

THE PROBLEM OF DEVELOPMENT OF METAPHORICAL IMAGERY IN THE ARTWORKS AND CREATIVE WRITINGS OF ADOLESCENTS

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ABSTRACT: The purpose of the article is to study the phenomenon of fading creativity in adolescents aged 11 to 17 by monitoring their artsy products. The analysis of drawings and associated response essays show a decrease in artistic creativity among participants of public exhibitions. As it becomes apparent with an age, there is a sharp decrease in the number or the complete disappearance of metaphors, which serve as semantic elements of creative artistic expression. Along with the theoretical, and psychological and pedagogical approach, the main method of research was represented by the content analysis of materials submitted by adolescents of different age groups to the children's creativity contest. It was found while evaluating the creativity of the authors of 652 drawings and response essays that 22 artworks of 17-year-old schoolchildren lacked metaphors completely, which denotes the extinction of creativity. The conducted research also employed diagnostic methods evaluating the ability of preservice teachers to identify creative manifestations. The study recorded a gradual decline in creativity in adolescents aged 11 to 17. The main reasons are considered imperfections of the education system, which does not ensure the creative and artistic development of students in high schools. The research also revealed the possibilities and conditions for changing this trend based on the pedagogical model developed and tested in the course of the study. Building and introducing a training system to enrich creative thinking for a school or institution for supplementary education involved the development by adolescents of the metaphorical figurativeness of art. It is established that this system has a developing potential. The emotionally cheerful aesthetic creative environment created by teachers supports a higher artistic level of the productive activity of adolescents.

Keywords: art education, children's art contests, fading creativity, aesthetic environment, mastering metaphors.

INTRODUCTION

The diverse studies of teachers, psychologists, estheticians, fine art experts, and cultural scientists are constantly recording an increase in the general interest in the works of children and adolescents, methods for identifying and developing general and special abilities, and stimulating creative thinking in different areas of the social medium. The challenges of enhancing creativity take on new forms and technological solutions with the

widespread of the Internet. However, the problem of finding criteria, indicators, and models for supporting giftedness at the age-specific stages of development of the young generation still remains relevant. Defining goals and objectives in the study of the developmental problem of metaphorical imagery in artwork and literary creativity is determined by its integrative nature, a combination of psychological, pedagogical, philosophical and aesthetic, art-historical, literary-critical and other aspects. The purpose of the study is the development and justification of theoretical and practical positions in the research of the specifics of artistic giftedness of adolescents. The tasks set include:

1. Analysis of scientific theoretical, cultural-historical, aesthetical, artistic, psychological and pedagogical, as well as empirical foundations for studying the problem (as a matter of practice of the artistic and creative activities of adolescents);
2. Identification and justification of a metaphor in the artwork of a gifted teenager as a prevalent indicator and a sign of artistic ability, correlated with the creative level of the masters of art, namely, the original and unique creative technique;
3. The rationale for supplemental art education for gifted adolescents followed by the new support model in the form of a class on the development of metaphorical images of art, aiming at developing creative thinking and individual creativity.

Within the framework of the conducted study, it is essential to distinguish between the conditions and methods of influence of the observed artistic and educational environment, in which a gifted teenager develops and expresses himself. As noted by contemporary Russian researchers, the call for the development of a 'creative, mobile, adaptive person open to change and creative transformation' can be realized in education based on classics of music, fine art or a complex of arts, game methods and even the world culture (Akishina, 2018, pp. 2,3; Fomina, 2015, pp.21,27; Alekseeva, Savenkova, 2017, pp. 4,5). However, it is also necessary to consider the manifestations of creative abilities depending on the knowledge on the figurative, metaphorical nature of art, which are either transmitted by or not given by education at all. Surely, the age-specific differentiation of adolescents is required when using methods and models for the development of giftedness. For younger adolescents aged 11–13, a more favorable version of the developmental environment is the positive adoption of any creative decisions (the program 'Learning Creativity'). For older teens of 14-16, creative development is obviously also important, but without imitations. Similar models were developed by the research of modern scientists (Melik-Pashaev & Novlyanskaya & Adaskina et. al. 2006); such models are aimed at developing the creativity of adolescents and the 'prevention' of its extinction. The presented study is based on the buildout of a model of a cognitive, creative, and developing environment created in the form of the elective course 'Metaphorical Imagery in Russian Classical and Contemporary Painting and Literature'. This model was built as a result of the author's consideration of art and literature programs for secondary schools, along with observations, surveys, and the study of almost a thousand artworks by ordinary and artistic and literary gifted teenagers. The main principle on which the course program is based is the disclosure of the figurative and metaphorical potential of two types of art. This was due to the appearance in the course of the study of the spontaneous use of vivid expressive metaphors in the creative works of the most gifted adolescents.

The results of the analysis of concepts and scientific approaches in the works of foreign and domestic scientists, especially in the works of Aristotle, 1957; Hegel, 1969; Bakhtin, 2003; and Losev, 1976, also became the basis for the formulation of these tasks along with the formulation of a hypothesis on the role of metaphor in art and creative activity. Of particular scientific significance are the studies by Vygotsky, 1967; Bakuchinsky, 2009 et al., devoted to the development and evolution of the cultural formation of the child and the manifestations of children's artistic giftedness. The author's approach to the system of humanitarian education in general, and to the problem of revealing the metaphorical foundation of art in the works of adolescents in particular, is based on the ideas of Russian and European researchers of metaphors in world cognition, human reasoning, and in artistic culture as well. Methodologically in-depth provisions on the nature and system of metaphorical judgments and figures in speech and literature were formulated by M. Black, who used such *façon de parler* as 'Her Majesty the Metaphor' in one of his articles in the collection 'Theory of Metaphor' (Black, 1990, p. 168). Particularly close to the aspect of our research are the works concerning following topics: a metaphor in a fairy tale and speech (Dobrzyńska, 1990, p. 456-492); a metaphor in science and poetry (Ortega y Gasset, 1990, pp. 68-81); a 'living metaphor' in cognition and imagination (Ricoeur, 1990, pp. 416-455). There is also an assumption that metaphorical thinking as a creative source and productive energy inherent in art also acts as a natural sign of creative literary and artistic giftedness, manifested in the elements of works of gifted adolescents. This assumption is partially based on the cognate ideas and an analysis of the creativity of young authors; the literary and artistic giftedness is present in the 'text' of their works in the form of metaphorical images. The conceptual support in the development of this model based on the classic examples of Russian fine art and literary creativity is made up of the ideas of famous scientists such as A. Losev (1976), M. Bakhtin (2003), and A. Burov (1975). It is precisely these ideas that help to develop and maintain the giftedness of adolescents in building a creative and friendly learning environment. The study objectives were substantiated by summarizing the results of a diagnostic study of the age-related aspects of the manifestations of metaphorical imagery in the competitive works of girls and boys. Also, a separate aspect was represented by defining the content and practical components of the model, stages of development, techniques, and developmental tasks for the implementation of the focused efforts. The following sources and public events served as the basis in solving specific problems of research:

1. The international collection of children's drawings at FSBSI 'Institute of Art Education and Cultural Studies of the Russian Academy of Education';
2. All-Russian Children's Art Competition (in the period of 2016 - 2018);
3. publications based on the results of students' literary works (scientific articles, monographs, albums, calendars, etc.);
4. exhibition of fine art collections (2016 - 2018), prepared by researchers of the Institute of Art Education and Cultural Studies and ROSIZO State Museum and Exhibition Center employees out of creative contest entries submitted by schoolchildren and art school students.

The conducted study is based on the use of a complex of methods of theoretical, cultural-historical (Vygotsky, 1967), aesthetical, art-historical and literary analysis: psychological and pedagogical study of the problem; practice-oriented methods of monitoring and aesthetic and artistic analysis of the creative works of adolescents aged

11-17; expert evaluation of creative products with the involvement of specialists (employees of the Institute of Art Education and Cultural Studies); an age-specific method for comparing metaphorical features of artworks; original author's technique for identifying 'metaphorical elements' in visual and verbal 'texts'; a method of comparisons with the materials of local experiments on conducting tests and essays by adolescents on the topics of folk riddles and proverbs in schools of several cities; and also the methods for establishing a creative developmental environment based on the buildout of program for the elective course for older teenagers, mastering the metaphorical imagery in fine arts and literature. Practical observations were also envisaged in the process of studying the products of creativity of gifted schoolchildren; existing and originally developed by the author pedagogical methods of diagnosing the studied qualities of the personality of adolescents were applied; mass surveys were conducted to establish the level of creative development and testing to determine the adequacy of understanding of metaphorical imagery; tasks on the author's program of elective classes were offered as an extracurricular activity. At the same time, developers were guided by the position of scientists who shared the idea of a metaphor being directly related to artistic ability: 'The greatest thing by far is to have a command of metaphor. This alone cannot be imparted by another; it is the mark of genius ... for to make good metaphors implies an eye for resemblances' in different objects and phenomena (Aristotle, 1957, p. 117). Even though this postulate was not subjected to revision in the publications of researchers of later historical periods, it is still not associated with the formation and development of giftedness. The research program involved combination of essays and mandatory response drawings. The program developers also reviewed the content of the educational projects 'The place of meeting with the art' (2016), 'My Picture' (2016 - 2017), and 'My Picture Says' contest (2018). A total of 652 contest entries produced by schoolchildren aged 10 (11) - 17 were reviewed. As a part of the study, the supplementing texts were also analyzed (in addition to the above figures), as well as literary debuts of adolescents in the composition of poems (About Anything and Everything, 2015). At the same time, manifestations of metaphorical images or emotional responses in the very creations were recorded. Moreover, the study employed the author's materials obtained at the preliminary stage while working with adolescents, namely, essays and surveys revealing their relationship to art (538 entries), which, in turn, manifested the volume of metaphorical images used by the teenagers.

RESULTS

Theoretical approaches and scientific and methodological positions allow determining and evaluating practical results; it is quite important to realize that the study in our particular case proceeds from the following premises:

1. Striving to acquire knowledge in the differences and similarities of things and their properties lies at the heart of human comprehension of the world; this desire is inherent in both visual and verbal creativity of people, professionally engaged in artistic and aesthetic activities;
2. The same phenomenon is being manifested in adolescents in the course of the lifespan development; it can be monitored precisely through their 'first shots' at art, especially with the obvious presence of metaphorical ability;

3. A significant role in the development and support of adolescents' artistic talent is played by natural abilities, impressions, and competencies, but also by the conditions for the practical implementation of such activities.

A gifted teenager inevitably produces metaphorical figurative transfers in his creative imagination and then embodies them in aesthetic and artistic works. This implies the need to create conditions for preserving the abilities of adolescents and stimulating them in a real educational and artistic-creative environment. Consideration and explanation of the data in Table 1 allow clarifying both the whole picture and the actual volume of manifestations of metaphorical imagery in the artworks of adolescents at different age stages and in the absence of a common system of artistic and educational activities. The development of a student's personal abilities in the presence of a common educational school system depends on various conditions, including the accessibility of supplemental art education (art schools, children's art centers, various educational clubs and studios, cultural institutions, museum workshops, etc.). The uneven development of abilities and competencies becomes apparent when comparing Table 1 data with the total number of gifted adolescents in the study.

Table 1. Manifestations of metaphorical imagery in the artworks of adolescents of different ages (participants of the 2017 and 2018 contests).

Age	Girls	Boys	Total
10	0.01	-	0.01
11	3	3	6
12	2	2	4
13	3	1	4
14	3	2	5
15	1	1	2
16	1	-	1
17	-	-	-

The Table shows some itemized results of the practical stage of the study confirming the rare manifestation of the metaphorical ability of thinking and creativity in girls and boys of the teenage ages, as well as the ability's tendency to fade away as they grow older. 630 out of the 652 analyzed drawings belong to the students aged 11-16. Also, 22 teenagers turned to metaphorical images in their drawings. The drawings were original with no reduplications, which indicate the creative natural potential of their authors. Moreover, it is known by default that the authors did not receive sufficient competence regarding the metaphorical transfer of the details of imagery and the properties of reality in artistic creation since there was no such information provided even within the literature curriculum. This follows from an analysis of the content of curricula in the disciplines of 'Literature' and 'Visual Arts' (2004). Most likely, due to the general ideological principles in the field of education, there just was no such competence among those who studied in art schools or centers. The legitimacy of stating the natural metaphorical ability in adolescents (traced by its manifestation in the drawings) is quite obvious (see Table 1). It also reflects the consequences of residual pedagogical and

methodological miscalculations in existing programs. 35 'debutant writers' out of 137 participants of the contest published their literary (verbal) texts and verses, which included metaphorical expressions (About Anything and Everything, 2015), in the collection of works analyzed as a part of this study. Participation in the literary workshops, studios or associations, got them acquainted, to some extent, with the concept and artistic functions of metaphor. The noted texts and verses contain original metaphorical images as signs of author's talent (source: materials of the VII All-Russian Festival 'I Enter the World of Art' 2014 - 2015); they were published by the All-Russian Center for Arts (About Anything and Everything, 2015).

As a result of conducted stages of research of developing a scientific approach to the problem (based on ideas in the field of aesthetics, art criticism, literary criticism, psychology, and pedagogy), a description of the essence of metaphorical imagery was established as one of the foundations of logical and figurative-semantic cognition and creative modeling of the world. The metaphor is inherent in artistic creation at the sociocultural level and in the development of the child's thinking at the stages of ontogenesis; this is reflected, in particular, in the works of gifted adolescents. Such a specific ability, as well as creative initiative, can be maintained in conditions of artistically developing activities in a creative environment that prevents the extinction of giftedness. The expression of a peculiar vision of objects and phenomena in a pictorial or verbal image stabilizes the ability to convey associative and metaphorical visions both in tangible form and in the form of art. In general terms, we can assume that this indicates the willingness of a teenager to further creative development, for example, in the context of classes under a special program with an aesthetic and artistic background, creating a favorable creative environment. The study took into account the possibility of modernizing aspects of supplemental art education and the creative development of schoolchildren, in particular, by supporting gifted adolescents. One of the pivotal moments is the dynamics of 'personal artistic development', which provides for universalization and individualization of support for students' creative abilities at different age stages ('Draft science-based concept for the modernization of the content and technology of teaching the 'Art' study course'). Provisional experimental results were analyzed and also quite positively evaluated by expertise. The results of surveys and the pilot class testing revealed the need to strengthen the classical component in the teaching of art and literature, as well as the lack of disclosure of metaphorical potential in art education.

The results of the research conducted by the author include the development of a model of the study course for the development of the general and special aesthetic and artistic ability of adolescents and the prevention of the extinction of their figurative imagination. By virtue of the digital indicators and facts identified in the course of the study and also to stimulate an understanding of the importance of metaphorical imagery in the field of arts, the necessity of developing such a model and training program to expand the horizon for the development of visual and literary (verbal) creativity (as well as the art of writing) was well substantiated. The principle of creating an educational course consists of comparing the metaphorical imagery of classical descriptions in the works of Russian prose and poetry with creations of the same period in painting (drawings). It would be very much preferable at the same time to keep within bounds in referring to the metaphor and avoid hypertrophy in its creative analysis. Mastering the metaphorical nature of art opens up an understanding of the features of the artistic style

and the possibility of further development of the general creative ability of the individual. The 'Draft science-based concept for the modernization of the content and technology of teaching the 'Art' study course' (2017) focuses the sphere of pedagogy and education on the development of the personal potential of students and achievements in educational activities in the subject-specific and metadisciplinary direction. Within the framework of this research, its boundaries include theoretical, cultural-historical (retrospective) and contemporary aspects of art, and more broadly - humanitarian education. The basis of the presented research is represented by the development of positions and concepts, as applied to the formulation of aesthetical and pedagogical tasks; it also rests on the existing in science ideas about the functions and nature of metaphors in both cognition and arts. The priority is given to the views of prominent philosophers and aestheticians on the essence of metaphor as a way of expressing similarities and analogies. The positions of such authors as Aristotle (1957), as well as Hegel (1973, vol. 2, p. 113), who considered the metaphor as a 'shortened comparison', are well presented. Joy Paul Guilford (1967) should be named among educators and psychologists of the XX century that came to substantiate the position of the early creative and intellectual development of students, also along with Frank E. Williams, who deemed it necessary in order to consider students as 'gifted children' to introduce them into the fine arts (p. 285).

When studying age-related levels of development of the literary and visual artistic ability of adolescents and identifying their specificity, the authors have discovered a spontaneous, not caused by special training, 'metaphorical imagery' in the artworks of adolescents. The ideas of the Russian scientific humanitarian school of the XX-XXI centuries are quite significant for the further development of the original approach. The Russian humanitarian school recognized the special role of metaphor in Russian poetry, where it 'enters into a poetic image' (Losev, 1976, p.153) of 'the power of metaphor' (Bakhtin, 2003, vol. 1, pp. 282, 311). The particular susceptibility and sensitivity of adolescents in 'imaginative activity' (and its extinction at later stages) were also noted in the works of Lev Vygotsky (1967, pp. 59, 66). An in-depth study of the productive potential of metaphor in the development of thought in the XXI century was conducted by psychologist Vladimir Zinchenko (2010). Observations of the stages of fading metaphorical potential of modern adolescents through the prism of the study of drawings and texts are presented on the age scale in Table 1. Historical-cultural and program-documentary analysis determined that these are relict traces of the long-standing situation in formal art education of the XX century. At that time, according to the official ideological principles of the struggle against formalism at art lessons, the study of the form of artworks had come to nothing; this was especially true for the metaphorical nature of poetry and painting. For each gifted teenager, educators need to reveal his ideas and knowledge about the metaphor in the context of art education. To date, there is an obvious underestimation of the importance of this side of art in education, along with a lack of attention exercised by teachers to the potential of metaphorical thinking and the organization of a creative developing environment.

The presented research is also relevant for the sociocultural search for signs and qualities of human abilities, and giftedness in adolescence as the creative capital of an individual. It is based on the ideas of the above scientists that it is artistic abilities in the period of their development (as well as the art itself) that are resting on a metaphorical vision to reveal the methods of transfers and similarities of properties in people, objects, and creations of nature. The Music and Visual Arts department of the Institute of Art

Education and Culture Studies of the Russian Academy of Education (where this research was conducted) studies the unique materials of the International collection of children's drawings and supervises the preparation of modern exhibitions of children's fine art. Natalya N. Fomina, Head of Art Department of the Institute of Art Education and Cultural Studies, in her study on gifted children, considered such cultural characteristics of children's drawing as a reflection in the ontogenesis of sociocultural historical roots in the development of the general laws of the formation of civilization. Fomina also correlated the periods of the cultural history of society with the age-specific stages of the development of an artistically gifted child. Teenagers' artworks are very much dependent on the accumulated artistic experience of impressions, duration of educational activities, knowledge, and imagination (Fomina, 2015, p.12). Our research, while reviewing (when possible) the materials of collections and exhibitions and relying on the ideas of L. Vygotsky (1967) and mentioned noticeable decrease in the creative activity by A. Bakushinsky (2009, p. 76), also established the decrease in the ability of figurative thinking among the very adolescents (Table 1). Therefore, a parallel study of the metaphorical abilities of adolescents in the pictorial (visual) and literary (verbal) activities appear well legitimate. In this aspect, it seems promising to justify the model of the training course on the creative development of metaphorical imagery in Russian literature and plastic arts. The importance of such models and programs of a new type for artistic education against the background of the 'Draft science-based concept for the modernization of the content and technology of teaching the 'Art' study course (2017) is quite obvious. The need for support and artistic development of adolescents is also practically assured both in the relevant personal and perspective professional aspects.

An analysis of adolescent drawings for the contests 'My Painting' (2016-2017) and 'My Painting Says' (ROSIZO, IAECs RAE, 2018) showed that at this stage of creative development only 14% of young authors reveal their vision of the world in metaphorical images. Within the framework of another project led by T. Koptseva ('I see the world', 2018), teenagers revealed their vision even more expressively (contest entries for the XXVIII traveling exhibition of children's art 'I see the world: Theater World'). There were many examples of the transfer of the author of the picture into the situation of the artist's play, taking the form of an image of a character, that is, another person, a living being, and even just an 'object'. Both realistic and symbolic representations and images were revealed through the drawing artworks. Conducted experimental surveys of senior teenagers of schools in several Russian cities (Lipetsk, Ulyanovsk, Moscow, Yelets) confirmed the findings of L. Vygotsky (1967), and A. Bakushinsky (2009) on the fading and almost complete disappearance of the metaphorical ability of adolescents without its support in an educational environment. This was proved by performing a special task on the material of Matsuo Bashō haiku when the participants were asked to formulate the main meaning of the lines: 'There are no strangers among us / between our two lives there is also the life of the cherry blossom'. As it followed from the responses, the metaphor was not noticed by anyone except one schoolgirl. The survey involved 538 high school students. Here are some examples of metaphorical imagery in the work of gifted adolescents. A student of the Lyceum located in the village of Dolgorukovo, 15-year-old Mikhail D., created a metaphor-image of sunset in the line of his poem: 'A tired day is shy and brittle \ in farewell to the evening bowed'. Another example is the work of the recognized genius of young Nika Turbina. Here is the line of her early poem: 'I will take childhood into my hands / and bring my life back' (written before she turned 10). The

influence of the classical verse is quite noticeable in the samples of metaphorical images; the same metaphoricity of the image shines bright at the stage of the author's transition to adolescence. For instance, one of the contest drawings pictured the girl's head touches a dark blues starry sky, and her skirt looks like a part of the sky, which undoubtedly represent a metaphor for the child's connection with the world (age 10.5). The results of the activity of teenagers that took part in competitions and contests are reflected in the general statistics of their participation data. The results of preliminary experimental surveys and beta-testing of classes provided to support the giftedness and metaphorical competence of students in grades 8-10 (2018) are more expressive.

The validity of this hypothesis was confirmed in the process of preliminary experimental study of a significant number of works by schoolchildren (538 entries) from educational institutions in the cities of Yelets, Ulyanovsk, Perm, and Moscow. Patterns revealed in the best creative works of schoolchildren are expressed in the form of peculiar, expressive, and vivid metaphorical elements (in contrast to the works of other peers), which determines the level of personal aesthetic and artistic talent of a teenager. Identified prevalent indicators of adolescents' giftedness are observed in the form of metaphorical figures of speech and images in poetic and prosaic texts. Manifestations of metaphorical elements as separate intersperse or figurative 'blocks' connected in the sense of determining the composition of the whole picture are also noted in the graphic works; sometimes, a metaphorical image grows to the entire volume of the picture. A similar classification applies to verbal texts.

CONCLUSIONS

The results of the main stages of the study of the problem and the analysis of the obtained data indicate the validity of the hypothesis and the correctness of the solution path to the tasks set. In the process of identifying and correlating the scientific and practical foundations of the study, first of all, the approaches of humanities scholars were studied and interpreted, revealing the importance of the potential and means of art for the creative development of man at different historical stages. It is determined that they attached particular importance to metaphor as a means of stimulating creativity in art and science. A comparison of the provisions of authoritative scientists of the past and the present, as well as the results obtained by the author while studying the work of gifted adolescents, allow confirming the significance of the conclusions made. First of all, the creative potential of art should be determined as an actual source of not yet exhausted educational reserves for the development of personal creativity, especially based on the activation of metaphorical thinking in adolescence. This conclusion has deep scientific significance for the modernization of education. The most significant task that required a new solution was finding a specific prevailing indicator of the creative ability of gifted adolescents aged 11 to 17. It could be solved from the perspective of studying the outcome of aesthetic and artistic activities, represented mainly by the materials of contest entries exhibitions and collections of graphic and literary artworks of teenagers. Expert confirmation of the artistic value of the works of adolescents containing metaphorical images was obtained in a number of instances. The insufficient orientation of adolescents in school art education to the in-depth comprehension of the nature of art, metaphorical imagery in classical and modern fiction, and culture as a whole have been established. An experimental study of the creative perception of art by schoolchildren through surveys

and test tasks confirmed a decrease in figurative sensitivity in senior adolescents (Table 1). The principles of the educational course and its program structure, along with the options for 'guest studies', were developed according to the task of developing and justifying a model of elective classes focused on aesthetics and arts. The project is designed as supplemental education of senior adolescents and aimed at the development of teenagers' perception of metaphorical imagery in classical and modern Russian literature and painting. The basic principle is a combination of cognitive and creative activities of adolescents aged 14-16. The course aims to support students' natural giftedness in the field of literature and visual arts. Thus, the following conclusions were reached based on the solutions of the tasks set:

1. The theoretical concept is substantiated; the validity of the hypothesis and its confirmation in the scientific, theoretical, and practical aspects is proved;
2. It is established that the nature of metaphorical imagery in art and its support in the artworks of adolescents are significant components of educational activities in the field of art studies and creative development of adolescents;
3. The introduction of the principle of mastering the metaphorical imagery in different types of art (as the implementation of one of the directions of modernization of education in the subdiscipline of 'Art', as well as in supplemental literary and artistic education) has been scientifically substantiated.

Comparing the contest entries and results of other activities of gifted adolescents and their peers reveal the age-specific relevance of their immersion in verbal and visual creativity; the opportunities for comprehending the features of mastery in creating artwork and possibly choosing the future occupation are also gaining perspective. Mastering the metaphor enriches the qualities of aesthetic and artistic consciousness, expands the horizons of creativity, and diversely enhances the growth of creativity as a source of constant transformation and development of giftedness. Referring to statistical data reveals that 12-14-year-old schoolchildren constitute the most active age group; their creative works contain more metaphorical images (verbal and visual) than other age groups. However, after this period the creative potential of adolescents sharply decreases (Table 1).

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