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**CRITERION-LEVEL BASIS OF STUDYING SOCIALIZATION OF
STUDENT YOUTH BY MEANS OF FOLK ART**

Summary. In the article, it is emphasized that preparedness for social actions as an integrated criterion of the process of socialization of personality contains the internalization of social experience, the desire to participate in socially significant activities, to find ways for realizing opportunities. The importance of art as a factor in the socialization of personality – the moral and aesthetic nature of its influence (emotional content of the work becomes an incentive for forming and expressing feelings, emotional background of life and human activities) is characterized. It is underlined that folk art in the extracurricular activities of the future pedagogue gives an opportunity to get involved in real socially significant relationships, to absorb more widely social reality, to form the readiness for social actions. The ascertaining stage of the experiment is presented, which has envisaged the solution of the following issues: to determine, based on the criterion-level basis, the level of socialization of the student youth in extracurricular activities by means of folk art; to find out the level of awareness and peculiarities of students’ attitude to folk art; determine the level of preparedness of lecturers, curators of academic groups for the process of student socialization.

Keywords: folk art, research, criterion-level basis, socialization, student youth.

The problem setting in general and its connection with important scientific or practical tasks. The successes of modern education, and especially higher education are due not only to the amount of knowledge, skills, and abilities of the individual but also to his/her ability to acquire and use new knowledge under new conditions. It is important how much the student as a subject of socialization is independent in the information space, what level of his/her social competence is, how quickly he/she chooses the area of activities in which he/she can achieve high professionalism.

Supporting youth upbringing and education aimed at self-determination and self-realization of a conscious citizen, a patriot capable of fulfilling various social roles and social functions, is enshrined in the contemporary state documents, such as: Strategy for Higher Education Reform in Ukraine until 2020 (2014), Decree Of the President of Ukraine “On National Strategy for Developing Education in Ukraine until 2021” (2013), the Law “On Promoting Social Formation and Development of Youth in Ukraine”, the Declaration “On General Principles of State Youth Policy in Ukraine”, the Concept of National Upbringing of Student Youth, etc.

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The problem of socialization of the student youth is one of the most urgent in the modern philosophical, psychological and pedagogical sciences. It is of particular relevance in the field of social-pedagogical science since it is directly related to the process of entering the individual into the social environment, assimilating basic social norms and rules of behaviour, transferring social experience from one generation to another.

Particular importance in the process of socialization of the student youth is given to the folk arts, which have considerable potential as a kind of “school” of social experience and development of creative abilities of the student youth.

The analysis of recent studies and publications. The analysis of the scientific literature shows that the problem of forming a person finds its solution by identifying the preconditions for developing the professional, highlighting the objective and subjective factors of achieving the peaks of professionalism, actualizing the role of communication in solving problems of optimization of mutual interaction (A. Derkach, L. Orban-Lembryk, M. Savchyn, N. Chepelieva, etc.). The problems of upbringing by means of folk art have been investigated by O. Aliksiichuk, R. Bereza, I. Bekh, O. Ivankova-Stetsiuk, H. Karas, H. Klovan, Yu. Mandryk, A. Petrov, T. Tursunov, L. Shemet, etc.

The formation of the purposes of the article (the setting of the objectives). The purpose of the article is to highlight the results of the study of socialization of the student youth by means of folk art.

The presentation of the main material of the study. The general statement in literature is that the process of socialization of the student youth should be directed to forming a modern specialist and citizen.

The important factor in the socialization of students in a pedagogical institution of higher education is the system of extracurricular work, which should ensure not only the acquisition of future specialists with special knowledge, skills and abilities that are appropriate to the nature of the pedagogical profession, but also the development of students’ personal qualities caused by the specifics of the pedagogical profession [1; 2].

Generalization of the ideas of the leading scientists S. Savchenko, S. Kharchenko, and others concerning the criterion-level basis of studying the socialization of personality in general and the socialization of the student youth, in particular, allows determining the criteria, indicators and methods and means of diagnostics (see table 1).

The first criterion – motivational-value – determines recognition of the value of folk art and artistic-aesthetic activities; the presence of relevant interests and intentions to become acquainted with the types of folk art; the desire to choose a type of folk art and participate in forms of artistic-aesthetic activities.

The cognitive criterion allows estimating existence of the system of knowledge about types and means of folk art, artistic-aesthetic activities of man and his/her role in the development of national culture; understanding the essence of folk art, its types, means; understanding one’s own place in the system “man – society – folk art”. This criterion helps estimate the formation of knowledge necessary to create socially

essential activities. The cognitive criterion, first of all, uncovers the peculiarities of social imaginations, concepts, and judgments.

Table 1

Criteria, Indicators, and Methods of Diagnostics of Socialization of Student Youth by Means of Folk Art

Criteria	Indicators	Methods and Means of Diagnostics
motivational-value	<ul style="list-style-type: none"> – recognition of the value of folk art and artistic-aesthetic activities; – presence of relevant interests and intentions to become acquainted with the types of folk art; – desire to choose a type of folk art and participate in forms of artistic-aesthetic activities 	<p>The modified variant of the technique “Value orientations of the personality – 8” (VOO–8 by H. E. Leievky);</p> <p>the modified variant of the technique “Orientation to artistic-aesthetic values” (Yu. Soloviov);</p> <p>the authors’ questioner for students and lecturers</p>
cognitive	<ul style="list-style-type: none"> – existence of the system of knowledge about types and means of folk art, artistic-aesthetic activities of man and his/her role in the development of national culture; – understanding the essence of folk art, its types means; – understanding one’s own place in the system “man – society – folk art” 	<p>The written diagnostic work to identify the quality of knowledge</p> <p>The test “Folk Art of Ukraine”</p> <p>The method “Essay” “Is there any need to actualize folk art today?”</p>
activity-practical	<ul style="list-style-type: none"> – ability to use the knowledge of folk art in alive situations of the extracurricular activities; – being independent and active in planning and realizing forms of work of artistic-aesthetic direction; – participation in socially useful artistic-aesthetic activities, responsibility and preservation and dissemination of folk art items 	<p>Observation</p> <p>Analysis of products of activities</p> <p>Conversation, analysis of creative works</p>

The activity-practical criterion reflects the ability to use knowledge of folk art in alive situations of the extracurricular activities; being independent and active in

planning and realizing forms of work of artistic-aesthetic direction; participation in socially useful artistic-aesthetic activities, responsibility and preservation and distribution of folk art items. The criterion mentioned allows finding out the degree of mastery of regulatory behaviour not only in the educational field but also outside it.

The criteria and indicators identified on the basis of theoretical analysis and practical experience allow characterizing the levels of socialization of the student youth. Based on the results of the theoretical analysis, the following substantive characteristics of the levels of socialization of the student youth by means of folk art in extracurricular activities have been determined.

The level of socialization of the student youth in extracurricular activities by means of folk art is characterized as a measure of manifestation of these indicators through the system of students' knowledge, motives, values, and behaviour.

Three levels of socialization of the student youth of the pedagogical university (low, medium, high) have been determined and their meaningful characterization has been carried out.

The high level of socialization is inherent in the students who have a sufficient level of knowledge of folk art, folk craftsmen, artistic-aesthetic activities of man and their role in the development of national culture; show understanding of the system of the relations "man – society – folk art", vision of their place in this system; fully demonstrate an understanding of responsibility for the preservation and dissemination of folk art; recognize the value of folk art and artistic-aesthetic activities; have strong and clear interests and intentions for aesthetic-cultural activities; show a marked desire for participation in various forms of artistic-aesthetic activities and involve peers in participating in social-upbringing work. The students of this group are distinguished by formation of their moral-willpower qualities, empathy, and tolerance; fully absorb social norms and values, are active in self-development and self-realization, take an active part in the life of society, assert their own opinions, express a clear desire for knowledge of social norms, the ability to regulate relationships, to assert themselves in the student interaction with other people in accordance with the accepted social norms and values in society. Social norms and values are the regulators of the student's position, behaviour. Self-esteem is adequate, the level of criticality is sufficient, there is reaching a certain level of understanding among the participants of the interaction. At this level, the mastery of acquiring the aesthetic content of the work of folk art takes place in order to gain the emotional-value and moral experience embedded in it; understanding the moral-aesthetic nature of objects through the advanced level of reflection associated with the qualitative transformation of consciousness. The representatives of this group have a strong desire for aesthetic self-education and self-development, the formation of aesthetic and artistic skills, their implementation in socio-cultural activities.

The group with the average level of socialization includes those students who have basic knowledge of folk art, folk craftsmen; they are usually interested in artistic-aesthetic problems in the world and in their country, although they do not always fully understand their place in the system of "man – society – folk art", a sense of responsibility for the preservation and dissemination of folk art. These students are able to set themselves the task of artistic-aesthetic activities, but are

able to achieve the achievement of the tasks set only under the control of pedagogues; strive for participation in forms of artistic-aesthetic activities, provided that their role in these forms of work is prominent and priority; in general, they demonstrate a willingness and ability to apply knowledge of folk art in real situations of artistic-aesthetic activities, but they do not always succeed. Despite the lack of aesthetic knowledge and experience formed, most students have a strong interest in certain types of artistic-creative activities. Young people are emotionally positive about aesthetic values and their manifestations without critical analysis. They have the insufficient formation of artistic-aesthetic skills, readiness for their realization in socially significant artistic-creative activities. They possess knowledge of the rules of social normative behaviour and communication, understanding the need to follow these rules, but the unwillingness to consider this need. These students seek to assimilate social norms and values sporadically, show respect for others, but in situations of dependence on other people (especially peers), they are not always able to defend their interests. They have a desire to be useful and meaningful to other people. There is a selective approach to regulating relationships based on learned social norms and rules.

The group with the low level of socialization includes those students who exhibit the low level of knowledge of folk art; they have almost no knowledge of relationships in the system “man – society – folk art”, do not determine their place in this system. The students of this group do not make the proper efforts to master and acquire knowledge of folk art on their own; do not realize the values of artistic-aesthetic activities, do not show interest and intentions for artistic-aesthetic activities; they are not able to use their knowledge under the real conditions of artistic-aesthetic activities; they are indifferent to the suggested forms of work. Their aesthetic-artistic interests are poorly expressed, the need for the perception of values of culture and works of folk art is not formed. There is a lack of understanding of the role of artistic socio-cultural activities, the insufficient formation of aesthetic skills, indifference to the aesthetic component of life. There is a lack of understanding of the rules and norms of socially adequate behaviour in society or their deliberate ignoring. They are indifferent to the norms and values of socially approved behaviour. They have got a low level of social orientation. There is an unwillingness to follow the rules and norms of behaviour in society, an inability to defend their opinions, a lack of motivation for self-affirmation, a lack of assessment of relationships in joint activities from the standpoint of social norms, passivity or even aggressive activity in social contacts. They have a direct orientation on adults, their self-image as a member of society is unclear. There are possible manifestations of asociality.

In accordance with the objectives of our study, the defined criterion-level base, theoretical ideas about the content characteristics and peculiarities of socialization of the student youth, the program of the ascertaining stage of the experiment has been developed, the purpose of which is determined as the analysis of the practice of socialization of the student youth of institutions of higher education (IHE) in extracurricular activities by means of folk art.

The ascertaining stage of the experimental work has been held on the basis of the State Higher Educational Institution “Donbas State Pedagogical University” (Sloviansk), the Private Higher Educational Institution “Kirovohrad Institute of State and Municipal Administrating of Classical Private University”, the Private Higher Educational Institution “Kramatorsk Economic-Humanitarian Institute”, Berdiansk State Pedagogical University, the National Pedagogical University named after M.P.Drahomanov (Kyiv). 490 students have taken part in this stage of the experimental work.

Thus, using the sampling method, the groups of the participants have been formed consisting of 490 persons (future bachelors of the second year of studying). The number of students of the experimental group (the EG) is 245 persons, the control group (the CG) is 245 persons who in further work (the control experiment) has become a standard, a model by which the developmental and formative effects of the experiment have been evaluated in comparison.

The ascertaining stage envisages solution of the following objectives: to determine the level of socialization of the student youth in extracurricular activities by means of folk art on the basis of the criterion-level basis; to find out the level of awareness and peculiarities of students' attitude to folk art; to determine the level of preparedness of lecturers, curators of academic groups for the process of students' socialization.

The analysis of the level of socialization of students at the ascertaining stage of the experiment has been carried out by means of the following set of methods: questionnaire of students, observations, conversations, techniques aimed at studying the indicators of socialization of students. The results of the survey have been reduced to a diagnostic card for each student according to the distinguished levels of socialization of the student youth (high, medium, low).

The diagnostic work of the ascertaining experiment has been started with determining the level of recognition of the value of folk art and artistic-aesthetic activities using the motivational-value criterion. The students have been offered the technique “Value Orientations of the Personality – 8” (VOO–8 by H. E. Leievky), the answers to the questions of which help to characterize the motivation for recognizing the value of the means of folk art and the importance of owning them.

The results of this survey conclude that for 21.6% (10.2% – the CG; 11.4% – the EG) of the respondents the possession of values is very important, they consider that the possession of this quality is the most important in life; for 29.8% (15.3% – the CG; 14.5% – the EG) is not very important, rather important than not important; and only 48.6% (24.5% – the CG; 24.1% – the EG) of students is convinced that possession of the values is absolutely unimportant, and as a result – there is a lack of interest in folk art and artistic-aesthetic activities.

In order to determine the level of availability of relevant interests and intentions to become acquainted with the types of folk art, the modified technique “Orientation to Artistic-Aesthetic Values” has been offered. The results of this survey suggest that 20% (9.8% – the CG; 10.2% – the EG) of the respondents who are oriented towards the high-level artistic-aesthetic values have scored from 61 to 91 points. The number of students who has scored: from 31 to 60 points (the medium

level) is 31.4% (15.7% – the CG; 15.7% – the EG), from 13 to 30 points (the low level) is 48.6% (24.5% – the CG; 24.1% – the EG).

It is necessary to analyse, first of all, what motivates students to participate in the artistic-aesthetic activities, what is the criterion for the choice of the means of folk art. According to the results of the application of the author's questionnaire for the students and lecturers the conclusion is as follows: for 22,8% (11% – the CG; 11,8% – the EG) of the respondents it is a characteristic desire to participate in the artistic-aesthetic activities; for 33.5% (16.9% – the CG; 16.5% – the EG) of the respondents it is not always motivated to participate actively in the specified activity; for 43.7% (22.3% – the CG; 21.4% – the EG) it is not motivated to participate in this activity, the choice of the means of folk art. The results of the study conducted are listed in table 2.

Table 2

Levels of Socialization of Student Youth by means of Folk Art according to the Indicators of the Motivational-Value Criterion

Levels	Motivational-value criterion											
	recognition of the value of folk art and artistic-aesthetic activities				presence of relevant interests and intentions to become acquainted with the types of folk art				desire to participate in the forms of artistic-aesthetic activities			
	EG		CG		EG		CG		EG		CG	
	NS	%	NS	%	NS	%	NS	%	NS	%	NS	%
High	57	11,4	50	10,2	50	10,2	48	9,8	58	11,8	54	11
Medium	70	14,5	75	15,3	77	15,7	77	15,7	81	16,5	83	16,9
Low	118	24,1	120	24,5	118	24,5	120	24,5	105	21,4	109	22,3

Now, it is necessary to state directly the indicators by the cognitive criterion of socialization of the student youth by means of folk art. Thus, the assessment of the indicators by the cognitive criterion of socialization of the student youth by means of folk art has been obtained on the basis of written diagnostic work to identify the quality of the students' knowledge, with the help of specially designed complex tasks that consist of culturally oriented theoretical questions. In the process of designing the tasks, the following substantive aspects of different types and means of folk art have been taken into account: Ukrainian folk clothes, pottery, weaving, embroidery, drawing, wickering, woodcarving, etc. At the same time, some of the most culturally oriented questions have been added: prominent masters of Ukrainian folk art, contemporary folk art museums, and some others.

The ascertaining section by the indicator of the cognitive criterion "presence of the system of knowledge on types and means of folk art, on the artistic-aesthetic activities of human and his/her role in the development of national culture" has been carried out by evaluating the students' responses. The students have been asked 10 questions. The results of the written work have been subjected to the

quantitative and qualitative analyses as they have testified to the level of the students' objective knowledge. The evaluation procedure has been carried out using the expert method (the lecturers of the relevant educational disciplines of fine arts have become the experts).

The diagnostics of socialization of the student youth by means of folk art according to the indicator "presence of the system of knowledge on types and means of folk art, on the artistic-aesthetic activities of human and his/her role in the development of national culture" of the cognitive criterion has shown the following results: from 7 to 9 correct answers have been given by 16.3% (8.5% – the CG; 7.8% – the EG) of the respondents, who have fully formulated the definition of folk art, its types, and means, have named modern museums of folk art that corresponds to the high level. The medium level is 23.9% (12.3% – the CG; 11.6% – the EG) of the respondents, who have given partially correct answers regarding the definition of folk art, its types and means, the uniqueness of the Ukrainian folk icon, the products of contemporary craftsmen. The low level is 59.8% (30.8% – the CG; 29% – the EG) of the respondents, who do not orient themselves in the types and means of folk art, do not know museums of folk art, etc. All students have got difficulties with the following questions: outstanding masters of Ukrainian folk art and their crafts; what are the two factors that compete for the preservation of "more mobile", moving monuments, in particular, decorative-housing art – furniture, traditional tableware, folk painting, etc.

Conclusions. At the ascertaining stage of the study, it has been concluded that improving the effectiveness of socialization depends first and foremost on the purposeful activities to update the content and organization of the process of extracurricular activities by means of folk art. To create conditions for the socialization of the personality the purposeful organized activity is necessary, this kind of activity must involve the subjects of social upbringing in interaction with the outside world and form in them a system of value attitude to this world.

It should be noted that the basis on which the work concerning the socialization of students by means of folk art is organizational principles, tasks, and social-pedagogical conditions. The organizational principles include: participating voluntarily in social-educational activities for socialization, each member of the academic group's accessing publicly to participate in this kind of activity, interacting students in collective creative affairs, each member of the collective's having the right to express his/her own opinion and implementing his/her own initiatives in accordance with his/her own needs and interests, matching them with the needs and the interests of the entire collective of the group, making collective decisions.

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**КРИТЕРІАЛЬНО-РІВНЕВА БАЗА ДОСЛІДЖЕННЯ
СОЦІАЛІЗОВАНOSTІ СТУДЕНТСЬКОЇ МОЛОДІ ЗАСОБАМИ
НАРОДНОГО МИСТЕЦТВА**

Анотація. У статті акцентовано увагу на тому, що готовність до соціальних дій як інтегрований критерій процесу соціалізації особистості містить інтеріоризацію соціального досвіду, прагнення до участі в соціально значущій діяльності, пошуку шляхів реалізації своїх можливостей. Схарактеризовано значення мистецтва як чинника соціалізації особистості – морально-естетичний характер його впливу (емоційний зміст твору стає стимулом для формування та вияву почуттів, емоційним тлом життя та діяльності людини). Підкреслено, що народне мистецтво в позанавчальній діяльності майбутнього педагога дає можливість залучатися в реальні соціально значущі відносини, більш широко засвоювати соціальну дійсність, формує готовність до соціальних дій. Представлено констатувальний етап експерименту, який передбачав вирішення таких завдань: на підставі критеріально-рівневої бази визначити рівень соціалізації студентської молоді в позанавчальній діяльності засобами народного мистецтва; з'ясувати рівень поінформованості та особливості ставлення студентів до народного мистецтва; визначити рівень підготовленості викладачів, кураторів академічних груп до процесу соціалізації студентів.

Ключові слова: народне мистецтво, дослідження, критеріально-рівнева база, соціалізація, студентська молодь.

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КРИТЕРИАЛЬНО-УРОВНЕВАЯ БАЗА ИССЛЕДОВАНИЯ СОЦИАЛИЗОВАННОСТИ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ СРЕДСТВАМИ НАРОДНОГО ИСКУССТВА

Резюме. В статье акцентировано внимание на том, что готовность к социальным действиям как интегрированный критерий процесса социализации личности, содержит интериоризации социального опыта, стремление к участию в социально-значимой деятельности, участие в поиске путей реализации своих возможностей. Охарактеризовано значение искусства как фактора социализации личности: морально-эстетический характер его воздействия (эмоциональное содержание произведения становится стимулом для формирования и проявления чувств, эмоциональным фоном жизни и деятельности человека). Подчеркнуто, что народное искусство во внеучебной деятельности будущего педагога дает возможность участвовать в реальных социально значимых отношениях, более широко усваивать социальную действительность, формирует готовность к социальным действиям. Представлен констатирующий этап эксперимента, который предусматривал решение следующих задач: на основании критериально-уровневой базы определить уровень социализации студенческой молодежи в внеучебной деятельности средствами народного искусства; выяснить уровень информированности и особенности отношения студентов к народному искусству; определить уровень подготовленности преподавателей, кураторов к процессу социализации студентов.

Ключевые слова: народное искусство, исследование, критериально-уровневая база, социализация, студенческая молодежь.

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CRITERION-LEVEL BASIS OF STUDYING SOCIALIZATION OF STUDENT YOUTH BY MEANS OF FOLK ART

Abstract. Introduction. The problem of socialization of the student youth is one of the most urgent in the modern philosophical, psychological and pedagogical sciences. It is of particular relevance in the field of social-pedagogical science since it is directly related to the process of entering the individual into the social environment, assimilating basic social norms and rules of behaviour, transferring social experience from one generation to another.

Particular importance in the process of socialization of the student youth is given to the folk arts, which have considerable potential as a kind of “school” of social experience and development of creative abilities of the student youth.

Analysis of publications. The analysis of the scientific literature shows that the problem of forming a person finds its solution by identifying the preconditions for developing the professional, highlighting the objective and subjective factors of

achieving the peaks of professionalism, actualizing the role of communication in solving problems of optimization of mutual interaction (A. Derkach, L. Orban-Lembryk, M. Savchyn, N. Chepelieva, etc.).

Purpose. The purpose of the article is to highlight the results of the study of socialization of the student youth by means of folk art.

Results. In accordance with the tasks of the study, the defined criterion-level base, theoretical ideas about the content characteristics and peculiarities of socialization of the student youth, the program of the ascertaining stage of the experiment has been developed, the purpose of which is the analysis of the practice of socialization of the student youth in the extracurricular activities by folk art.

The analysis of the level of socialization of the students at the ascertaining stage of the experiment has been made with the help of the set of the following methods: questionnaire of students, observations, conversations, techniques aimed at studying the indicators of socialization of the students. The results of the questionnaire have been put down into a diagnostic card for each student according to the distinguished levels of socialization of the student youth (high, medium, low).

The assessment of the indicators by the cognitive criterion of socialization of the student youth by means of folk art has been obtained on the basis of written diagnostic work to identify the quality of the students' knowledge, with the help of specially designed complex tasks that consist of culturally oriented theoretical questions. In the process of designing the tasks, the following substantive aspects of different types and means of folk art have been taken into account: Ukrainian folk clothes, pottery, weaving, embroidery, drawing, wickering, woodcarving, etc. At the same time, some of the most culturally oriented questions have been added: prominent masters of Ukrainian folk art, contemporary folk art museums, and some others.

The ascertaining section by the indicator of the cognitive criterion "presence of the system of knowledge on types and means of folk art, on the artistic-aesthetic activities of human and his/her role in the development of national culture" has been carried out by evaluating the students' responses. The students have been asked 10 questions. The results of the written work have been subjected to the quantitative and qualitative analyses as they have testified to the level of the students' objective knowledge. The evaluation procedure has been carried out using the expert method (the lecturers of the relevant educational disciplines of fine arts have become the experts).

The diagnostics of socialization of the student youth by means of folk art according to the indicator "presence of the system of knowledge on types and means of folk art, on the artistic-aesthetic activities of human and his/her role in the development of national culture" of the cognitive criterion has shown the following results: from 7 to 9 correct answers have been given by 16.3% (8.5% – the CG; 7.8% – the EG) of the respondents, who have fully formulated the definition of folk art, its types, and means, have named modern museums of folk art that corresponds to the high level. The medium level is 23.9% (12.3% – the CG; 11.6% – the EG) of the respondents, who have given partially correct answers regarding the definition of folk art, its types and means, the uniqueness of the Ukrainian folk icon, the products of contemporary craftsmen. The low level is 59.8% (30.8% – the CG;

29% – the EG) of the respondents, who do not orient themselves in the types and means of folk art, do not know museums of folk art, etc. All students have got difficulties with the following questions: outstanding masters of Ukrainian folk art and their crafts; what are the two factors that compete for the preservation of “more mobile”, moving monuments, in particular, decorative-housing art – furniture, traditional tableware, folk painting, etc.

Conclusions. At the ascertaining stage of the study, it has been concluded that improving the effectiveness of socialization depends first and foremost on the purposeful activities to update the content and organization of the process of extracurricular activities by means of folk art. To create conditions for the socialization of the personality the purposeful organized activity is necessary, this kind of activity must involve the subjects of social upbringing in interaction with the outside world and form in them a system of value attitude to this world.

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