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TRANSFORMATION OF VISUAL ART IN NOOSPHERIC LEARNING BASED ON UNIQUE PERCEPTION

Abstract

In this article, the author's research is based on the integral application of two directions: "the study of the peculiarities of national artistic culture" and "the unity of nature, the world and universal spirituality". Referring to the experience of scientific works, interdisciplinary communication is based on the visual arts, and a new idea "Modern Art" by studying educational practices based on visual art aims to discover with interdisciplinary integrations, shows that future primary school teachers will be able to achieve results in noospheric education. The author considers it rational to conduct experimental research on the basis of individual-oriented knowledge in teaching the perception of visual art, allowing you to choose a topic for questions arising from the natural uniqueness of the student. The first task is aimed at research on the example of "intellectual art", and the second task involves the intuition, internal visual perception in creating a composition with the assistance of all the senses (sight, hearing, smell, touch) on the basis of noospheric education. In the perception of visual art, the process of transforming art into traditional material is shown in the process of recognizing itself from national genetic information.

Keywords: noospheric education; visual arts; genetic information; uniqueness; research; interpretation.

Introduction. The changes taking place in the modern world require joint development, taking into account the peculiarities of historical development and the formation of individual nations (ecology, Covid 19). The noospheric idea is that the systematic and harmonious way of thinking, words and actions of each unique person determines the impact on the spiritual development of humanity on the earth as a whole. In noospheric education the development of each student as an individual occupies a special place. Each student should be formed as an important and main unique part of nature, which contributes to the development of nature while maintaining a harmonious state. It is aimed at creating an active member of a social society with a stable psychology, a strong physiognomy and a strong spiritual consciousness, a sense of civic responsibility, which contributes to the conscious formation of the world society in an optimal direction. From this point of view, the noospheric idea is important in the education

of any subject, which consists of tasks aimed at conducting research on self-knowledge for the student. Questions: why was I born in this nation, in this family, in such psychological and physiological features, what is the meaning of this? What are the laws of the nature of the world and the structure of society and my place in it? How do my inner and outer senses respond to consciousness, sensation, and perception, and what is the brain and hyperspace connection? The proposed article is considered in order to find answers to these and other questions in teaching the perception of visual art on the basis of noospheric knowledge. It raises the issue of education, taking into account the uniqueness and focusing on the individual's own choice, determining the "national genetic information" and the effective use of the gene code for the purpose of transformation and creating a "new idea" in the ways and directions of determining the "global holistic gene link".

Main body. The concept of the noosphere is one of the most deeply studied sciences, which naturally went through certain formations. In the field of education, there is also a historical development, and the philological and psychological significance is determined, and we can see this in the works that classify and divide the pace of development of noospheric education into “seven directions” [1]. One of them is the scientific works aimed at forming a new thinking personality through the use of biological methods and orientation to the individual, training based on nature [2].

The direction of scientists who put forward the theory of the genetic unity of the world, nature, and man in creation with this statement “humanity is in a single gene connection with space” is particularly interested in the approach to the problems of perception of visual art on the basis of noospheric knowledge, which is the subject of research. One of the most effective ways to improve the quality of knowledge is to use the student’s senses in a single optimal way, without compromising health and saving energy.

Of course, visual perception is not only the function of the visual organ in physics, but also a generalized picture of complex psychophysiological processes that store internal and external information in memory through certain experiences in consciousness and intuition [3;4;5]. Therefore, it is important and appropriate that the training of the student in the perception of visual art is considered on the basis of noospheric education. If the noosphere provides for individual-oriented education in the perception of the whole as a whole, is it possible to effectively use the features contained in the genetic information of a particular nation preserved in this identity? Undoubtedly, humanity is connected to space by a single gene. However, each nation, with its geographical nature and peculiarities of worldview culture and art, transforms the noosphere, giving its own image of the world to human spirituality. In the above-mentioned work, the authors define noospheric knowledge as “the only integral pedagogical system built on the basis of the theory of genetic Energy

Information unity of the world” and openly show that Russia aims to maintain a position of World Leadership [2, P.12]. However, referring to the works of Vernadsky [6, P.23], we have come to the conclusion that man in the understanding of the noospheric world presupposes the development of humanity on earth as a whole, not only within the framework of a single state. Therefore, each country should consider the concept of the noosphere not with the aim of being a leader, but as a result of the evaluative development of the all cosmic world, nature, and humanity. Noospheric education would have developed through the expansion of new opportunities, if the noosphere was consciously built into a single channel on the basis of the uniqueness, rationality of national inherent information in the formation of the world, the cultural life and art of each country. In this regard, when the unity of the modern “collective consciousness” becomes important, there is a thought about how necessary and relevant the concept of leadership can be in the future. It is clear that in the development of mankind, the geographical location and the life style of different nationalities were formed in unity, on the basis of the formation history of the nation, its worldview, culture and art were formed. It also shows the differences and parallels between nations. When a value of the inherent information of each nation is used effectively, the nation demonstrates its superiority in a specific area. Hence, moving away from the concept of leadership, we can say that the effective use of genetic information, unique to each nation as inhabitants of the Earth, deserves to be the basis of noosphere knowledge.

Literature review. In order to clarify this point of view, there were considered the empirical works and projects of scientists-researchers of several nationalities. For example, researchers [7] developed a natural mechanism for the development of regional natural resources of Ukraine, ancestral settlements, and analyzed the management of socio-economic activities of noospheric education. Russian *scientist*, referring to the representatives of Russian cosmism, points out that the main problem is

the loss of national and cultural values and sees in the works made with the aim of learning the culture and art of the region in which he was born and grew up, through local history, justifying the need for further study of the culture of the Russian people, as a law and norm of being, as a manifestation of global harmony, aimed at the development of noospheric ecology [8]. This complements the idea mentioned above and points to a certain direction in noospheric education, based on the specifics of individual nations.

The second direction says that Professor and practicing artist from Germany Urlas makes creative works inspired by nature. Also in his project with elementary school students, in the preface, one of the founders of Taoism justifies the idea of a metamorphosis of the ancient Chinese philosophy of Juan Tzu. In real nature, by observing a butterfly larva, an intersubject connection is created, which is aimed at forming children's creative thinking through various visual art materials and performances [9]. This project does not mention the term noosphere and the idea of the noosphere. However, it is not nationality or fragmentation, but rather "cosmic consciousness" in the manifestation of harmony and integrity in the concept of nature-humanity-society of the inhabitants of the East and West, space and the Earth. Just as the self-confident person who knows himself fully does not need any proof of his existence, this is the second direction in noospheric consciousness, which can be seen in a general sense for humanity, not for proof of the identity of consciously developed nations. Despite the fact that we reflect the problems common to humanity, the creative works of Urlos trace the mentality and gene code characteristic of his nation. Therefore, it can be said that national identity, regardless of what concept it represents, is transformed using the material of any visual art, without destroying its essence.

Also, in many countries of the world, choosing the first direction, which was mentioned above, they set a system of consistent progress along a new path of development, preserving the specifics of traditional culture and art. For example, we can talk about the development

of Japanese traditional national culture with the advanced achievements of modern technologies [10]. This is especially true in the countries of East and Central Asia, where the mentality is firmly tied to national traditions, national concepts and genetic information. We can say that this is not a revolutionary path of development that denies the past, but rather the choice of an evaluative natural path, indicating that the tree that feeds on the optimal aspects of traditional culture and art has taken its root. Nevertheless, sometimes when referring to the canon in the national tradition, one should limit the freedom of creativity from excessive prohibition and critical attitude, and warn against the risk of leading to stagnation, which consists in copying and repeating the former in the perception of culture and visual art.

Methods. Consequently, based on the values of one's own nation's contributions to human development or on perceptions of other peoples' worldviews, cultures, and visual arts, we can arrive at a common genetic understanding of the noosphere. It is important to consider optimal directions that do not contradict both, and not to be one-sided in education and development, but to critically analyze the compatibility of the two directions, while maintaining a balance between «tradition» and «new idea». This should be chosen based on the uniqueness of the student. Because some students strive for new thinking and perception of culture and visual art, to search for a new direction, while others, on the contrary, go deeper into the national art, deeper into the future and, thereby, reveal their potential. Therefore, when teaching visual perception of art, taking into account the personality-oriented positions of noospheric education, it is necessary to consider the interests and inclinations of students for uniqueness.

It is known from historical sources that since ancient times, people of the world have adhered to the principle of integral harmony with nature. The ancient worldview of the Kazakh people, their traditional art and culture, their way of life, obviously pursued the goal of identification with celestial bodies, nature, and maintaining balance with the world. Examples include a yurt and its equipment, household goods, and

clothing. The ability to efficiently process and use natural raw materials without a trace, to create deep semantic symbols of ornaments indicates that the Kazakh masters managed to fit the model of the world of space into one yurt, which is a noospheric concept of the national worldview, although the term noosphere is not used [11; 12].

The orientation of the future of the nation by “education in the womb” [13] taking into account the uniqueness of each child, the adaptation of the future generation to life reflects the centuries-old experience of the formation of the nation and the principles of wise consciousness. This should not lead to a one-sided view of education without deviating from national pedagogy and national psychology, but rather to the effective use of genetic information for new perceptions. In particular, information stored through the human senses, including the perception of visual art, is closely related to gene information. Therefore, it is important to transform national art into new ideas and use it in the education of a new thinking personality, taking into account the results of visual perception of national traditions with the environment, which influenced his sense and knowledge of the world from childhood. To do this, given the uniqueness of the assignment, it is necessary to offer several topics and let the student make a choice.

It is clear today that “dual understanding” is not deeply rooted in educational culture. The harmonious fusion of East and West with the preservation of uniqueness, the indissoluble connection of the human brain with the “right” and “left” hemispheres, the rational use of natural materials and artificial intelligence, human qualities and computer technologies, the balance of the spiritual world and material life give knowledge of the harmony of the concept of noospheric consciousness. To achieve such knowledge, it would be advisable to use the principle of repeatability of the macro-environment in the micro-environment. As we have already said, the information of the genes of each nation is stored in each person in the form of a gene code. Hence, it is said about unique microcosm program, which is

not repeated in its own way. In the language of modern quantum physics, the person sitting in front of you is a programmed bio plasm consisting of information and energy. Or, according to scientists who study the structure of the brain and neurons, who are concerned about the question of where consciousness is located, it is assumed that this is a single hyper net, a complex cloud network of spirit, soul and body [14]. Its uniqueness depends on the gene code written in the program and the “positive” or “negative” perception, consciousness and intuition gained through interaction with the environment. In noosphere education, it is important to be aware of the uniqueness of the individual as a whole and to effectively use teaching methods in education to identify and develop the potential of the individual, aimed at studying this uniqueness together with the student. In this context, a special place in noospheric education is occupied by methods of activating the sense organs of bioadaptive orientation in general. Wholeness in this place: through the senses from carnal intelligence, to emotional intelligence and to the increase of intellectual intelligence, and hence to the parallel development of the “triple intelligence” in the formation of personality. If one of the senses in human physics is the “eye”, then the importance of visual perception, i.e. visual perception, is determined.

Results. Culture including art play a special role in the historical formation of each as well as in the formation of a unique personality. And for the development of art, it is clear that the visual perception of feelings, is important. This reveals the relevance and importance of the research topic in preparation for the perception of fine arts based on Noospheric education.

Also in the study of the works of scientists who proposed the introduction and application of the concept of Autognostics in noospheric Education [15], the use of autognostics in teaching visual perception of art can be interesting and effective. On the basis of this concept, the student expands the understanding of the noospheric concept by means of visual art, studying the genetic information that affects their physiological characteristics

and determines the importance of their independence in the world of Man and nature and the environment, determines their internal potential, finds the direction in which they apply new creative ideas and form their responsibility for the development of the world as a whole.

The study of the perception of visual art in noospheric education is carried out not only with a new creative transformation of traditional materials, but also with the unlimited, free use of many other modern tools, techniques and technologies. They demonstrate a creative new idea on the basis of visual art through the creation of performances, the protection of photos, videos, group projects in the process of mastering and mastering the knowledge of a wide variety of art disciplines, including visual arts, dance, poetry, music, history, physics, biology and many others. These “transdisciplinary” technologies and methods will be effective, especially in the training of multidisciplinary specialists who teach many subjects in the primary education program by one teacher. Because the future primary education teacher will have the opportunity to implement a new creative idea in a wide range of interdisciplinary practices and will be able to direct it to noospheric education through the use of visual arts tools. The optimal results of these teaching methods can be seen in the research of many scientists in the field of education on the basis of art in various specialties [16; 17; 18; 19]. This experience in education is an interdisciplinary and dynamic new experience that combines visual, narrative, performance, poetic and other survey methods with ethnography, auto-ethnography, biographical and qualitative methodologies, collaborative integration or educational research. This practice is effective in preparing primary education teachers, especially in the perception of visual art based on noospheric knowledge.

According to the observations of scientists studying the cognitive science and the work of the brain of Man, the discoveries made in science were first demonstrated by artists of the field of art in their works of internal visual perception and creativity before scientific evidence [20]. It also shows that the purpose

of visual art is not to masterfully copy the vessel in front of your eyes, but to create and perceive art in such a way that the space of philosophic, psychological, cognitive research of consciousness and the world is wide, deep and complex. From this we see the integrity of Science and art, and the effectiveness of taking art as a basis in education from different disciplines is also determined. During the presentation to the student of lectures of these scientists in text and video materials [11; 12; 13; 14; 15], it is important to formulate your inner feelings and thoughts in the perception of visual art and to conduct the research area in the creation of creative works on topics that interest and need them. Given that the area of study, along with the noosphere, is “visual perception of art”, one of the main tools for recognizing the student’s environment and self-the sensory organ in the body, it is impossible not to consider the “eye”. Therefore, it is quite natural that art should be the subject of study in teaching visual perception, the close connection of the “eye” with the “brain”, complex processes created by internal consciousness and external sensations.

Discussion. In the training of visual perception on the basis of noospheric knowledge, the student is given the opportunity to choose the topic “gene code in national art, traditionally accepted”, “demonstration of Autognostic research by means of visual art”, “human, nature and world-space gene communication” and several other areas, and the lesson is conducted in the technology of “inverted class”. The “inverted classroom” technology is becoming one of the most effective approaches to distance learning during the current pandemic. Practical tasks with lectures provided through the ZOOM and Microsoft Teams programs are formed in two main systems. One of them is aimed at understanding logical thinking through partial study, the other is at finding harmony through generalization with emotions through the senses. This affects the development of the individual as a whole, in connection with scientific research and creative freedom. It also teaches you to systematize creative ideas that consist of internal visualization with the help of logical thinking, or, conversely, to express new

ideas that come from scientific research through the means of visual art.

First: writing a thematic essay, research and projects orient contemporary art to visual perception, which is based on the idea of “intellectual art”, and the project is defended using computer technologies (video art, performance, text, poetry, presentation). This, by activating the right hemisphere in the brain system, intelligence, enables analytical differentiation and analysis of art, the world and oneself, and critical thinking.

Second, the student chooses music, intuitively feeling the chosen topic, chooses natural essential oils, and turns on his internal visualization to activate the organ of taste sensation. And also depicts the natural material, feeling it with his hands. It is built on the basis of noospheric knowledge, using the whole combination of sight, hearing, smell, tactile sensation, soul, spirit, body in a “trinity” or emotional, intellectual-intuitive and physical intelligence as a whole. From pre-prepared textiles (colored sheep wool, various thin-thick

threads and fabric clippings), improvisation is made and a composition of the transformation of traditional art is created.

Conclusions. As a result, when teaching the perception of visual art, the depth and scale of the space of research and cognition in noospheric knowledge are revealed. The student can express himself in the integrity of nature, man, society, with the extensive use of visual art «National Gene Information» or «transformation of traditional art» in various directions in which he is interested, is able to meet the needs and demands of his inner consciousness. In the process of effective use of gene information in national art, studying autognostic identity and determining the gene connection with the space, future primary school teachers create intersubject connections in noospheric education and learn the perception of visual art. The issues of effective use of «inverted class» and «transdisciplinary» technologies mentioned in the article will be discussed in detail in the following research topics.

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Ноосфералық оқытуда визуалды өнерді трансформациялауды қабылдаудың бірегейлігіне негіздеу

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Аңдатпа

Мақалада әр елдің ғалымдарының «ұлттық өнер мәдениетіндегі ерекшелігін зерттеп білу» және «табиғат пен әлемдік, адами ортақ руханиятқа қосылудағы» екі бағыттағы зерттеулерді анықтайды және осы бағыттарды тәжірбелік ізденісте үйлесімді қолданылуға негіздеген. Сондай ақ пән аралық кіріктірулермен визуалды өнердің негізінде білім беру тәжірбелерін зерделей отырып, жаңа идея ашуды мақсат ететін «қазіргі заман өнері» болашақ бастауш сынып мұғалімдеріне ноосфералық білім беруде нәтиже береді деп көрсетеді. Автор, визуалды өнерді қабылдауға үйретуде жеке тұлғаға бағытталған білімнің негізінде, білім алушының табиғи бірегейлігінен туындайтын сұрақтарға тақырып таңдауға мүмкіндік бере отырып, тәжірбелік-зерттеу жасау ұтымды деп қарастырады. Бірінші тапсырма визуалды өнерді қабылдаудағы «интеллектуалды өнерге» бағыттанып зерттеу жүргізілсе екінші тапсырма-

да, сезім мүшелерін тұтастай (көру, есту, иіс сезу, тактильді) интуицияны эмоционалды тиімді қолданып ноосфералық білімнің негізінде құруды ұсынады. Визуалды өнерді қабылдауда ұлттық гендік ақпараттан өзін тану барысында, дәстүрлі материалдағы өнерді трансформациялау процесі көрсетілген.

Түйін сөздер: ноосфералық білім; визуалды өнер; гендік ақпарат; бірегейлік зерттеу; интерпретация.

Трансформация визуального искусства в ноосферном обучении на основе уникального восприятия

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Аннотация

В данной статье исследование автора основывает на интегральном применении двух направлений «изучения особенностей национальной художественной культуры» и «единство природы, мира и общечеловеческая духовность». Ссылаясь на опыт научных трудов где междисциплинарная связь основанные на визуальные искусства, автор полагает, что для будущих учителей начальной школы в ноосферном образовании будет эффективной изучение «современного искусства» где значение придается к научным исследованиям в разных сферах и направлено к открытию новых идей. Автор считает целесообразным в обучении восприятию визуального искусства в процессе выбора темы и в проведение экспериментальных исследований учитывать вопросы возникающих в связи с потребностью и природной уникальностью обучающегося, на основе личностно-ориентированных знаний. Первая задача направлена на исследование в примере «интеллектуального искусства», а вторая задача предполагает использовать интуицию, внутренне визуальное восприятия при создании композиции в содействии всех органов чувств (зрения, слуха, обоняния, осязания) на основе ноосферного образования. Процесс трансформации искусства из традиционного материала отражается в восприятии визуального искусства из национальной генетической информации.

Ключевые слова: ноосферное образование; визуальное искусство; генетическая информация; уникальность; исследования; интерпретация.

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