

Author Socio-Cultural Emotivation System as a Strategic Resource for the Social and Humanitarian Sciences

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Absrtact

In a holistic, multi-faceted educational process initiating a strategic resource for Russia in the XXI century, paramount importance the development of communicative competence and technological complex modern pupil University sociocultural-educationally potentially qualitatively new reality Russian era of innovative information technologies in the post-industrial world system is sociocultural and pedagogical emotivational values.

Keywords: Socio-cultural emotivation, social and humanitarian sciences, technology, global trends, social and educational issues among university youth, social cohesion, education and social justice.

1. Introduction

The urgency of developing legal frameworks capacity of students to learn the elements of beauty in the intellectual property of the state, society, every individual in our experiment is carried out through the organization of effective functioning of interaction humanities subjects in the practice of the Department of Social and Family Pedagogy Faculty of Education, Psychology and Uvenology Russian State Social University social development of moral-aesthetic relationship to reality means students audiovidearts and artistic creativity, we took as a basis the author's pedagogical theory emotivation (Goncharuk, 2007). Conducted on the basis of the third year of a special course on the educational, social and cultural trends in the development of intellectual property, we have investigated, identified and piloted the following substantive characteristics (Mardakhaev L.V., 2011). Based on the principles of science, clarity, awareness, accessibility to system, versatility, harmony, age, differentiated, individual approaches, determining the initial level of development, and subsequent forward-projected student aesthetic attitude towards reality of its intellectual property in the field of education and culture means audiovidearts - we are aware that this area is improving his personality and indivisible, and interdependent with other components of self-development, self-education of all boys and girls (Comenius J.A., 1982).

2. Technique

Qualitatively similar and theoretical integration of the humanitarian aspects of both natural and social science disciplines in fact, at one time, in dealing with problems of formation of moral and aesthetic ideal of the student in the process of learning the basics of aesthetics, art history on the material optional, extra-curricular activities, the development of moral and aesthetic attitude schoolboy to reality means Performing Arts (PhD, doctoral dissertations, respectively - in 1985 and 2000) - as the author's examination of UNESCO in the field of education and culture - we have already implemented (Novikova L.I., 1995). If the initial, constantivation - reproductivation, fixing stage, we conditionally "diluted" conceptual notion of the ideal on the socio- political, moral and aesthetic, the end of the study came to the conclusion that he had integrity communicatively internally systems, one, indivisible, being organically interconnected world with all the "parallel", "counter", internal, external aspects of education, development of self-identity of the modern student - as a humanist and economist - manager. Similarly, this argument, fixing legal levels of development of moral-aesthetic relationship to the reality of students at various stages of the study of intellectual property issues in the sphere of culture, we content-conditional "pulled out" the scope of its uniqueness from the general system- communicative context of its educational improvement, becoming, understanding selfhood own individuality, awareness triological interaction concepts originally nature and social harmony, versatility with each individual person (Selevko G.K., 1998). Manifestation of the student legal capacity as a technological implementation level of development of its moral and aesthetic relation to the reality of its intellectual property characterised geterochronycs as was the typical age, sex, socio-cultural, individual and group identities, and sometimes wore inadequate general context of educational-activity features and temporithmical intensive -

extensive dynamics (Goncharuk, 2012). Getting experimental activity, we initially fixed holistic aesthetic elements identified in the structure of intellectual property through its personality inclinations, aptitudes, needs, interests, particularly the perception of how social, cultural, and ethical, environmental, economic, political, legal, spiritual, religious, ethno-psychological and other relations to reality at all. Formed an idea about the internal state, the potential development of moral and aesthetic relationship with the reality of students in general that allowed for a reasonable prediction and practical recommendations for the optimal development processes are considered for both boys and girls of the experimental and control groups, and for each individual student (Fromm E., 1990). Determination of actual and potential legal bases for the development of moral and aesthetic attitudes of students to the reality of its intellectual property, as well as the zone of proximal development was that L.S.Vygotsky called normative age diagnosis, in contrast to symptomatic diagnosis, and relying on the outward signs of the process analyzed. In this case, it turns out the difference between the spontaneously formed in the process of social, cultural, moral and aesthetic development of the personal characteristics and those in it shifts that occurred as a result of educational- directed interactions with further sociocultural self-development of each student (Khoruzhenko K.M., 2003).

3. The Results

Among the methodological issues of pedagogical diagnostics educational orientation legal standards of intellectual property are also considered aspects such as: a) comparison; b) analysis; c) forecasting; g) interpretation; d) bring to the attention of the students results of diagnostic activities; e) monitoring the impact on the moral and aesthetic development of students of various diagnostic techniques and art therapy training. Comparison served in our experience starting stage of the diagnostic process the legal framework of the test process, which corresponded with the individual, socio-cultural or educational objective standards in the development of youth its intellectual property. Analysis of the level of development of moral and aesthetic attitudes of students to the difficult reality of the XXI century allowed to establish why the degree of emotional self-shaped or that a student is different from its previous status, progress, or deviates from the proposed rules. Was to predict: extrapolate the data obtained as a result of comparison and analysis on moral and aesthetic development in unregulated situations or in the future (in the form of long-term aimproactivity) (Frager R., 2004). At the same time, we measured the object itself is not moral-aesthetic attitude of students towards intellectual property, but its properties or features, using the following features of the scale: a) *nominal* (qualitative homogeneity feature); b) *ordinal*, or the rank, scale (trait carriers sequence and direction to its degree); c) *emotional* scale-shaped slots (advantages in terms of measurement technique compared with the nominal and ordinal scales) - metric; g) the scale of the actual legal basis of moral-aesthetic relationship, or scale proportions (natural reference points). Measurement with scales showed different levels of the following advanced features to diagnose the legal level of development of moral-aesthetic attitudes of students to the reality of his intellectual property: *Scale level* legal framework of intellectual property (Philosophy of culture. Formation and development, 1998). Pedagogical conditions of higher education as a field of intellectual property definability level main trends in the development of intellectual property. *Nominal scale*. Signs of moral-aesthetic attitude to intellectual property should be detectable and classified according to the identity and difference. Modal level of development of moral and aesthetic relationship to the reality of the student of its intellectual property. *Ordinal, or rank, scale*. Opportunity to spend a gradation in severity of any feature. Median (norm) in accordance with the purpose (moral and aesthetic ideal). Scale emotionally-shaped slots. Ability to establish equal emotionally-shaped slots. Determination of the reference point. Level anticipated and real moral and aesthetic development of the individual. *Scale proper moral and aesthetic relationship or proportions* in the *emotivational* field of intellectual property. The ability to capture high-quality proportion and absolute reference point (moral- aesthetic ideal) in the field of intellectual property. Level achievable and predictable moral and aesthetic development of the individual in the development of its intellectual property education and culture. Criteria of measurement quality legal level of development of moral and aesthetic attitude of the students to the reality of its intellectual property, we have identified: a) objectivity; b) reliability; and c) the validity (Philosophical and sociological problems of human activity, 1984).

4. Discussion

Consider the results of the diagnostic range of artistic preferences from a legal point of view the development of intellectual property in the field of education and culture. We conditionally distributed capacity of youth in their implementation into six major arts (theater, cinema, music, literature, choreography and visual arts) [Kharlamov I.F., 2001]. Naturally, the students in the experimental groups voluntarily chose entertainment arts for our optional, extra-curricular, extra-curricular and extracurricular classes: during the experiment there was a qualitative growth of aesthetic

interests, above all, it is in relation to them in the field of intellectual property education and culture. This does not mean that students from the experimental groups did not watch movies, do not listen to modern music or visiting discotheques. Ignoring, lack of student interest groups to control intellectual property issues in the system of arts such as theater, visual, fiction, have prevailed with minor changes at all three stages could be explained as irregular display performances, visits to museums or read books, and rejection of is not understood, not yet known (typical response about such like: "I do not know and do not want to know"). Students from the experimental group does not necessarily have to be "clean" humanists, artists or art historians potential; it was important to determine also how electives, extracurricular, extra-curricular and extracurricular classes spectacular kinds of art are able to interact with emotionally-shaped landmarks personality regardless of its abilities and master professions in the field of economic or humanitarian disciplines in the context of the legal rules of intellectual property education and culture. Therefore, both the experimental and control groups were formed on the basis of our relationships flexible, allowing individual wishing to, say, control groups are interested to attend their classes in the experimental groups. Students from the same experimental groups were given de facto right not to attend those classes so that they are not interesting enough, etc. Dominant in the study of the phenomenon of intellectual property in the field of emotional and imaginative nature audiovideoarts as psycho-pedagogical module organization systemically the whole process of developing legal frameworks for moral and aesthetic relationship to the reality of the students included in our structure suggestive function. Further investigation revealed that the ability of entertainment arts as components of intellectual property through suggestion cause positive emotional-shaped orientation, "infect" the student neopositive moral and aesthetic attitude toward reality intensified not only the function, but also organically interconnecting it with all the other socio-cultural, legal phenomena, as their real module (Slastěnín V.A., 1997).

Along with profiling diagnostic techniques to identify the level of development of the legal framework of moral and aesthetic attitude of the students are already emotionally-shaped nature audiovideoarts and emotive "capture" every young man or woman, we are using a professional psychologists resorted to the sensitive - creativation psychoanalysis components of their intellectual property. At the same time, we proceeded from the legal framework sociocultural educational theory of G.Jung, of techniques of free association in the "collective unconscious", the content of which in our experiment were archetypes - a kind of formal schemes, emotional prototypes of moral and aesthetic development, reflecting in symbolic form (in this case, taking the students artistic creativity), a common human experience of the student. Jung's teachings help us today to catch a collective unconscious worship student fashion, pop art, etc. ordinary legal norms bizarre combination of refined virtuality, symbolic constructions with very naturalistic and mechanistic notions even, deep comprehension (experimental group) - with the installation of the forced ambiguity of basic legal concepts and non-system presentation (control group). The greatest difficulty represented our trainings to convince students that they have studied the phenomenon of education, culture and become not only a public-social, but also their intellectual property, they have the right to own, use and dispose of (Schlegel F., 1982). In ensuring the purity of diagnosis plays a major role modulating legal orientation and "thresholds" of perception works audiovideoarts, interconnects with emotionally-shaped self-organizing moral and aesthetic relationship with the student's personality, taking into account the predominant type of her temperament. The main functions of thinking, emotional images, feelings, intuition student determined in this work intelligent, emotive, touch and improvisational types of legal development of the moral and aesthetic relationship to reality. Diagnostics legal level of development of moral and aesthetic attitude of the students to the reality of its intellectual property, we also periodically performed on results-reproductive (dedicated to our analysis of the theoretical foundations of pedagogical study of moral-aesthetic attitude to intellectual property as a sociocultural phenomenon youth age), developing creative (aimed at testing and validation of the conceptual model of pedagogical emotivation that activates emotional and imaginative nature of the system audiovideoarts in holistic development of its intellectual property phenomenon of psycho-educational module), as well as probabilistic and promising (disclose basic ways to create optimal conditions for high-quality educational updates Undergraduate Arts and life means moral and aesthetic creation de jure) phases of the study (Soloviev V.S., 2000). Higher needs, carried out in this study means audiovideoarts moral and aesthetic creation, the legal bases: a) the need to be versatile and harmonious personality; b) the moral and spiritual needs; c) the need for finding the meaning of life; g) the need for legal preparedness to overcome difficulties; and e) the perceived need (motive) in direct moral and aesthetic works in and through their own artistic activity. In these concepts age permanent of development of moral-aesthetic relationship to the reality of the students of its intellectual property in the field of education and culture, we isolated as crucial in social and cultural formation of the individual during the course of the younger (16 - 18 years) to the initial periods of professional training (18 - 20 years) and maturity as a specialist in the contexts of law and governance dynamics of the processes of self-development of intellectual property (20 - 25 years). Typical for students, full age crisis processes, as shown by this study, directly linked to the main microfase as sociocultural-pedagogical, moral-aesthetic and antisociocultural, contr-aesthetic development of

each individuality (Sukhomlinsky V.A., 1985).

5. Conclusion and Perspectives

Typical for students, full age crisis processes, as shown by this study, directly linked to the main microphase as before-sociocultural, moral-aesthetic and antisociocultural, contr-aesthetic development of each individual. Such invoice psycho-pedagogical organization modulation system-holistic development of moral and aesthetic attitude of the students to the reality of its intellectual property deterministic conceptual model relations for the sociocultural nature and humanitarian identity of justice in the structures of each particular person. Holistically-communicative structure of moral-aesthetic relationship to the reality of the students of its intellectual property interconnects us the overall spectrum monistic multidimensional conceptual model development of his worldview (Tsyrunikov A.M., 2000). Elements of the original forms of analysis works audiovideoarts given by: a) Consideration of the legal practice of television broadcasting in countries such as USA, UK, France, Germany, Denmark, Italy, Japan, Canada and Australia; b) a discussion of the legal art light entertainment show features games, competitions and quizzes; and c) the views and discuss the legal definition of masterpieces of media culture values included in the "golden fund" of domestic, foreign art (Ushinsky K.D., 1974). Rudiments of a genuine understanding of the inadequacy of the moral and aesthetic value units movies, dramas, circus masterpieces - unmanageably - extensive, "primitive" all other flow - militantly aggressive, mentally-stressful, immanent-foolisational viewer imitations of artistic creation - manifested through the analysis of the specific features of mass serial production (Whitehead A.N., 1990).

Fixing results, levels of socio-cultural relations listener to reality in the psychology and pedagogy of entertainment, audiovideoarts at the university took place as the definition of total emotive and educational product. Development of theoretical orientation analysis, the characteristics of socio-cultural and pedagogical conditions of self-development of moral and aesthetic attitude of boys, girls to reality by means of entertainment, audiovideoarts revealed significant solve such problems research paradigm measurements in the field of theory, history of educational culture, such as: a) the use of the dialectic trends emotionally-shaped personality development at various stages of improvement of its moral and aesthetic attitude towards reality; b) To enhance self-development of students by means of entertainment, audiovideoarts moral and aesthetic creativity; c) potentially predictive, probabilistic and prospective value of socio-cultural and pedagogical improvisation, moral and aesthetic co-activity experimenter and the listener in the co-creativity, co-managing, objectively legitimate self-perpetuating communicative nature management, culture-independent activity.

On the basis of the study the following conclusions.

1. In the present situation the formation of a new university social-cultural-pedagogical paradigm that meets the needs of moral-aesthetic communicative development of post-industrial or information society, it is essential to put the best works of world culture and art "at the service of" versatile and harmonious pre-education of the person of the XXI century in the system psychology and pedagogy of higher education.
2. In domestic and foreign educational socioculturology accumulated considerable theoretical material and practical experience of communicative education of youth. At the same time, disastrous no fundamental research, development, the subject of which is the use of entertainment, audiovideoarts in basic and extracurricular forms paradigmatic measurements in the field of psychology and pedagogy of higher education.
3. One of the most promising means of moral and aesthetic development of the student at the University of the young man is the theory of socio-cultural and educational emotivation, developed by the author on the basis of classical and modern educational ideas that reflect the realities of modern life in 1969 - 2015. The system of socio-cultural and educational emotivation presented in monographic studies as a set of conceptual and theoretical foundations, technological tools, techniques paradigmatic level measurement of moral and aesthetic self-identity listener by measures of the psychology and pedagogy of higher education, taking into account the emotional and imaginative nature of entertainment, audiovideoarts and sold in the experimentally simulated public conditions.
4. The basis of methodological approaches is the assumption that because of emotional and imaginative nature of entertainment, audiovideoarts is an empirical foundation, the "vector" paradigmatic measurement value artistic orientations of the pupil, the model of socio-cultural and educational conditions of their formation, development versatile, perfectly reflects the objective, subjective invoice emotive organization of the process impact of educational neopositive psychology and pedagogy of higher education to improve the moral and aesthetic attitude listening to himself as part mastered them reality.
5. Technology, search approaches to the use of psycho-pedagogical system of educational environment in which can be successfully implemented conceptually-theoretical model of socio-cultural and educational emotivation

are characterized by their unique developing paradigmatic and measuring capabilities, complementing each other.

6. Experience in the development of socio-cultural and pedagogical relationship of the pupil to reality, he had received on academic studies, in the process of competency performance measurement paradigm extracurricular forms of communicative and creative activity, a beneficial effect on his outlook and psychological status in society.
7. The results of this work, the findings of our paradigmatic measurements can be used practically a professor of psychology and pedagogy of higher education in all universities of the world, universities and different profile types, as well as the training of teachers of art, moral and aesthetic creativity refresher training classification and technological research frames.

Will continue to introduce new systems mediacommunikational funds both channels of creative collaboration of university schools of the world, allowing the student youth, its spiritual and moral scientist-mentors to promptly receive, transmit, absorb and transmit sociocultural and educational information.

We implemented the emotive elements in the structure of purposeful, discussion - collegiate student assessment genres westerns, detective, family drama or comedy not only in the historical, socio-cultural, moral and aesthetic terms, but also psychologically. In a playful way games like "What ? Where ? When ?", "Clever and clever", "Art Contest experts" we gave the initial emotionally-shaped neopositive basis of historical and legal approach to the topic." Analysis of the development of "mass culture" in the field of intellectual property system of higher education", covering the period from the first pulp novels in the late XIX century to the cinema, literature and television today (Goncharuk, 2014). The experiment continues: RSSU develop, implement UNESCO's program, the structure of which students have a legal right to "fit" in the cultivation process for their moral and aesthetic attitude in the context of intellectual property in the field of education and culture.

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