

BUNIN YELETS STATE UNIVERSITY

Director of the Institute of Culture, History and Law /I.A. Karpacheva/



THE WORK PROGRAMME OF THE DISCIPLINE **B1.C.05.02 Methods of teaching decorative and applied arts**

Direction of training: 44.03.01 *Pedagogical Education*

Programme: *Fine Arts*

Qualification (degree): *bachelor*

Mode of study: *full-time*

Institute of Culture, History and Law

Department: *Design, art education and technology*

	full-time form	full-time and part-time form	part-time form
Study course	3		
Term	5, 6		
Lectures	28		
Laboratory work			
Seminars (practical work)	28		
including practical training			
Form(s) of control	Credit test - 5 term Exam - 6 term - 0,3		
Control	9		
Other forms of work			
Independent work	114,7		

Total number of academic hours: 180

Labour intensity: 5 credits

Developer of the work programme:

Associate Professor Kislykh L.V.

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: formation of a holistic understanding and system of knowledge about the theoretical foundations of teaching fine and decorative and applied arts; determination of the specifics of methods and forms of teaching folk decorative and applied arts in educational institutions of various types; identification of pedagogical conditions and principles for ensuring the creative development of students.

Objectives of studying the discipline:

- consideration and analysis of methods of teaching various groups of the population the theory and history of folk culture, various types of arts and crafts;
- formation of skills in creating favorable psychological and pedagogical conditions for the successful personal and professional development of students;
- mastering the skills of developing educational programs, teaching and teaching aids and other didactic materials in accordance with regulatory legal acts;
- management of artistic and creative activities of participants in a folk art group (arts and crafts studio), students of educational organizations mastering the theory and history of folk art culture, taking into account their age and psychological characteristics, artistic and aesthetic and ethnocultural needs, interests, tastes, value orientations, creative abilities, level of performance training

The place of the discipline in the structure of the basic professional educational program: it is implemented within the framework of the basic (compulsory) part of block B1. Disciplines (modules).

Planned learning outcomes for the discipline:

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
GPC-2 Able to participate in the development of basic and additional educational programmes, develop their individual components (including using information and communication).	To know: <ul style="list-style-type: none">– federal state educational standards;– history, patterns and principles of construction and functioning of educational systems;– basics of didactics;– modern educational technologies, including ICT.	Knows: <ul style="list-style-type: none">– federal state educational standards;– history, patterns and principles of construction and functioning of educational systems;– basics of didactics;– modern educational technologies, including ICT.
	To be able to: <ul style="list-style-type: none">– develop individual components of basic and additional educational programs;– use ICT in developing educational programs;– plan educational sessions.	Is able to: <ul style="list-style-type: none">– develop individual components of basic and additional educational programs;– use ICT in developing educational programs;– plan educational sessions of methods of teaching decorative and applied arts.

	To possess: <ul style="list-style-type: none"> – techniques for developing programs of academic disciplines within the framework of the basic general educational program; – skills in applying modern educational technologies in a real and virtual educational environment; – ICT: at the user level; at the general pedagogical level; at the subject-pedagogical level. 	Possesses: <ul style="list-style-type: none"> – techniques for developing programs of academic disciplines within the framework of the basic general educational program; – skills in applying modern educational technologies in a real and virtual educational environment; – ICT: at the user level.
GPC-5 Able to monitor and evaluate the formation of students' educational outcomes, identify and correct learning difficulties.	To know: <ul style="list-style-type: none"> – principles of organizing monitoring and evaluation of students' educational results; – technologies and methods of monitoring and evaluation of educational results; – special technologies and methods that allow identifying and correcting learning difficulties. 	Knows: <ul style="list-style-type: none"> – principles of organizing monitoring and evaluation of students' educational results in methods of teaching decorative and applied arts; – technologies and methods of monitoring and evaluation of educational results; – special technologies and methods that allow identifying and correcting learning difficulties.
	To be able to: <ul style="list-style-type: none"> – apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – conduct pedagogical diagnostics and correction of learning difficulties. 	Is able to: <ul style="list-style-type: none"> – apply tools, methods of diagnostics and evaluation of indicators of the level and dynamics of students' development; – conduct pedagogical diagnostics and correction of learning difficulties.
	To possess: <ul style="list-style-type: none"> – methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject); – special methods that allow identifying and correcting learning difficulties. 	Possesses: <ul style="list-style-type: none"> – methods of monitoring and evaluation of students' educational results (personal, subject, meta-subject) in methods of teaching decorative and applied arts; – special methods that allow identifying and correcting learning difficulties.
GPC-9 Able to understand the operating principles of modern information technologies and use them to solve professional problems.	To know: <ul style="list-style-type: none"> – principles of operation of modern information technologies and methods of their use to solve problems of professional activity. 	Knows: <ul style="list-style-type: none"> – principles of operation of modern information technologies and methods of their use to solve problems of professional activity in decorative and applied arts.
	To be able to: <ul style="list-style-type: none"> – reasonably choose modern information technologies and use them to solve problems of professional activity. 	Is able to: <ul style="list-style-type: none"> – reasonably choose modern information technologies and use them to solve problems of professional activity.
	To possess:	Possesses:

	– skills of working with modern information technologies, methods of their use to solve problems of professional activity.	– skills of working with modern information technologies, methods of their use to solve problems of professional activity in decorative and applied arts.
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II. CONTENT AND SCOPE OF THE DISCIPLINE

indicating the number of hours allocated for contact work of students with the teacher
(by type of class) and for independent work

Full-time education

№	Name of sections and topics	Total	Classroom lessons			Ind. work.
			Lec.	Sem. (pract.)	Lab.	
1	2	3	4	5	6	7
	Section 1. Folk arts and crafts in the content of modern art education	18	4	4		10
1.	Topic 1. Legislative basis for enhancing the role of folk art in the content of modern education.	6	2	-		4
2.	Topic 2. Folk art in the system of art education	5	1	2		2
3.	Topic 3. The role of modern education in ensuring the right of Russian citizens to participate in folk art.	7	1	2		4
	Section 2. History of artistic-industrial and artistic-pedagogical education in Russia	16	2	4		10
4.	Topic 4. Development of art and industrial educational institutions in Russia in the 19th – 20th centuries	7	1	2		4
5.	Topic 5. The emergence and development of artistic-industrial and artistic-pedagogical education in Russia.	9	1	2		6
	Section 3. Methods of teaching drawing and arts and crafts abroad and in Russia	36	6	4		26
6.	Topic 6. History of methods of teaching drawing and decorative and applied arts in antiquity, the Middle Ages and the Renaissance.	5	1	-		4
7.	Topic 7. Academic system of art education and aesthetic training. Methods of teaching drawing in the second half of the 19th and 20th centuries.	10	2	2		6
8.	Topic 8. Development of pedagogical systems for teaching fine and decorative arts in Russia	11	1	2		8

9.	Topic 9. Continuity of different levels of art education in modern education. Goals and objectives of art education in preschool institutions, in primary and secondary schools, in the context of professional and additional education.	10	2	-		8
	Section 4. Methodological foundations of teaching fine arts and folk arts and crafts in preschool institutions	38	4	4		30
10.	Topic 10. Features of visual activity of preschool children. Pedagogical guidance of fine and decorative-applied activities of preschoolers.	10	1	1		8
11.	Topic 11. Drawing from life and decorative drawing in a preschool institution. Development of fine art in preschool children	10	1	1		8
12.	Topic 12. Decorative modeling in kindergarten and its connection with folk arts and crafts.	10		2		8
13.	Topic 13. Development of preschoolers' visual abilities and creation of pedagogical conditions for work on visual creativity in kindergarten. Application and construction from various materials in kindergarten	8	2	-		6
	<i>Credit test</i>					
	<i>Total for 5 term</i>	108	16	16		76
	Section 5. Methods of teaching fine arts and decorative and applied arts in secondary schools and institutions of additional education for children	26	4	4		18
14.	Topic 14. Continuity in the development of fine and decorative-applied arts of senior preschool children of preschool educational institutions and junior schoolchildren of comprehensive schools. Analysis of state educational standards for schools (subject area "Art").	3	1	-		2
15.	Topic 15. Theoretical foundations of teaching folk and decorative and applied art in primary school. Mastering decorative painting. Working on modeling and painting folk clay toys. Creating thematic	6	2	-		4

	decorative compositions.					
16.	Topic 16. Analysis of current programs in fine and decorative-applied arts for students of basic schools. Teaching methods of B.M. Nemensky, V.S. Kuzin, N.N. Rostovtsev, T.Ya. Shpikalova	4	-	2		2
17.	Topic 17. Forms and methods of organizing artistic and creative activities of students in basic schools using folk art as material. Specifics of teaching fine and decorative arts in institutions of additional education for child	5	1	-		4
18.	Topic 18. Methodological foundations of teaching arts and crafts in institutions of additional education for children.	8		2		6
	Section 6. Methods of teaching folk arts and crafts in secondary and higher specialized educational institutions	36,7	8	8		20,7
19.	Topic 19. Objectives, tasks and main provisions of the methodology of teaching folk arts and crafts in secondary specialized and higher educational institutions. Types of arts and crafts	4	1	1		2
20.	Topic 20. Educational programs in decorative and applied arts for secondary specialized and higher educational institutions.	4	1	1		2
21.	Topic 21. Specifics of teaching various types of decorative and applied arts in secondary specialized and higher educational institutions.	5,7	1	-		4,7
22.	Topic 22. Technology of manufacturing decorative and applied art items from various materials.	4	-	2		2
23.	Topic 23. Forms and methods of managing a folk arts and crafts group. Artistic and educational work in clubs and amateur group	4	1	1		2
24.	Topic 24. Organization and scientific and methodological support of folk art in modern conditions.	4	-	2		2
25.	Topic 25. Organization of festivals, competitions and exhibitions of folk arts and crafts.	4	1	1		2
26.	Topic 26. Psychological and pedagogical foundations of managing the artistic and creative process in	4	2	-		2

	the work system of folk arts and crafts groups.					
27.	Topic 27. Specifics of pedagogical guidance of group forms of artistic and creative activity.	3	1	-		2
	<i>Exam</i>	0,3				
	<i>Control</i>	9				
	<i>Total for 6 term</i>	72	12	12		38,7
	Total number of academic hours:	180	28	28		114,7

Full-time and part-time education (not implemented)

Part-time education (not implemented)

III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTER-IM CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is carried out in the form of a test, abstracts.

Standard version of the test

Task 1 (select one answer)

Human rights to freedom of literary, artistic, scientific, technical and other types of creativity are enshrined in:

- a) the Concept of Art Education in Russia;
- b) the Constitution of the Russian Federation;
- c) the National Doctrine of Education in the Russian Federation;
- d) the Tax Code of the Russian Federation

Task 2 (select one answer)

The study of folk arts and crafts contributes to:

- a) the formation of a culture of interethnic communication;
- b) a person's professional self-determination;
- c) the organization and conduct of classes in educational institutions;
- d) strengthening the material base of educational institutions.

Task 3 (select one answer)

General education programs include:

- a) programs of initial vocational education;
- b) programs of postgraduate education;
- c) programs of preschool education;
- d) programs of secondary vocational education.

Task 4 (select one answer)

The content of art education includes:

- a) studying the basic foundations of aesthetic knowledge;

- b) involving the general public in the problems of preserving and developing folk art;
- c) creating vocational education institutions;
- d) developing artistic taste and evaluation criteria in the context of spiritual, moral and aesthetic ideals.

Task 5 (select one answer)

When perceiving painting, children prefer paintings:

- a) genre painting;
- b) still lifes;
- c) landscapes;
- d) portraits.

Task 6 (select one answer)

At the first level of aesthetic perception of painting, children:

- a) evaluate color relationships in a painting;
- b) enjoy the depiction of familiar objects;
- c) analyze the shape of objects;
- d) compare proportional relationships in the shape of an object

Task 7 (select one answer)

Which type of graphic art is most understandable and perceived by preschool children:

- a) academic drawing;
- b) poster graphics;
- c) book illustration;
- d) magazine graphics.

Task 8 (select one answer)

Decorative drawing is carried out on the basis of familiarizing children with:

- a) book illustration;
- b) easel painting;
- c) decorative painting;
- d) folk arts and crafts.

Task 9 (select one answer)

The main significance of visual activity is that it is a means of:

- a) aesthetic education;
- b) moral education;
- c) physical education;
- d) mental development.

Task 10 (select one answer)

Teaching children visual arts in kindergarten begins:

- a) at age five;
- b) at age three;
- c) at age two;

d) at age four.

Task 11 (select one answer)

Preschool children respond emotionally to a work of art by:

- a) the brightness and combination of colors;
- b) the content of the plot;
- c) the genre of the work of art;
- d) the nature of the objects depicted.

Task 12 (select one answer)

Preschoolers acquire technical drawing skills through:

- a) verbal explanation;
- b) demonstration with instructions on the sequence of actions;
- c) a conversation with a professional artist;
- d) viewing works of art.

Task 13 (choose one answer)

The duration of drawing lessons in the first junior group should not exceed:

- a) 15-20 minutes;
- b) 30 minutes;
- c) 35 minutes;
- d) 10-15 minutes

Task 14 (select one answer)

Drawing, modeling, applique and construction classes in kindergarten are organized:

- a) simultaneously with the entire group of children;
- b) only with those who want to;
- c) only with those children who do not have the skills of visual activity;
- d) only with those children who have the skills of visual activity.

Task 15 (select one answer)

Which of the components of the lesson is longer:

- a) explanation of the task;
- b) the process of completing the task;
- c) summing up the results of the lesson;
- d) analysis of the completed work.

Task 16 (select one answer)

In order for children to master drawing skills, it is necessary to:

- a) develop their imagination;
- b) develop artistic vision;
- c) develop hand movement;
- d) develop perseverance and will.

Task 17 (select one answer)

The formation of visual representations in preschool children occurs on the basis of:

- a) observation;
- b) taste sensations;
- c) perceived sounds;
- d) tactile sensations.

Task 18 (select one answer)

To develop children's imagination, the teacher suggests that they:

- a) independently copy pictures;
- b) come up with the content of their drawing;
- c) select poems and songs on the topic of the lesson;
- d) color ready-made images.

Task 19 (select one answer)

Classes in decorative drawing begin in kindergarten:

- a) in the senior group;
- b) in the preparatory group for school;
- c) in the second junior group;
- d) in the middle group.

Task 20 (choose one answer)

During decorative drawing classes, the teacher teaches children:

- a) to arrange the drawing in a certain rhythm in one form or another;
- b) to construct an image taking into account the plan;
- c) to isolate simple forms in a complex one;
- d) to notice the features of the surrounding.

Sample topics for abstracts

1. The role of folk art in the content of modern education.
2. The content and main methodological principles of art education.
3. The development of artistic-industrial and artistic-pedagogical education in Russia.
4. The history of methods of teaching drawing abroad.
5. Methodological foundations of teaching drawing from life and from imagination in elementary school.
6. Features of the visual activity of preschoolers.
7. Theoretical foundations of teaching folk and decorative and applied art in elementary school.
8. Objectives, tasks and main provisions of the methodology of teaching folk decorative and applied art in secondary specialized and higher educational institutions.
9. Specifics of teaching various types of decorative and applied art in secondary vocational and higher educational institutions.
10. Forms and methods of managing a team of folk decorative and applied art.
11. Main provisions of the program T.Ya. Shpikalova on teaching schoolchildren folk arts and crafts.

12. Pedagogical conditions for developing students' creative abilities by means of folk arts and crafts.

Interim assessment of students is carried out in the form of a credit test, an exam using the following assessment materials: list of questions for a credit test, list of questions for an exam.

**List of questions for the credit test
(5 term, Full-time education)**

1. The Constitution of the Russian Federation on the right of citizens of Russia to participate in folk art.
2. The goals and objectives of art education in the context of modernization of Russian education.
3. The main provisions of the concept of art education in the spiritual, moral and aesthetic education of youth.
4. The content and main methodological principles of art education.
5. Prospects for the development of art education in the field of folk art.
6. The history of art and industrial education in Russia.
7. The history of art and pedagogical education in Russia.
8. Groups of art and industrial educational institutions of the 19th - early 20th centuries.
9. Characteristics of secondary art and industrial institutions.
10. Characteristics of lower technical schools and colleges;
11. Characteristics of vocational schools and colleges.
12. Women's art and industrial education in Russia in the 19th - early 20th centuries.
13. History of methods of teaching drawing and arts and crafts.
14. Methods of teaching drawing in Ancient Egypt.
15. The system of teaching fine arts in Ancient Greece.
16. The goals and objectives of teaching drawing in Ancient Rome.
17. Methods of teaching fine arts in the Middle Ages and the Renaissance.
18. Outstanding artists and teachers of the Renaissance.
19. Formation of the academic system of art education and aesthetic education in Europe.
20. Methodological foundations of teaching fine arts at the Carracci brothers' academy.
21. Methods of teaching drawing in the first half of the 19th and in the 20th century. Geometric and natural methods.
22. Methods of teaching drawing in Russia in the 19th and 20th centuries.
23. Perception of art and the process of children's creativity.
24. The influence of fine arts on the aesthetic development of preschoolers.
25. Perception of fine and decorative-applied arts by preschool children.
26. Features of fine art activities of preschool children and methods of guiding them.
27. Decorative-applied arts as a means of introducing children to folk culture.
28. Methods of teaching preschool children fine and decorative-applied arts.

**List of questions for the exam
(6 term, Full-time education)**

1. Continuity in the development of fine arts in preschool and primary school children.
2. Features of the fine arts in primary school children.
3. Methods of teaching fine and applied arts in primary school.
4. Didactic provisions of the methodology of teaching fine and applied arts in school.
5. Theoretical foundations of teaching drawing in primary school.
6. Theoretical foundations of teaching folk and applied arts in primary school.
7. Analysis of state educational standards for schools (subject area "Art").
8. Analysis of current educational programs in fine arts and applied arts for comprehensive schools.
9. The leading role of folk and applied arts in fine arts programs and textbooks for comprehensive schools, edited by T. Ya. Shpikalova.
10. Requirements for the preparation of curricula in the system of additional education for children.
11. Methodological principles for developing curricula and lesson plans for fine and decorative-applied arts for various levels of education.
12. Principles for preparing curricula for fine and decorative-applied arts for various levels of education.
13. Methodological principles for developing teaching aids and visual materials for decorative-applied arts.
14. Methods of teaching fine and decorative-applied arts in secondary specialized educational institutions.
15. Methods of teaching in higher specialized educational institutions.
16. Specifics of teaching various types of decorative-applied arts in secondary specialized and higher educational institutions.
17. Forms and methods of managing a team of folk decorative-applied arts.
18. Artistic and educational work in circles and amateur groups.
19. Organization of festivals, competitions and exhibitions of folk arts and crafts.
20. Psychological and pedagogical foundations of management of the artistic and creative process in the system of work of folk arts and crafts teams.
21. History of methods of teaching drawing and arts and crafts.
22. Methods of teaching drawing in Ancient Egypt.
23. The system of teaching fine arts in Ancient Greece.
24. The goals and objectives of teaching drawing in Ancient Rome.
25. Methods of teaching fine arts in the Middle Ages and the Renaissance.
26. Outstanding artists and teachers of the Renaissance.
27. The influence of fine arts on the aesthetic development of preschoolers.
28. Perception of fine and decorative-applied arts by preschool children.
29. Organization and scientific and methodological support of folk art in modern conditions.
30. Specifics of pedagogical management of group forms of artistic and creative activity.

IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

4.1. Main literature

1. Kurakina, I. I. Theory and history of traditional applied art: a teaching aid for independent and extracurricular work of students studying in the direction of "Decorative and applied arts and folk crafts": [16+] / I. I. Kurakina; Higher School of Folk Arts (Academy). - St. Petersburg: Higher School of Folk Arts, 2018. - Part 2. - 163 p.: ill. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=499521> (date of access: 02 April 2024). - Bibliography in the book. - ISBN 978-5-906697-80-6. - Text: electronic.
2. Shauro, G. F. Folk arts and crafts and decorative and applied arts: a textbook: [16+] / G. F. Shauro, L. O. Malakhova. - Minsk: RIPO, 2019. - 175 p.: ill., table. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=600057> (date of access: 02 April 2024). - Bibliography in the book. - ISBN 978-985-503-950-2. - Text: electronic.

4.2. Additional literature.

1. Maksimova-Anokhina, E. N. Folk crafts. Painting techniques, motifs and compositional schemes for constructing an image: a teaching aid / E. N. Maksimova-Anokhina. - 2nd ed., corrected. and add. - St. Petersburg: Planet of Music, 2024. - 92 p. - ISBN 978-5-507-49024-0. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/384758> (date of access: 02 April 2024). - Access mode: for authorized users.

V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point
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			where there is access to the Internet.
2.	https://e.lanbook.com/	Electronic library system (ELS) Lan	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.

VII. LICENSED AND FREELY DISTRIBUTABLE SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

Independent work is carried out in rooms equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.