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Development of students' communicative culture in the context of artistic practices

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Abstract

Relevance. The relevance of the research is conditioned upon the problem of developing a communicative culture among students, considering the influence of the artistic component, both its professional part and the social one, explained by the introduction of the presented artistic image into the life of the younger generation.

Purpose. The purpose of the article is to develop a model for the development of communicative culture among students.

Methodology. The leading method to investigate this problem is the B.I. Dodonov method, studying the emotional, motivational component of the personality, considering the emerging emotional background as a value on which the health and quality of life of a person depend.

Results. Depending on being in a certain artistic component, an individual has various experiences at the psycho-emotional level, which form a motivational environment for perceiving the world and the course of personal actions based on getting into various life situations. The article presents a model of the development of communicative culture among students, which includes aspects of contemplation and creation of formed objects from various artistic practices based on beautiful cultural, aesthetic and ethical components, and reflecting the best moments, scenes of life that will develop an image of decent life and show an example of creative, respectful behaviour and activity based on motivational, value, cognitive, sociable, emotionally respectful, cultural and aesthetic criteria.

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Conclusions. This model, based on artistic practices, creates conditions for the holistic development of the individual, aimed at preserving psychological and physical health, both personal and others, which is of practical importance for the education and well-being of society.

Keywords: culture development; creativity; methodology; emotional background; communication; education.

Introduction

Currently, modern education combines many components that allow raising a cultural and communicative personality with developed value levels of knowledge that helps to ensure his personal activities, both professional and social, on a high line of development with the preservation necessary for the modern world with socially significant components to maintain a prosperous livelihood of the population [1]. A student, as a future top-level specialist who will hold managerial positions in the field of modern development of the world, must have a well-formed aesthetic culture that will manifest itself at all levels of his life, including its creative component, which is necessary in its various representations in each sphere of life [2]. Any creative work comes from the knowledge of the basics of artistic practices, which in turn affect the visual, auditory, tactile, olfactory, tactile levels of the human sensitive sphere. So any colour solution that is visually perceived by a person, is a natural environment, albeit partially created by a person to perceive the manifestation of many aspects of life, such as the colour and pattern of clothing, the design of premises and buildings, exterior decor, decoration, or musical background that accompanies a person everywhere, such as musical accompaniment of working technical structures, both domestic and professional, and also the semantic background of songs in combination with musical accompaniment [3].

Artistic practices in different scales of their components are implemented at all levels, in all aspects of the life of the population, echoes of these moments come from specialists who, as part of higher education, learn the basics of the influence of the created image, sound, colour and other elements of creative, artistic practices, both in a single form and in a ready-made figurative form on human health, and on the development of his emotional background, his entire psycho-emotional sphere, the creation of behavioural reactions and social relations within interpersonal communication, and the performance of their professional duties, and attitude to the surrounding world [4]. In fact, the foundations of artistic practices affect life as a whole, and the images created by them bring up those manifestations in a person that are embedded in these images, and thus an important chain of influence of artistic practices and the creative image on life, both as an individual and society as a whole, is highlighted, which in the existing relationship with human activity is reflected in all components of the surrounding world [5]. This dictates to reconsider the factors that are introduced at the level of upbringing and education, which influence the development of communicative culture in connection with artistic practices, and with all the ensuing ways of its influence on life as a whole.

Each individual, student should be aware that the fruit of their creative activity in all the variety of artistic practices affects the well-being of the whole society, and therefore the communication culture that is developed at the level of education at the university should reflect the

value attitude to life in all its natural manifestation at all levels of health and environmental component, which in the modern world has one of the relevant directions for preserving a prosperous living environment [6]. Thus, only a developed communication culture based on the value relationship of psychological health, environmental conservation with the establishment of a creative behavioral criterion and cultural, aesthetic, and ethical component in life based on the relationship with artistic practices will allow preserving and developing the well-being of society.

Materials and Methods

This research was conducted using the diagnostic testing method developed by B.I. Dodonov, which allows studying the structure of the emotional component of the personality affecting motivation in its manifestation, both as the behavioural and the creative component, and also shows the relationship of the appearance of emotions that will create a strong emotional background of life and affect the psychological sphere of the individual at the psychophysiological level. It reflects a human's well-being, thus directly influencing his health at all levels, considering both physical conditioned upon the facts of the influence of negative emotions, and positive changes in the functional component, which affects the physical health of a person. With long-term preservation of negative emotional background, it leads to the development of pathology reflected already at the level of anatomical changes, as a psychogenic etiological factor and the level of psychosomatic pathology, and considering this area, it directly affects the psycho-emotional, social and psychiatric health by the development factors that were described above.

The questionnaire contains 60 parameters showing emotional experiences that the subjects after studying analyse and note as emotional components that they experience in their life in its various manifestations and under the influence of some artistic components, both in their work, different elements of their surroundings and in various created conditions, which are completely different in their form, colour scheme, bearing meaning and formed image, as an object, and the development of future behaviour or attitude to different components to life and the surrounding world. It teaches a person to manifest himself against an individual background of behavioural reactions in various situations, and is perceived as self-knowledge and personal self-manifestation, and is directly related to the elements and forms of artistic practices surrounding them. It is also connected with the development of self-esteem, the degree of self-control, inner harmony and tranquillity, in fact, reflecting aspects of personal self-regulation. The analysis of the questions allows determining the direction that the student will adhere to in his creative activity and in creating an atmosphere through the use of artistic practices.

After counting and analysing the answers, the test results were systematised, when calculating the data of which ready-made keys were used to determine the level of the selected emotions and the further motivational component inherent in them. When calculating the overall results of the study, the standard method of mathematical calculation and graphical representation of the results was used. The pedagogical experiment was conducted on the basis of the Kyiv University of Culture. Diagnostic testing was conducted among 140 students of 2-4 courses of the university, aged from 19 to 25 years. This problem was investigated in three stages. At the first stage, a theoretical analysis of the existing scientific, research, methodological literature on the issue under consideration was carried out as part of the development model of a communication culture considering artistic practices, and during the study of which the problem, purpose, research methods were identified and a work plan was created. At the second stage, diagnostic testing of students was carried out and experimental work was done with the analysis of the results and the formulation of conclusions. At the third stage, all the clarifications regarding the correctness and completeness of the conclusions were made and the results obtained were systematised.

Results and Discussion

With systematic and analytical approaches in carrying out this experimental work, the data obtained as a result of diagnostic testing were analysed, which allowed identifying features affecting the development of communication culture, depending on the detail and generalised semantic and figurative factors of various existing artistic practices on the appearance of emotions, the creation of an emotional background in connection with the development of conditions for this by the fruits of artistic practices in their manifestation in the sphere of an individual's life in its various components at all stages. It would create motivation for the further behavioural course, show an example of a mental and active component on a person's life in different situations, influencing self-esteem and personality development, and reflecting and affecting human health, and the ecology of relationships and the surrounding world [7]. The analysis of data with the necessary clarifications was highlighted both considering the influence of a general and detailed review on the features of personal perception of information, both visual and auditory, olfactory, tactile and for their further development on the influence and implementation in the life of an individual, as a person on whom both their personal and social well-being depends, considering their production function of creating their personal creative component as a result of finished or fragmentary work within the framework of artistic practices with their influence on both personal and social motivational function, recognising the development or aggravation of the well-being of life [8].

Any component of artistic practices is considered as a form of presenting knowledge, in essence, which it is, given the meaning that it carries and its level of influence on the health of society in a number of the categories described above in this area [9]. Also, artistic practices should be considered as a form of presenting knowledge, with regard to the student's personal approach, as a person,

depending on his already existing cultural, motivational, value, creative, aesthetic, health-preserving and environment-preserving personality characteristics that enable students to perceive the given material, and which create their personal emotional barrier to the perception of information and its transformation from their own perception and personal motivational directions. And all this should also be considered when going into the detail of the problem under consideration of the final image of artistic practices, and as in the manner of the personal concept of sympathy and taste, which may initially already be deformed and pathological, and needs correction in view of the above facts and criteria, and also in the manner of creating an object of creativity within the framework of various artistic practices for society, which will affect their mood, health and well-being of life as a whole. All this should be considered in detail to exclude and correct factors that can bring elements aggravating the state of health, life in its various manifestations or worsening emotions into life, as well as when identifying the negative sides of creativity of a person, they should be checked for professional suitability in this context to exclude their negative impact on the life and well-being of society within the framework of artistic practices [10].

In view of the issue under consideration, the development of a communication culture should be considered with the concept of expressing personal ideas through artistic practices, but the criteria of value orientations and the inner world of a person occupy a leading place in this, therefore, the above acquires an important aspect in teaching students and developing the necessary criteria for creating a highly moral, respectful communication, creative, conflict-free, friendly behaviour of students themselves, and teaching them to be aware of the level of responsibility, on the influence of which the emotional background, psychological and even psychiatric health of people, their quality of life, level of well-being, social behaviour will depend on, who will encounter finished works of various artistic practices that they have created [11]. In fact, initially, to form a communication culture in connection with artistic practices, it is necessary for students to develop a culture of psychological health-saving during the educational process, which is fundamental in creating a true culture of communication skills with a positive aspect of its manifestation in the creative component that successfully affects life [12].

It is important to create a deep understanding of a whole image among students that carries not only a semantic, but an emotional context on the state of the individual, and this will actually be perceived by the students themselves on the basis of completeness of the information presented in a whole structure with explanations of its impact on emotions and the psychophysical level of human health. It will also result in its gradual assimilation with the accompanying active involvement of students in classes, where they show interest in cognition and manifestation of themselves at the mental level of reproduction according to the model of the future creative component of any of the artistic practices and their creative activity in general, where the scope of application of the knowledge of artistic practices and finished creative work that was taught during classes, both theoretical and practical, will be determined [13]. Various disciplines, considering different artistic

design, and the classes themselves in artistic fields of activity have in their structure an extensive part from the side of practical application, influence and knowledge of this sphere, considering a deep personal perception of a personality, which allows students to acquire practical skills of artistic, creative and, in fact, any subjects, recognising artistic design and presentation. It will have a great influence on the perception of any discipline and develops its motivational reproduction with the actual area of its application in practice, so this structure has the need to initially train students in such a way that they develop both health-preserving and an eco-oriented representation of the application of knowledge in any field of life, considering the presentation of this in the artistic components, which will enable them to apply it at a high cultural level with creative, value-based motivations, considering the preservation of ecology, health, good mood, emotional background and well-being for society as a whole [14].

Also, to acquire an experimental share during the study of the semantic and figurative component of the fruit of creativity and its influence on emotions, mood, behavioural reactions of a person, positive, good examples of various creative components of artistic practices should be initially presented in the educational process, based on which the student begins to realise examples of its application at the experimental level. This will create conditions for expanding his independence in actions within any discipline, including artistic and teach them to analyse causal relationships, which, in turn, will strengthen and create a complete picture of the application of artistic patterns, considering their impact on people's lives, their psychoemotional background and social predisposition, as well as behavioural reaction. It will also allow acquiring valuable knowledge that enhances emotional experiences and significantly affects the lives of others at all levels and spheres of their application, regardless of the disposition of the individual to them, since manifestations and ready-made forms of artistic practices change the conditions of perception of life, putting the individual already in the conditions created and set by artistic practices, which initially carry a semantic and emotional background that changes the qualitative components of life at the psychophysiological level, depending on the form of their reproduction [15].

Thus, the above-described components together with their complex consideration reveal the organisation of the process of developing a model of communication culture, depending on its manifestation in different environments of ready-made forms and elements of artistic practices in educational institutions, including higher educational institutions, from which highly qualified specialists significantly influence the course of events in life and changes in the quality of life of surrounding people and the outside world. It is a way of introduction into the learning process in the form of any artistic component, such as literary, artistic, visual, musical and many others with the presentation of their aesthetically beautiful perception educating worthy and cultured students personalities, and based on presenting aspects of contemplation and creating formed objects of creativity in any of their manifestations and at any level with various artistic practices based on beautiful cultural, aesthetic and ethical component;

reflecting scenes characterised by the concepts of health and environmental conservation, and the best, beautiful, happy moments and scenes from life that will be a positive influence and form an image of worthy life activity based on an example of creative, respectful behavior and activities with motivational-value, cognitive, sociable, emotionally-respectful, cultural and aesthetic criteria, in turn, developing a value motivation to preserve health and life in general [16].

The obtained result of the research work in the form of a developed model of the development of a communication culture based on artistic practices was introduced into the educational process of the experimental base university in several stages, which implied diagnostic testing, pedagogical observation, clarification, detailed analysis, systematisation of data and further statistical processing of the results obtained. After that, the development and implementation of the model described above and its subsequent introduction into the field of practical education at the theoretical and practical levels took place.

Thus, 140 students were covered by the study and the analysis of the results of diagnostic testing showed that most students do not realise the role of the product of creativity in different styles of artistic directions, to a greater extent each of them believes that conditioned upon the creative component he is engaged in self-expression and it does not matter to him how the product of his creativity will affect a person and his emotions, health and well-being. Each of the students calls creative specialities a matter of personal creative preference and taste, and emphasise that other people who will observe this should obey the trends that dictate creative personalities to them. Moreover, a very low level of understanding of the dependence of the emotional background, health and well-being on the object of artistic production of any of its orientation was identified, which indicates the importance of the direction of creating a model for the development of a communication culture in the aspect of all of the above, and also shows the need to correct the educational process in this area [17].

A detailed analysis identified the absence of altruistic notes in the motivational, emotional orientation of the subjects, which shows their very low level of perception of creative activity as a professional component, which, like other spheres of life support, should bring benefits aimed at improving the life and well-being of society as a whole. This also indicates that students receiving their professional profession do not consider it a useful component for society, so for them it is a means of free expression, like any creative component, regardless of the result of its influence on emotions, health, quality of life of people and the surrounding world. Pedagogical clarifications revealed that students believe that creativity is a fact of self-expression only of their taste (100%), and also a way of earning money that does not depend on taste and anything else, but only the aspect for which they will be paid for their work, and this identified aspect indicates the absence of value, moral motivations and a developed culture of health preservation, which needs further mandatory correction [18].

Initially, the communication factor implies interpersonal communication, but the research data showed that about 78% of students do not consider this as

such. In their opinion, creativity reflects only their mood, and the fact of communication with the product of creative activity in any of its directions, as a means of artistic expression is not important. They are determined that their work will simply exist. Admittedly, each of them, according to the data obtained as a result of the work, showed that they dream of fame, but do not strive for the appearance of positive emotions and psychological predisposition that will arise from the interaction of people with their creations, which causes alertness and shows the trend towards the production of works of art in all spheres bearing and negative aspects of the impact on a prosperous, happy life, both of an individual and of the population as a whole [19].

The data detailing identified a large level (84%) of scaremongering emotions in various works of artistic practices that carry aggressiveness, fear, panic, emotional instability, the appearance of negative emotions of a depressive nature on individuals who are in the conditions of these creative works. When clarifying this parameter, it was shown that some of the subjects consider such negative emotions to be the main ones in life, which shows their professional aptitude in this activity, considering its impact on people's life. Some of the respondents explain this by their internal unstable emotional state, and the upbringing of such an aspect in the educational environment in which they previously studied. This also reflects the need to change the educational environment, objects in which there is such a pathological example, which was identified as a negative result of exposure and development on the pessimistic, timid component of creative realisation in students [20].

Many students (76%) had romantic inclinations to negative, tragic and terrible components of life, which is

explained by the fact that the negative aspects of life are beautifully presented, and given the results obtained, this is unacceptable based on the influence and development of pathological aspects and characteristics of students, as something tempting and beautiful, and what is most dangerous, as an obligatory component of life. Thus, these studies have shown that the presence of negative sides and examples causing aggression, fear, anxiety in people interacting with these objects of artistic production of any direction develop a feeling among the younger generation that the negative side occupies one of the main places in the world and must necessarily be present in life. It is a big and pernicious misconception, but in turn generates them to create works of art that display depressing, aggressive, sad, tragic and timid moments that they specifically seek out and depict, and at the same time, all this is reflected in the mood and the psychoemotional background of the authors themselves, who do not feel happy, and do not even believe that such a state exists. It shows the depth of the emerging emotional disorder under the influence of negative characters, situations and frightening pictures, elements in various manifestations of art [21].

So systematising the data obtained, we can say that value motivations on the part of providing a positive emotional background and health-preservation at the present stage of the application of artistic techniques in all areas are not acquired to improve the well-being of society and do not carry prerequisites for health-preservation and environment-preservation, although in fact, this is the most important and main moment for the development of communication culture and prosperous, healthy life. The results are reflected in Figure 1.

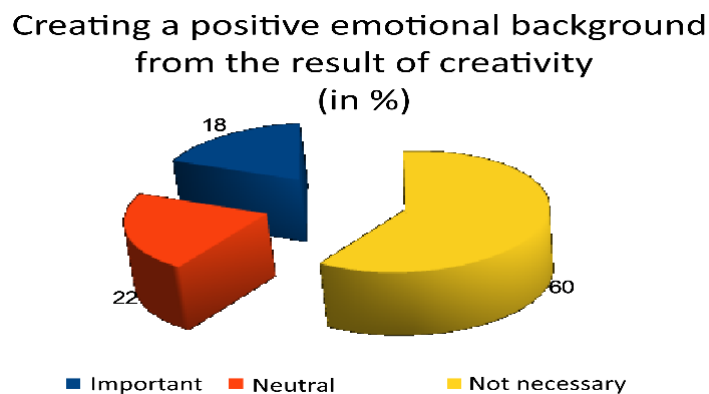


Figure 1. Distribution of students depending on their level of awareness of the importance of creating positive emotions from the result of artistic practices

The analysis of the data allowed stating that the presentation of knowledge in the field of artistic practices, both their creation and in the sphere of their presence, should be methodically changed, and the examples and results of creative work shown with their help should strengthen the motivation of students to study it with an understanding at the main level of their influence on a person's life, on his emotional background, on which the other components of life depend, considering their different manifestations.

So, considering all the above, a model of the development of a communication culture was created, which improved the approach to the study of the artistic

component, and also, within the framework of its conditions for additional study of material in various disciplines, which allows presenting the beautiful and happy sides of life as a creative example forming a culture of personality at the level of aesthetic and ethical development with high self-esteem, and creative behaviour in society against the background of self-determination of a decent person with a respectful attitude to life, surrounding people and the world as a whole, and with a conscious attitude to his future professional activity, as work influencing health and quality of life of people within the framework of health-preservation, environment-preservation and the development of a prosperous component in life as a whole, which is of paramount

importance for the establishment of well-being in the world [22-25].

Reasoning in this direction, it is worth saying that the above-described model of the development of communication culture, which was established within the framework of this experimental work, will teach students to reflect and follow the direction of creation created by them and the cultural and aesthetic manifestation of their talents in life. This will lead to their internal development against the background of increasing interest in the study of subjects. Visualisation also plays a big role in the above, because a person tends to remember what he sees and the created image of an artistic positive object enables the student to keep in mind the practical application of the necessary information on its effective phenomenon [26]. It has a special role in life providing many conditions for human life against the background of well-being, a high positive emotional background, conditioned upon the suggested example of creativity and reproduction of information, as already created objects at their high level of creativity to a prosperous environment of life, against the background of his influence on ecology, health and well-being of society and nature in general [23; 27].

The shown competent images of ready-made objects of various forms of art develop the creation of real acting pictures of life, which will serve as processes for the tasks of mental paths towards their further development in a creative, cultural and aesthetic direction, forming a worthy person with high self-esteem and value motivations to improve the well-being of life.

Such knowledge will be of great importance in practical education at the level of cognition, and with the practical development of skills and abilities, as well as from the position of the developed model in the study and contemplation of the best examples from life, joy, beauty and well-being, and the application of this in the educational process- Therefore, it helps in achieving the great and main goal of education, as an educational function of the development of value motivation, careful attitude to the prosperous component of life, nature and health, as well as the development of personal properties

and qualities, such as the ability to observe, notice, compare data and facts, analyse, draw conclusions, create integral chains from the general to the particular [28-30]. All this is carried out based on many principles of teaching activity and in particular such as consciousness, visualisation, activation of cognitive activity, which in turn leads to increased independence in additional study of the material and the creation of a model of their future professional and other activities within the framework of the development of a value system of reproduction of their ideological and thinking, creative processes. This is the first step in production activities and in the framework of the manifestation of artistic practices, which in the future will affect the lives of everyone around us [24; 31].

Thus, at the control stage of the study, changes in the dynamics of data were identified, considering the results obtained during repeated diagnostic testing of students after testing this model, which showed its positive impact on the development of communication culture. It led to an increase in the effectiveness of the educational learning process in practice and showed an improvement in the trend of understanding the importance of restoring and preserving its creative component of the active process within its positive impact on the emotional background, mood, health, attitude to life and many other important components, which is directly influenced by semantic and figurative characteristics of creativity in various artistic spheres [32-34].

Thus, after the introduction of the developed model, the indicators of repeated testing at the control stage of the study reflected that students had increased indicators of the characteristic occurrence of an emotional background (92%) on the need for mental comfort, there were emotions of intellectual need to create and perceive objects of creative activity, as well as criteria of aesthetic emotions that say that creativity will already be directed to the sphere of harmony of life in its different contexts. When systematising the data, it is possible to note the prevailing increase in the developed value motivations when using artistic techniques, which is shown in Figure 2.

Creating a positive emotional background from the result of creativity at the control stage of the experiment

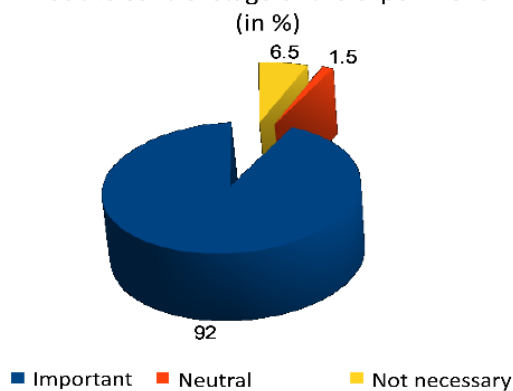


Figure 2. Distribution of students in dynamics at the control stage of research work

The data obtained at the control stage of experimental work allow stating that the established model is effective and creates successful conditions for the development of a communicative culture, considering the use of artistic

means and forms among students. Having shown itself at a high level, this model can be used in practice to develop a value-based communicative culture, built considering the development of a harmonious and worthy personality.

The developed parameters and elements of the pedagogical definition of artistic practices of the model under consideration are formed considering the main criteria responsible for the well-being of the educational process, which allows creating conditions for the educational process at a high modern level, recognising the perception development of the importance of highlighting the main criteria for preserving health and maintaining and creating a positive emotional background of all interacting in any form with the creative process and the result of this activity, and the field of art in all its manifestations [25; 35-37]. Thus, the developed model interacts with motivational-value, cognitive, sociable, emotionally respectful, cultural and aesthetic criteria and, conditioned upon the above-described factor of creating and perceiving the results of artistic practices, develops conditions for the establishment of a culture of creative, respectful and ethical perception of the world at the psychological level with the cultural and aesthetic foundations of communication at different levels [38].

Thus, when applying the developed model, a psychological culture will be created with a pronounced communicative competence of the future specialist, which will be reflected in his future professional activity aimed at the benefit of society. The established model creates a sphere of natural conditions of perception for the formation of a communicative culture, which is for the development of talents and creative inclinations of students. The result of a better, happy, harmonious, beautiful life shown by the highlighted examples will create a model of patronage of positive behaviour, which will guide the course of life, depending on the current situation, to its prosperous course of flow in positive, creative behaviour aimed at strengthening and preserving psychological and social health and well-being [26; 39; 40].

Thus, the established model of the development of a communicative culture, considering the above, has great practical, theoretical and methodological significance for the field of practical education of highly qualified specialists planning their professional activities for the development and preservation of the well-being of society.

Conclusions

At the present stage of improving the educational environment, the aspect of interaction with the artistic component of the presentation of special knowledge within various subjects and disciplines is important, as well as the

creation of finished works of the artistic direction of its various types that exist in the life of society as mandatory components of many spheres of life and manifestations of the activity of its social part. This important indicator develops the importance of its presentation within the framework of creating a positive emotional background in relation to interaction with it, which qualitatively affects the restoration and preservation of well-being at the physical, psycho-emotional and social levels. The established model of the development of a communication culture can be within the framework of creating a prosperous and beautiful environment of the image of various spheres of life and its elements based on the shown figurative positive example and generalises the culture of manifestation and development of prosperous, better feelings and emotions, which are reflected naturally on the seen competently presented positive images of various events from the position of value motivation directed culturally and aesthetically by various forms and situations. It also teaches the student to react creatively from the position of considering the created living conditions with the manifestation of his personality at a creative, preserved behavioral level. Thus, the application of the established model contributes to the development of thinking at a high level based on the selected criteria and will contribute to the successful training of students, considering the positively directed future component of professional activity based on the formed thinking at a high level with a creative and value component of the result of their creative activity and artistic realization, which will improve the vital activity of society at all its levels, favourably influencing the life of everyone as a whole.

The materials of this article will be useful for workers in the field of art and education, as well as methodologists and can be applied in practice, both in the field of the educational environment and the creative field, which will contribute to solving important tasks in the field of education.

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Conflict of Interest

None.

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Розвиток комунікативної культури студентів у контексті мистецьких практик

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Анотація

Актуальність. Актуальність дослідження зумовлена проблемою розвитку комунікативної культури студентів з урахуванням впливу мистецької складової, як професійної її частини, так і соціальної, що пояснюється впровадженням представленого художнього образу в життя молодого покоління.

Мета. Мета статті – розробити модель розвитку комунікативної культури студентів.

Методологія. Провідним методом дослідження цієї проблеми є метод Б.І. Додонова, що вивчає емоційну, мотиваційну складову особистості, розглядаючи сформований емоційний фон як цінність, від якої залежить здоров'я і якість життя людини.

Результати. Залежно від перебування в певному мистецькому компоненті в індивіда виникають різні переживання на психоемоційному рівні, які формують мотиваційне середовище для сприйняття світу та перебігу особистих дій на основі потрапляння в різні життєві ситуації. У статті представлено модель розвитку комунікативної культури студентів, яка включає аспекти споглядання та створення формованих об'єктів з різних мистецьких практик, що ґрунтуються на прекрасному культурно-естетичному та етичному компонентах і відображають найкращі моменти, сцени життя, які формуватимуть образ гідного життя та показуватимуть приклад творчої, шанобливої поведінки та діяльності на основі мотиваційно-ціннісного, когнітивного, комунікативного, емоційно-шанобливого, культурно-естетичного критеріїв.

Висновки. Ця модель, заснована на мистецьких практиках, створює умови для цілісного розвитку особистості, спрямованого на збереження психологічного і фізичного здоров'я, як особистого, так і оточуючих, що має практичне значення для освіти і благополуччя суспільства.

Ключові слова: розвиток культури; творчість; методологія; емоційний фон; комунікація; освіта.