

# BUNIN YELETS STATE UNIVERSITY

Director of the Institute of Culture, History  
and Law



## THE WORK PROGRAMME OF THE DISCIPLINE B1.E.01.ES.01.02 Cultural aspect of lacemaking

**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
<b>Study course</b>	4		
<b>Term</b>	8		
<b>Lectures</b>			
<b>Laboratory work</b>			
<b>Seminars (practical work)</b>	36		
<b>including practical training</b>			
<b>Form(s) of control</b>	Credit test		
<b>Control</b>			
<b>Other forms of work</b>			
<b>Independent work</b>	36		

**Total number of academic hours:** 72

**Labour intensity:** 2 credits

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Professor Borisova E.A*

*Associate Professor Solomentseva S.B.*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

**The purpose of studying the discipline:** development of the ability for abstract thinking, analysis, synthesis. Formation of basic knowledge about the cultural aspect of lacemaking, its history, theory and practice.

### **Objectives of studying the discipline:**

- study of cultural aspects of lacemaking.
- analysis of figurative content, expressive means of works of art, their connection with traditional folk culture.
- collection, generalization and analysis of empirical information about the history, semiotics of works of decorative and applied art.
- preparation for the use of systematized theoretical and practical knowledge from the field of lacemaking in solving social and professional problems;
- formation of motivation for continuous professional self-development and self-improvement.

**The place of the discipline in the structure of the basic professional educational program:** it is implemented within the framework of the variable part (the part formed by the participants of educational relations) of block B1. Disciplines (modules).

### **Planned learning outcomes for the discipline:**

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
PCS-1	<b>To know:</b> <ul style="list-style-type: none"> <li>– fundamentals of specific teaching methods(techniques) in the subject area;</li> <li>– characteristics of students' personal, meta-subject and subject results in the context of teaching in the subject area (according to the Federal State Educational Standard and the model curriculum);</li> <li>– modern educational technologies and methodological patterns of their selection;</li> <li>– methods of monitoring, assessing and correcting learning results in the subject area.</li> </ul>	<b>Knows:</b> <ul style="list-style-type: none"> <li>– fundamentals of specific methods (techniques) of teaching cultural aspect of lacemaking;</li> <li>– characteristics of personal, meta-subject and subject results of students in the context of teaching cultural aspect of lacemaking;</li> <li>– modern educational technologies and methodological patterns of their selection;</li> <li>– methods of monitoring, evaluating and correcting the results of teaching cultural aspect of lacemaking.</li> </ul>
	<b>To be able to:</b> <ul style="list-style-type: none"> <li>– design a work program in the subject area;</li> <li>– design and implement various forms of training and organization of extra-curricular activities of students in the subject area (profiles ensuring the achievement of meta-subject, subject</li> </ul>	<b>Is able to:</b> <ul style="list-style-type: none"> <li>– design a work program for cultural aspect of lacemaking;</li> <li>– design and implement various forms of training and organization of extra-curricular activities for students in cultural aspect of lacemaking (profiles that ensure the achievement of</li> </ul>

	and personal results.	meta-subject, subject and personal results.
	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>– teaching methods in the subject area and the methodology for their selection taking into account the specifics of the content of the educational material, age and educational needs of students;</li> <li>– modern educational technologies ensuring the achievement of students' meta-subject, subject and personal results;</li> <li>– methods of monitoring, assessing and correcting learning results in the subject area.</li> </ul>	<p><b>Possesses:</b></p> <ul style="list-style-type: none"> <li>– methods of teaching cultural aspect of lacemaking and methods of their selection taking into account the specifics of the content of the educational material, age and training of students;</li> <li>– modern educational technologies, ensuring the achievement of meta-subject, subject and personal results of students;</li> <li>– methods of monitoring, evaluating and correcting the results of training in cultural aspect of lacemaking.</li> </ul>
PCS-2	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>– patterns, principles and levels of formation and implementation of educational content in the subject area;</li> <li>– structure, composition and didactic units of the content of a school subject in the subject area;</li> <li>– subject content in the subject area;</li> <li>– skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area.</li> </ul>	<p><b>Knows:</b></p> <ul style="list-style-type: none"> <li>– regularities, principles and levels of formation and implementation of educational content on cultural aspect of lacemaking;</li> <li>– structure, composition and didactic units of content of the academic subject on cultural aspect of lacemaking;</li> <li>– subject content of cultural aspect of lacemaking;</li> <li>– skills to select variable content taking into account the relationship between the lesson and extracurricular forms of teaching cultural aspect of lacemaking.</li> </ul>
	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>– select educational content for implementation in various forms of training in the subject area in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of General Education.</li> </ul>	<p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>– carry out the selection of educational content for implementation in various forms of training in cultural aspect of lacemaking in accordance with the didactic goals, age characteristics of students and the requirements of the Federal State Educational Standard of Basic General Education.</li> </ul>
	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>– subject content of disciplines corresponding to the Pedagogical Education programme Fine Arts;</li> <li>– skills in selecting variable content taking into account the relationship between class and extracurricular forms of training in the subject area.</li> </ul>	<p><b>Possesses:</b></p> <ul style="list-style-type: none"> <li>– subject content of disciplines corresponding to the Pedagogical Education programme Fine Arts;</li> <li>– skills in selecting variable content taking into account the relationship between the classroom and extracurricular forms of teaching cultural aspect of lacemaking.</li> </ul>

## 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
	<b>Section 1. History and semiotics of lacemaking.</b>	<b>16</b>		<b>8</b>		<b>8</b>
1.	<b>Topic 1.</b> The emergence and development of lacemaking in Western European countries. Features of European lace.	4		2		2
2.	<b>Topic 2.</b> The emergence and development of bobbin lace in Russia. Characteristic motifs of the first Russian lace.	4		2		2
3.	<b>Topic 3.</b> Stylistic and semiotic features of lace from different regions of Russia.	4		2		2
4.	<b>Topic 4.</b> S.A. Davydova's activities in developing the lace industry. Mariinsky practical school of lace makers. Activities of lace schools in the late 19th - early 20th centuries.	4		2		2
	<b>Section 2. Lace weaving technology.</b>	<b>56</b>		<b>28</b>		<b>28</b>
5.	<b>Topic 5.</b> Basic techniques and elements of lacemaking.	20		10		10
6.	<b>Topic 6.</b> Design and production of lace products.	36		18		18
	<i>Credit test</i>					
	<i>Total for 8 term</i>	<i>72</i>		<i>36</i>		<i>36</i>
	<b>Total number of academic hours:</b>	<b>72</b>		<b>36</b>		<b>36</b>

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

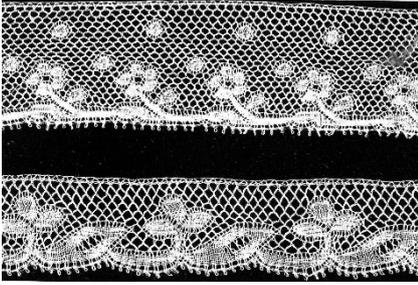
#### Part-time education (not implemented)

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

Current certification is carried out in the form of tests, abstracts, creative assignments, etc.

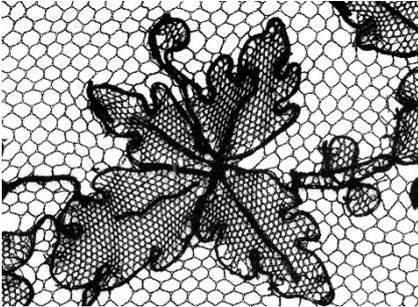
### Standard version of the test

1. What is the name of this sample of European lace?



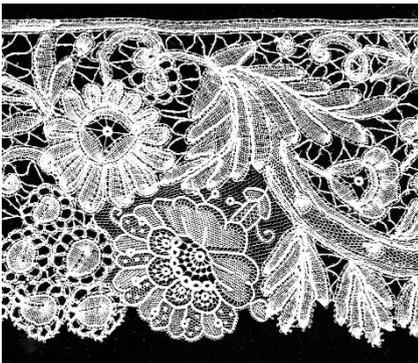
- 1) Chantilly
- 2) Brussels
- 3) Binche
- 4) Valenciennes

2. What is the name of this sample of European lace?



- 1) Chantilly
- 2) Brussels
- 3) Binche
- 4) Valenciennes

3. What is the name of this sample of European lace?



- 1) Chantilly
- 2) Brussels
- 3) Binche
- 4) Valenciennes

4. What shape are the warps in multi-pair lace?

- 1) oval
- 2) square
- 3) round

4) all of the above

5. The technology of making interlocking lace is characterized by the fact that:

- 1) when weaving lace, the background and the main pattern can be woven in parts
- 2) when weaving lace, the background and the main pattern are woven simultaneously
- 3) the lace is woven without a chip
- 4) all of the above

6. Who was the first to study the lace craft in Russia?

- 1) Stasov V.V.
- 2) Andreev E.N.
- 3) Davydova S.A.
- 4) Tverdova-Svavitskaya Z.M.

7. When did the first educational institutions appear in Russia where folk arts and crafts were studied?

- 5) In the 17th century
- 6) In the 18th century
- 7) In the 19th century
- 8) In the 20th century.

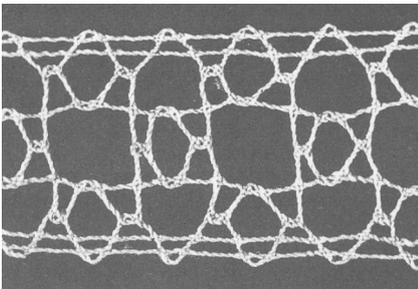
8. When did the first lace school open in Russia?

- 9) In 1880
- 10) In 1883
- 11) In 1885
- 12) In 1887

9. The technology for making multi-pair lace is characterized by the fact that:

- 1) when weaving lace, the background and the main pattern can be woven in parts
- 2) when weaving lace, the background and the main pattern are woven simultaneously
- 3) the lace is woven without a chip
- 4) none of the above

10. What is the name of the multi-pair lace sample shown in the picture?



- 1) half-weave lattice
- 2) lattice without interlacing of pairs
- 3) Vologda lattice
- 4) full-weave lattice

### **Sample topics for abstracts**

1. History of the emergence and development of lace in Europe.
2. Types of European lace, their semiotics.
3. Main European artistic centers of lace-making.
4. Stylistic features of European lace.
5. Russian lace. Development of Russian lace.
6. Lace of the main Russian lacemaking centers.
7. Main stylistic features of Russian lace.
8. Modern lace. Analysis of the state and development of artistic lacemaking in Russia.
9. Modern lace. Analysis of the state and development of artistic lacemaking in the world.
10. Lace in a suit.
11. Lace in the interior.
12. Lace as an art object.
13. Features of the development and execution of artistic products using the bobbin weaving technique, expressing a conceptual idea.
14. Methods of creative search in the creation of artistic products using the bobbin weaving technique.
15. Types of creative sources for creating artistic products.

### **Sample topics for creative assignments**

1. Stylize and transform the proposed creative source into a lace ornament motif, describe the semiotics of the product.
2. Develop an ensemble of children's clothing using lace.

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

### **List of questions for the credit test (8 term, Full-time education)**

1. The emergence and development of lace making in Western Europe. Features of European lace.
2. Types of European lace.
3. Embroidered lace (openwork embroidery). Cutwork embroidery or Richelieu.
4. Embroidery on sparse fabric or seam along a slit (point coupe). Filet and buratto.
5. Lace sewn with a needle (needle lace). Reticella. Punto in aria.
6. Main European artistic centers of lace making.
7. Italian bobbin lace.
8. Dutch and Flemish lace.
9. Stylistic features of European lace.
10. The emergence and development of bobbin lace making in Russia. Characteristic motifs of the first Russian lace.
11. Stages of lace making development in Russia. The heyday of Russian lace in the late 19th - early 20th centuries.
12. Development of Yelets lace in the second half of the 20th century. Current status of Yelets lace. Analysis of the work of enterprises and artists of the Yelets lace industry.

13. Stylistic and semiotic features of Vologda lace.
14. Stylistic and semiotic features of Yelets lace.
15. Stylistic and semiotic features of Kirishi lace
16. Stylistic and semiotic features of Kirov lace.
17. Stylistic and semiotic features of Mikhailovsky lace
18. Activities of S.A. Davydova in the development of the lace industry.
19. Activities of lace schools in the late 19th - early 20th centuries.
20. Features of lace making technology. Basic techniques and elements of paired and interlocking lace.

#### IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE

##### 4.1. Main literature

1. Kurakina, I. I. Artistic embroidery, lace-making, painting on fabric: textbook and practical training for universities / I. I. Kurakina. - Moscow: Publishing house Yurait, 2025. - 109 p. - (Higher education). - ISBN 978-5-534-21010-1. - Text: electronic // Educational platform Yurait [website]. - URL: <https://urait.ru/bcode/559151> (date of access: 04 April 2025).

##### 4.2. Additional literature

1. Lapina, Yu. E. Design (Kirishi lace): a tutorial / Yu. E. Lapina. - St. Petersburg: VShNI, 2021. - 76 p. - ISBN 978-5-907542-29-7. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/465425> (accessed: 04 April 2025). - 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.	<a href="http://edu.ru/">http://edu.ru/</a>	<b>Russian Education: Federal Portal.</b> 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.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	<a href="https://e.lanbook.com/">https://e.lanbook.com/</a>	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). Practical classes are held in specialized workshops equipped with equipment (pillows, stands for lacemaking, etc.).

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.