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Exhibition activity of art university as a factor of formation of successful secondary language personality of bachelors

Выставочная деятельность художественного вуза как фактор формирования успешной вторичной языковой личности бакалавров

Abstract. The article describes the exhibition activity in Higher school of folk arts (academy) – the first and only state educational institution in Russia that provides professional training of artists of Russian traditional applied art; analyzes the ways, methods and requirements of achieving a necessary level of secondary language personality of bachelors of traditional applied art.

Keywords: exhibition activity, art university, traditional applied art, secondary language personality

Аннотация. Статья описывает выставочную деятельность Высшей школы народных искусств (академии) – первого и единственного государственного образовательного учреждения в России, которое ведет обучения художников традиционного прикладного искусства; анализирует способы, методы и требования к достижению необходимого уровня вторичной языковой личности бакалавров традиционного прикладного искусства.

Ключевые слова: выставочная деятельность, художественный вуз, традиционное прикладное искусство, вторичная языковая личность.

The cooperation with foreign organizations is one of the priorities of the Higher school of folk arts (academy) – further (HSFA) and aimed at integrating the academy into the world educational and research space and becoming a full participant in the global dialogue in the field of education and art, as well at promoting the best practices of the Russian school at the international level.

The strategic objectives of the HSFA in the field of international activities are the integration of the academy into the world educational and scientific space, its entry into the international market of educational services as an equal partner.

The development and maintenance of international contacts with various educational organizations, unions, museums allows to improve the internal intellectual resources, to form strong creative teams for the solution of various research problems, to expand competence of the experts, and also to strengthen the influence, both in the country, and abroad.

To actualize scientific educational partnership abroad HSFA implements the following tasks:

- expansion of international relations with leading foreign universities in the field of educational and scientific activities;
- establishment and strengthening of relations with trade unions, museums in the profile of the HSFA in order to promote Russian traditional applied art abroad, conducting joint research work with trade unions, museums in the field of traditional applied art;
- joint work with Rossotrudnichestvo (The Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation) and holding exhibition events and educational activities on the basis of foreign Russian centers of science and culture in order to promote Russian traditional applied arts abroad, to form positive ideas about Russia abroad, to strengthen relations with organizations of compatriots living abroad;
- participation in foreign educational exhibitions supported by the Ministry of science and higher education of the Russian Federation.
- creation of summer schools, courses, advanced training courses for foreigners studying traditional applied arts on the basis of HSFA.
- increasing of international mobility of students, postgraduates, teaching staff of the academy;
 - academic exchanges of teachers, students;
 - attracting foreign citizens to study at the academy.

Exhibition activity is an important part of the work of the HSFA. Exhibitions allow acquiring new business partners, to personally get acquainted with the achievements of colleagues, to maintain existing relations with partners, both in Russia and abroad, to exchange experience with specialists in the profile, to find customers.

Exhibition activity is an important tool that allows HSFA to promote its products internationally, as well as to maintain business relations.

HSFA actively cooperates with the German Union of bobbin lace, the Austrian Lace Union, the Dutch union of lace, the Belgian union of lace, the Russian centers of science and culture of Europe, the Foundation of the support of Russian-speaking residents of Germany «Our new times», the Museum of lacquer art in Munster (Germany), the Museum of bobbin lace in Abenberg (Germany), the Museum of Rauma (Finland), the Museum of the lace factory in Horst (Netherlands), The educational center of lace Bruges (Belgium), the school of lace making in Gorizia (Italy), the National art academy of Sofia (Bulgaria), maintains contacts with art universities in Austria, Germany, Italy, the Netherlands, France, Switzerland.

In December 2007 with the support of the German academic exchange service (DAAD) a study tour to Germany for students studying artistic lace making, artistic embroidery, painting on textile was organized and conducted. The group visited art universities in Berlin, Dresden, Leipzig, Schneeberg and museums in the profile of the university.

Since April 2014 HSFA is a member of the German Union of bobbin lace making and actively participates in congresses on lace, exhibitions, presentations.

The joint work of the HSFA and the German Union of bobbin lace making is aimed at the preservation and development of bobbin lace. Within the framework of bilateral cooperation, exhibitions, master classes, courses on Russian bobbin lace making are held, as well as reports and exhibition catalogues are published.

HSFA is a regular contactor of the Austrian and Swiss unions of lace-making. Since October 2019 the bilateral cooperation between the HSFE and the Italian Committee for the promotion of lace (Cantu, Italy) has started.

HSFA actively participate in international conferences, seminars and forums that are held abroad.

The representatives of foreign ministries, consulates, embassies, specialists whose activities are related to education in the field of traditional applied arts (rectors and vice-rectors of foreign art universities), directors of foreign museums and museum workers, foreign students, as well as artists regularly visit exhibitions and educational events, also they have excursions in HSFA.

In connection with this the role of foreign languages becomes clear, since without their knowledge it is impossible to carry out high-quality exhibition activities abroad. High-quality training of specialists with formed secondary language personality is necessary.

Proficiency in foreign language skills is a key requirement for most jobs available in today's labor market. It should be noted that the knowledge of a foreign language at the traditional level, i.e. «reading with a dictionary» is no longer relevant.

A modern specialist should be able not only to communicate with partners from abroad, but also to use international experience in their work. According to recent studies of sociologists in the modern world, the most «desirable» abilities is the ability to creative development and self-development, the ability and willingness to make creative decisions in the process of intercultural communication, and this is achieved only if there is a sufficiently high practical language level.

A specialist-artist of traditional applied art, engaged in his professional activity, often faces the need to possess foreign language vocabulary, terminology of definite field for conducting master classes, in order to present own work, university, own country at international exhibitions, to establish mutually beneficial relations.

The existing standards of higher education of the new generation prescribe quite high requirements for the level of foreign language proficiency of students of art specialties, namely: not only the ability to find the necessary information, but also the ability to carry out interpersonal communication in the studied foreign language, including during exhibitions, congresses, seminars.

The formation of a secondary language personality in a non-linguistic university is complicated by the insufficient number of hours allocated to the discipline «Foreign language», the lack of motivation to learn a foreign language, the workload of students with profile subjects, the lack of a systematic approach to learning a foreign language, as well as its separation from the professional training of the future specialist.

Secondary language personality is a set of human abilities to communicate in a foreign language at the intercultural level and presupposes adequate interaction with representatives of other cultures. In a person who speaks a foreign language it is formed under the influence of the primary language personality embedded together with the native language of the person.

The secondary language personality consists of mastering the verbal-semantic code of the studied language that is «the language picture» of the world of native speakers and the «global» picture of the world, which allows a person to understand a new social reality for him or her. The development of the student's secondary language personality traits, making him able to be an effective participant in intercultural communication is the strategic goal of teaching a foreign language.

In solving these problems one of the important aspects is well-organized independent work of students, which is directly related to their classroom activities.

When developing curricula for both classroom and independent work special attention should be paid to the block-modular system, which will allow the formation of skills and abilities in stages.

Educational and thematic plans should contain an introductory course, in the presentation of the material it is necessary to observe the principle «from simple to more complex», which will allow students to overcome difficulties in learning a foreign language, as well as increase motivation.

Following G.S. Arkhipova we believe that the model of formation of foreign language competence of a specialist of a non-linguistic university is based on the following pedagogical conditions:

- stages of formation of foreign language competence;
- immersion in an authentic environment through conferences, round tables with native speakers, role-playing and business games, reading original literature;
- integration of a foreign language with special disciplines in the process of mastering professional vocabulary;
- intensification of the process of formation of foreign language competence [1:15].

As practice shows foreign language competence is formed more effectively when equal cooperation of the sides is involved in the learning process, when an active search is included in solving tasks and achieving significant goals. Therefore teachers select tasks of a problematic nature, which will be able to involve students with different levels of language proficiency.

So, in order to prepare students to participate in a foreign exhibition in the classroom, you can simulate, for example, a case-situation «at the exhibition of decorative and applied arts in the city...», identify typical errors, correct them and draw students' attention to them. Moreover this method helps to remove the language barrier, which very often prevents students from discovering their potential, encouraging them to speak out on the studied problem.

Searching tasks for the collection and exchange of information, tasks for forecasting contribute to the development of speech activity of students; allow them to apply previously accumulated experience in their work.

In order to activate the foreign language competence in the field of exhibition activities, students-artists need to create problematic speech situations in the classroom, for example: creating an abstract of their work, submitting documents to a foreign university, discussing a report, etc.

Such tasks contribute to the development of skills of practical application of knowledge, the development of independence and self-initiative. According to Gez N.I., «the situation of role communication is a stimulus to the development of spontaneous speech, if it is associated with the solution of certain problems and communicative tasks» [2:235]. This type of work is aimed at the development of mental activity, to overcome the psychological barrier during the communication process.

Students-artists often work with a large volume of scientific, professional literature in a foreign language, so foreign-language competence is also formed in such activities as drafting annotations, abstracts, summarizing texts, compiling their portfolio of achievements for exhibition events. Accordingly selecting the appropriate material we can achieve good results in foreign language activities of students.

Knowledge of modern information and communication technologies expands opportunities in improving foreign language competence.

Presentations in the program Power Point format are one of the resources to increase motivation to learn a foreign language and improve speech activity in it.

When preparing this technology, which can be used to create lectures, seminars, master classes, it is important to the preparatory stage – independent work of students on the collection and selection of material, its analysis, and presentation of the final result in the audience.

The so-called «language portfolio» of the student, which contains all the information about the experience, qualifications, achievements in learning a foreign language of the student, including samples of independent work, projects performed by students, is becoming more and more widespread in the system of language education. Thus, the language portfolio is a step towards independent thinking, self-analysis, self-assessment of the student, the development of the creative component, which leads to the improvement of foreign language competence. The language portfolio can be used in preparation for international exhibition activities. Its use makes it possible to make the process of formation of secondary language personality of bachelors of traditional applied art a complex, continuous process.

The development and implementation of new generation foreign language textbooks for students of non-linguistic universities is also a prerequisite for optimizing the language learning process. Despite the usefulness and relevance of using authentic manuals in the process of teaching a foreign language in a non-linguistic university, it is necessary, nevertheless, to recognize the need to apply manuals that would take into account modern realities, the realities of our country, the originality of Russian traditional applied art.

Thus, the main goal of teaching a foreign language can be achieved only with adequate development of secondary language personality of bachelors of traditional applied art.



23.06-15.07.2018 Exhibition of HSFA(a) at Russian spiritual and cultural orthodox center (Paris, France)



18.10-20.10 2019 Exhibition of HSFA (a) at the 14th Biennale of Lace promotion committee (Cantu, Italy)



15.06.2019 Exhibition of HSFA (a) at the 36th Congress of the Swiss lacemakers' union (Schaan, Liechtenstein)

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