

ABSTRACTS

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CONTEMPORARY ART AS AN OBJECT OF ETHICAL AND PSYCHOLOGICAL ANALYSIS IN THE PROCESS OF UNIVERSITY EDUCATION

The article presents the ways of integrating modern art in the university educational process. It also emphasizes that contemporary art allows deeper understanding of a wide range of social and psychological issues that concern young people. Selecting the works of art (e.g. literature, cinema) for discussion in the course of studying the cycle of cultural disciplines (ethics, aesthetics, culture) is an important didactic problem. The main task of the teacher is to determine the guidelines for the student in the field of contemporary art, correlating them with curricular tasks of philosophical and applied disciplines.

In the conditions of abundance of information, fundamental changes arise in the content and organization of modern learning. According to some scholars, whose views we share, nowadays the comparative value of the component of state requirements and personal requirements (student's personal requirements) in what concerns the selection of educational content is changing towards the dominance of personal requirements. The anthropological approach becomes relevant, its essence in relation to learning and wider – to education lying in postulating that the main characteristic of learning (education) is primarily the individual development as opposed to, for example, acquiring culture or to socialization process.

Just this approach makes the problem of content selection crucial for successful education.

Key words: education system, spiritual dominants of the cultures of the modern and post-modern, social requirements to education, theoretical and methodological foundations of modernizing humanitarian training content.