pedagogical task". [5, p.100].

The opinion of L. Asadcha is important for our study who justified pedagogical conditions of innovative organizational culture in a comprehensive school and set out groups of them: motivational value, subjective and personal, content-technological, organizational and procedural conditions [1, p.138].

Analyzing the development of organizational culture of teaching staff in professional lyceum, E. Kysla suggests that the formation of the organizational culture of the teaching staff of a comprehensive school will be effective and aimed at self-development if: designing of scientific and methodological activities are carried out in accordance with the functions of organizational culture and a sequence of stages of the organizational culture from cognitive to adaptive, systematic tracking of forming an organizational culture based on criteria and indicators, serving as a "feedback" [2, p.52].

Valuable is scientific position of Y. Ovseyenko who proposes to define the terms of pedagogical training of future specialists in the production of artistic ceramics in secondary schools of art and aesthetic profile as "the complex of the factors that ensure the effectiveness of current educational process, facilitate purposeful students' artistic and aesthetic development, form aesthetic and developmental environment in which emerging willingness of future skilled workers to implement the abovementioned activities" [4, p.51].

Hence, we consider that it is necessary to analyze in more detail the pedagogical conditions of the organizational culture of the school of art and aesthetic profile as a set of external and internal requirements for the development of the phenomenon.

As to **the first condition**, we have identified the development of an effective model of organizational culture in the school of artistic and aesthetic development. Pedagogical conditions are the core that provides a guarantee of the validity of the model and solving problems related to the formation, development and improvement of the organizational culture in the school of art and aesthetic profile.

To trace the development of organizational culture is possible by building a hierarchy of problems in the functioning of the model.

Primarily we should identify the problem for value-motivational component and its influence on the development of elements of the organizational culture in the school. We can make assumptions about the priority of building an updated organizational values. Each of the participants in the educational process interfering with

the system already has the personal values paradigm. Thus, the specified element promotes alignment of personal values of school heads, teachers, students and their parents with the values that determine school, vocational and educational values and values of the organizational culture, which help to prevent the occurrence of conflicts, understanding the value of the activities of an educational institution and decision its values. These values can include the value of an open subject-subject interaction, humanistic attitude toward personality of students, professional and life experience, self-improvement, student-centered focus of the educational process, continuous improvement of the quality of educational activities, and readiness for innovation of all members of the educational process.

The effectiveness of the organizational culture model coordinates and harmonizes the internal and external reasons for the professional and educational activities, forms teachers' positive attitude towards the development of organizational culture developed through a system of incentives and results recognition.

It should be noted that the formation of motivational values drives to match formal and informal norms and rules that exist in the school. They also help to recognize participants their educational process and promote coherence in the educational institution as a whole.

The leading model is the possibility of opening a mission and philosophy of an educational institution through the implementation of common ideas and business goals based on the actual needs of the participants in the educational process.

Activities of the aforementioned elements of organizational culture shapes respectful attitude to the educational institution, its history, traditions, rituals, symbols, acting by means of transfer of organizational, human, professional and educational values.

Organizational culture is the phenomenon where the capacity for reflection is formed for all members of the educational process. At the same time, the capacity for reflection is an indication of the organizational culture in the school.

Perfect remarkable effectiveness of the model is possible in the presence of artistic and pedagogical factors in organizational culture, creating artistic and aesthetic environment of an educational institution of artistic and aesthetic profile. Thus, we associate **the second**

pedagogical conditions with the presence of artistic and pedagogical factors in the organizational culture of the school.

The basis for the consideration of artistic and pedagogical factors in the organizational culture of schools have diagnostic results which found that a high level of performance of the investigated phenomenon is characterized by a new type of school and the school of artistic and aesthetic profile in particular.

As the first factor we determined the specificity of educational process. High level of organizational culture in schools of art and aesthetic profile is achieved through specific design of the educational process, namely the inclusion core subjects of artistic and aesthetic orientation in the curriculum, the teaching staff presence of master artists, actors, directors, permanent inclusion of all participants in training and educational process in creative activities.

Such a system of educational process is confirmed in modern teaching practice. First of all it concerns the authors' experimental schools of art and aesthetic profile, successfully operating on the territory of national education. Among the most significant it is able to identify such institutions as: G. Matveeva's school "Academy of Children's Creativity " Malobilozerska Y. Ovseyenko's aesthetic gymnasium "Wonderworld", State Specialized art boarding school "College of Art in Opishne".

The leading goal of the operation of Mykolayiv specialized school I-III of Applied Arts and Crafts which is an experimental national school "Academy of Children's Creativity" is determined "to create a set of conditions that will ensure the acquisition of school-age children to complete secondary and profile artistic and aesthetic education in accordance with state and industry standards, to implement targeted pre-professional training in the arts, to develop natural abilities and talents of students, to make a socially competent, spiritually advanced, creative and competitive personality" [3, c.64].

The educational process forms the human quality and provides those physical, moral and intellectual resources that a person realizes in his/her life. The effectiveness of this process depends on the work of all structural units of the school.

The content of artistic and aesthetic education and specificity of the educational process are specified by the structure of the school, which consists of comprehensive

(providing education at the state standard) arts and crafts and scenic section; creative center, social and psychological services.

Thus, the system of artistic and aesthetic education involves activation of teachers' creativity not only of artistic and aesthetic profile, but also teachers of secondary subjects. Interference of teachers' ideologies of different areas is one of the artistic and pedagogical factors that create a unique atmosphere of cooperation, trust and spirituality.

As a second factor we consider the *general didactic issue of creative personality development*.

Analysis of the curricula of these institutions makes it possible to state the existence of significant component disciplines of artistic and aesthetic profile. For example, in curriculum of an experimental educational institution "Academy of Children's Creativity" correlation is $80,5\% \times 19,5\%$ (the first grade), $77\% \times 23\%$ (the second grade), $83\% \times 17\%$ (the third grade) [3 , c.268-274].

Based on opinion as to the overall spirit and creativity of the individual that develops through creative activities can be successfully transformed into any kind of human activity, the variable part of the "Academy of Children's Creativity" curriculum included items "Developing Creative Thinking" (grades 1-4) and "Developing creative personality" (5-11 grades). In the context of the study of the organizational culture development in schools these courses are very important. Our position we associate with the fact that these items make the process of inclusion of students in the development of the organizational culture in schools democratic, excluding the possibility of imposition of children unwanted knowledge.

The main tasks of these courses are to encourage creativity through the development of creative thinking, imagination, forming the ability to generate new ideas and to put forward to prove the hypothesis, the ability to find unconventional ways of problem solution of problems mastering the skills of introspection and self-understanding, understanding feelings and motives of others, forming the ability to flexibly adapt to the changing conditions of modernity and promotion to the search for self-realization.

So, spiritually and creatively developed children are different in depths of feelings, emotions and wealth of powerful creativity because creativity can not be taught, but can form such competencies, skills and knowledge that will help your child in creative thinking and spiritual potential.

It should also be noted that "Academy of Children's Creativity" holds a permanent exhibition of students' works in all fields of arts and crafts department that not only shapes the students artistic and aesthetic perception, but also fosters respect for each other on the basis of experience gained creation works of art.

Hence, we emphasize that the general didactic problem of creative person development decides to equally as a learning process, and so the process of behavioural education.

Mykolaev specialized school "Academy of Children's Creativity" holds the annual International Children Festival "Golden Stork" for 16 years. The leading idea of the festival is the revival of national culture through children's art.

This form is a logical extension of the educational process, a source of enrichment and saturation of the organizational culture in secondary schools of artistic and aesthetic profile.

All the above forms and methods of work is the basis for the creation of artistic and aesthetic environment for the development of the organizational culture in the school. Factor of permanent inclusion in the creative activities of all participants in the educational process promotes motivational value component forming part of cultural and professional effectiveness and communicative reflexive part of the organizational culture in the school of art and aesthetic profile.

Taking into account previous study, we predict that the development of the organizational culture in the school of art and aesthetic profile will be effective providing urgency of the problem of the organizational culture in the school of art and aesthetic profile in the context of the educational process.

Based on the idea of organizational culture as a relatively new phenomenon in the general functioning of the institution, there is a need for awareness of, above all, pedagogical staff role of organizational culture in the functioning of the

institution as a whole and the need for its development in particular. The development we associate with phenomena such as change: improving or maintaining the existing level of organizational culture.

Prospects for the implementation of **the third pedagogical condition** we associate with a complex of theoretical and methodological, organizational and pedagogical activities.

Foremost, it is necessary to present all the entities of managing the actual results of the study of the organizational culture in the institution and their comparative analysis of the results of different types of schools.

Study of the development of an organizational culture in the school is quite a complicated problem, which involves the solution of methodological issues this phenomenon, sources of its development, its value in the process of local and global, objective and subjective, individual and social. During the selection of methodologies aimed to study the level of the organizational culture in the school, the attention should be given to tests and questionnaires that enable more quickly and as accurately as possible (also in terms of group work) to determine the necessary criteria and parameters.

Conclusion.

Thus, we can state that the functionality of the pedagogical conditions necessitates their implementation in the educational process in secondary schools of artistic and aesthetic profile, ensuring a high level of organizational culture of these schools.

References

1. Асадчих Л. Е. Педагогические условия формирования инновационной организационной культуры общеобразовательного учреждения: дис. канд. пед. наук. : 13.00.01 / Асадчих Лидия Евгеньевна; Курский государственный университет. –Курск, 2010. – 214 с. – С. 138.
2. Кислая Е. З. Формирование организационной культуры педагогического коллектива профессионального лица: дис. канд. пед. наук. :

13.00.08 / Кислая Елена Зиновьевна; Челябинский государственный агроинженерный университет. – Челябинск, 2006. – 160 с. – С. 52.

3. Матвєєва Г. Д. Організаційно-педагогічні засади діяльності спеціалізованої школи художньо-естетичного профілю [Рукопис]: дис. канд. пед. наук. : 13.00.06 / Матвєєва Ганна Дмитрівна; ДВНЗ „Університет менеджменту освіти“ НАПН України. – К.: 2011. – 170 с.

4. Овсієнко Я. М. Професійна підготовка майбутніх фахівців з виготовлення художніх керамічних виробів у спеціалізованих загальноосвітніх навчальних закладах художньо-естетичного профілю [Рукопис]: дис. . канд. пед. наук : 13.00.04 / Овсієнко Яніна Миколаївна; Ін-т пед. освіти і освіти дорослих НАПН України. - Київ, 2013. – 253 с. – С. 51.

5. Фіцула М. М. Педагогіка: Навчальний посібник для студентів вищих педагогічних закладів освіти. – К.: Видавничий центр “Академія”, 2002. – 528с. – С. 100.

Анотація. У статті сформульовано педагогічні умови, які забезпечать процес розвитку організаційної культури школи художньо-естетичного профілю.

Аннотация. В статье сформулированы педагогические условия, которые обеспечат процесс развития организационной культуры школы художественно-эстетического профиля.

Annotation. The article defines the pedagogical conditions that will ensure the development of the organizational culture of the school of art and aesthetic profile.