

## FORMATION OF LIFE COMPETENCIES IN THE MANAGERIAL ASPECT AS THE BASIS OF A WHOLE PEDAGOGICAL PROCESS IN THE EDUCATIONAL SPACE

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**Abstract:** *The key ideas of the managerial aspect in life competencies as the basis for a whole pedagogical process on the example of artistic and aesthetic education are outlined in the article. Features of the management model implementation in the educational organization are considered, features and aspects of the aesthetic development of children of younger ages are indicated. The importance of the person-centered, axiological, systemic and activity approaches when formulating the modern concept of artistic and aesthetic education of children of preschool age is detected.*

**Keywords:** *axiological approach, activity approach, preschool age children, preschool age, life competencies, competencies, systemic approach, management in the education, artistic and aesthetic education, values, ergonomics, space.*

## INTRODUCTION

Modern approaches to the development and education of a child are based on the formation of comprehensive competencies related, first, to an understanding of the phenomena of world and social relations. Pedagogical science is gaining momentum in the third millennium; all scientific and pedagogical processes are carried out through knowledge, experience and skills. At the same time, the main ideas of the concept of “measuring the innovative development of educational systems are that the education system is considered as a continuously developing multi-level sequence of educational ergonomic spaces that provides a whole innovation process of social personality development in living spaces of different qualities of society”. Formation and development of a person takes place here rather than elsewhere, it is in the human activity that an ergonomic essence is manifested (Kolesov, 2017), which begins to manifest itself in early school age. Igor Vasilyevich Kurchatov, the great Soviet scientist, atomic scientist, three times Hero of Socialist Labor, expressed many positive words on pedagogical science in the twentieth century (Kolesov, 2019). Namely, “that no engineering and other science can exist without pedagogical science, which is the very foundation of the didactic essence, it is the connecting and main component in the construction of logic and mental qualities, in the rational speech representation of the submitted material in the speech delivery in its space”. The didactic process itself is incorporated in all spheres of human activity, and the importance of ergonomics mainly depends on the correct didactic construction in the student’s speech act in a whole pedagogical process. It begins from the first days of educational process, that is, from the beginning of the child’s school activity. The self-reflection itself in a pupil begins to develop and work from about the fifth form of education. It is from this age that the pupil begins to evaluate himself and gage his behavior in his environment. It is in school activities that a character begins to form, which mainly depends on the external environment, on a teacher, on parents themselves and on the pupil himself. We know that a man is not born with a character. “It is acquired in the process of human activity, but it can change with age characteristics.” This mainly depends on the environment a person communicates in and the time spent in this team, and of course, the psychic atmosphere plays a big role in any team - the team environment. This especially affects, both on the positive and negative sides, the formation of character among younger schoolchildren. In this beginning, the leading role is played by just the teacher, the future of the pupil depends on his activities and experience in this situation.

At the earliest school age, a big brother is modelled, i.e. “primary school teacher, the way he speaks, the way he ratiocinates, the way he conducts lessons, his behavior in everyday life, the teacher’s bad habits that can be transmitted to children, the way the teacher is dressed, mood the teacher came in to the class”. Such an approach in the teacher and pupil activity will work with a positive result when a certain positive balance is found between them that works for the effectiveness of a whole pedagogical process. Why do we use the word “whole”. This is when everyone in the educational institution works for a positive result. Namely, starting with a yard-keeper who keeps in order the territory of educational institution. A security officer is responsible for the safety in the educational institution, a catering unit is responsible for the quality of the prepared food, cleaners in the student lounge are responsible for the cleanliness on the floor, cloakroom worker is responsible for the safety of the pupil’s clothes, medical officer is responsible, to some extent, for the

children's health. The educational institution office is responsible for the entire educational process. The entire main job in the whole pedagogical process rests with a teacher and lecturer, who are the ones who fully provide knowledge, and pupils and students are the ones who evaluate the results of the teacher and lecturer. Considering reflective skills in the process of education as the main metadisciplinary result in the process of education, they serve as the basis in the ergonomic space, which affects the emotional-volitional control in the process of activity of students and teachers to maintain personal health in the process of educational and pedagogical activity. Emotional-volitional control is specifically related and directly interacts in the spiritual, moral and patriotic aspects of individual human health. The third millennium witnesses a trend precisely in the educational space, where science focuses on the establishment of human health protection. Together with a longer work of citizens, a positive balance must be provided, which should have the socio-economic and socio-psychological support of the citizens of the Russian Federation over the course of their life and time line in time, which is the main component of our health.

Various research literature has a strong evidence expressed that “modern teachers-innovators must properly conduct “valeducational education and engage in self-education of schoolchildren”. Not only while at school, but also teach them to “the most active ways of development, but also to improve in obtaining effective health-developing qualities in the process of personality formation, possessing various techniques and methods of self-improvement” (Kolesov, 2019). We are unlikely to be original in the academic space of modern society if we say “that to show students the volitional side of health is as important as to open to them knowledge of their own body”. L.S. Vygotskiy, the great academic psychologist expressed the correct idea in his scientific works, “that sooner or later a person will set himself the goal to master his own feelings, to stretch the wires of volition into the secretive and shadowy nooks and thereby level himself up” (Kolesov, 2019). A.S. Makarenko gave great significance to the emotional-volitional effort as well. At the same time, he tried to show in the scientific aspect the importance and essence of “the conscious willing discipline of a person in the society as a whole”. According to A.S. Makarenko “a real, wide ethical norm becomes true only when its “conscious” period merge into the present moment during the general, that is, personal experience, tradition, qualitative habits, descending them, getting only positive results from this when this result effects with positive or other results” (Gritsenko, 2010). It is difficult, for sure, to define in details the learning activities of schoolchildren on the development of the volitional side of health protection, but some certain points are obvious. For example, person-centered case studies are possible during the history lessons, social studies, literature (possibly during form periods). Their topic is comprehension of examples of volitional behavior of people. Such cases require the teacher to be flexible responding to the needs and interests of everyone. This means that translation of examples of volitional behavior must become in all cases an occasion for collective empathy, intercommunication, dialogue as such. In the event when such case studies are systematic (in the good sense of the word) and the teacher himself, recognizing their contribution to the organization of a health-saving environment, links the topic of a lesson with the values of a healthy lifestyle, the desired environment-forming effect is provided. It is thought that in its specific activity embodiment, the mental-volitional aspect of health can be mediated in the use by students of self-education methods, primarily volitional effort and self-compulsion.

Even though the “ups” of students’ volitional efforts occur when “controlled”

by teachers, volitional effort is the only thing that indicates the full development of the pupil/student and his readiness for a healthy lifestyle. Defending volitional effort as part of the learning activity content area, we cannot but refer to L.S. Vygotskiy, who predicted that sooner or later “a person will set himself the goal to master his own feelings, to stretch the wires of volition into the secretive and shadowy nooks and thereby level himself up” (Vygotskiy, 2010). As for self-compulsion, it differs from volitional effort by a greater distance between the need for an action and the fact of its implementation. If the psychophysical resources of the body are activated by a volitional effort to perform a more or less desired (pleasant) action, then through self-compulsion a person make himself take those actions where discursive-rational grounds are inhibited by the emotional-affective states. It is worthwhile to refer once again to L.S. Vygotskiy, who said that “the greater the inconvenience that gives an initial impetus to the movement of the soul, the stronger the movement itself; education and creativeness are always tragic, because they always come from “inconvenience” and ill-being, from disharmony” (Vygotskiy, 2010). Since both the volitional effort and self-compulsion have the activity side of health protection manifested most of all, it is by the pupils’/students’ real actions that they judge how effective the school’s health-saving environment is, how much the potential of students is considered. And although the use of activity approach to the health protection of schoolchildren is far from being limited to the use of the indicated methods, we would assign them a considerable accent as indicators of students’ environment-forming potential. If we draw a link between the content area of students’ health-saving activities and their part in organization of a health-saving environment, then we have the right to conclude that students become subjects of environment formation only when positive results are gained from this process. Thus, features of the managerial component in pedagogical activity are closely interconnected with all elements of the educational system, as well as directly affect all its components in education with the help of knowledge, experience and skills. The content of such a mechanism involves the following components:

- determination of the specific educational potential of the artistic-aesthetic and socially oriented activities of the educational organization;
- specification of the content component in accordance with the previously identified value component and criterial base of the claimed model effectiveness;
- development and maintenance of feedback in a specific managerial model of the educational organization;
- clear division between the goals and objectives of individual structures of the management system from the level of work with a small children’s team to the entire organization, as well as at the level of interaction with other structures.

In this case, implementation of such a system implies following the principles of democracy and coherence involving all participants of the educational process. The key point here is following the common goal, which is the collaborative work of all parties interested, built on voluntariness and personal responsibility. The artistic and aesthetic education of children, which is in a certain kind of isolation, is not an exception since it reveals the ways to express the child’s inner world and ways to interpret the sensory sphere of other people. The indicated aspect allows realizing an almost limitless dialogue, both at the interpersonal and intercultural levels. It makes sense to consider artistic and aesthetic education as a systematic pedagogical process, the purpose of which is to stimulate the ability to perceive the beauty of the surrounding world, to recognize and interpret art and culture from various points of view, as well as to develop the ability to open the inner world and one’s own feelings

with expressive means (Grigoryeva, 1999). Traditionally, the artistic and aesthetic education of preschool children is determined by personality-age development, which allows identifying the following tasks (Tyumaseva, 2017):

- to form abilities to perceive the world, images included, emotional and sensory components, relations based on moral and aesthetic;
- to ground sensory-aesthetic consciousness through the development of the sensory-image sphere, familiarity with moral standards and cultural and aesthetic patterns;
- to develop initial skills in artistic and aesthetic perception and creative activity;
- to identify and stimulate artistic and aesthetic abilities (Adaskina, 1999).

However, the use of person-centered, axiological, systemic and activity approaches to define the modern concept of artistic and aesthetic education of preschool children allows us to enlarge the range of tasks presented, as follows (Seefeldt, 2005):

- To form the skills to control and express their own emotions and feelings in a socially approved way, smoothing negative emotions and stimulating positive ones through creative self-fulfilment;
- To strengthen and develop fine motor dexterity and eye muscles through work with fine art instruments, which also has favorable effect on writing;
- To improve the perception through understanding the variety of colors and shapes of objects of the surrounding world, types of lines, differences between textures and ways to transfer them as part of artistic activity;
- To develop a skill to find many options to solve one problem, including creatively different ones, through comprehension of the motives to choose the color, shape and other characteristics of a depicted object, character or scene;
- To form an understanding of difference of opinions and positions through a comparison of points of view on the display of the same object, character or scene by different authors, as well as children during arts;
- To educate a holistic view of the world, in which a culture is a consequence of the peculiarities of art of a certain time and area, including modern times (Komarova, 2006);
- To implement inclusive education through a case of success, since self-expression by means of artistic and figurative activity is unique regardless of abilities, physical capacity and psychology;
- To build continuity between artistic and aesthetic education and other areas of work, since the universality of art allows incorporating facts from various areas of life.

Furthermore, construction of the concept of artistic and aesthetic education of preschool children involves implementation of the following conditions (Kozlova, 2010):

- Recognition of the leading part in artistic and aesthetic education for art, culture and surrounding reality;
- Building continuity between artistic and aesthetic education and educational activities to improve the sphere of perception, visual and creative thinking;
- Organization of the teacher's work in the direction of artistic and aesthetic education, considering personality and age of children;
- Inclusion of a wide range of art forms (visual, musical, theatrical, decorative and applied, literary, architectural, etc.) into the artistic and aesthetic education,

which will contribute to the insight into the relationship between the surrounding and inner worlds intertwined using artistic tools;

- Focus on the development of imagery of thinking, rather than the stereotyped transmission of objects, characters or scenes when exercising artistic and figurative activities with children;
- Recognition of the work of each child as unique and inimitable, regardless of the aesthetic ideas of the teacher (Kurevina, 2005);
- Creation of an appropriate environment making for the artistic and aesthetic education of children, which contains both examples of art pieces by famous masters and children's works;
- Adherence to variative forms, methods and directions of work within the framework of artistic and aesthetic education.

## CONCLUSIONS

The concept of artistic and aesthetic education at preschool age implies focus and commitment to the formation of a holistic view of the world around a child, imagery, creativity, synthetic skills and imagination, empathy and sympathy, emotional freedom. In this regard, the content-related and technological components of implementation of the concept under consideration should be aimed at: developing the skills of perception and interpretation of objects and phenomena of surrounding reality, their reinterpretation in accordance with their own ideas and feelings, formation of the ability to perceive natural and aesthetic beauty, ability to sympathize and to assist.

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