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### **Research activities in the training of artists in the field of traditional applied arts: interrelation of content and teaching methods**

**Abstract.** Training of research activity in higher education of future artists of traditional applied art through the inclusion of the discipline «Fundamentals of research activity in traditional applied art» in the educational process and within the framework of the fulfillment of case studies of student scientific society is disclosed. A brief analysis of publications on the research of research activity in the specialized higher education institution is made. The scientific principles of building the content of research activity training are revealed. The content and methods of teaching the above-mentioned discipline are presented. Examples of research work performance by students are given.

**Keywords:** research activities, students, traditional applied arts, discipline, principle, student scientific society.

The research activities of students – future artists of traditional arts and crafts in the educational and professional process is an important area of higher education in the field of traditional applied art. This is explained by the fact that teaching students to design works of art and their implementation in material is impossible without the ability to conduct scientific research, analyze, compare, generalize, model, build hypotheses and solve scientific problems.

We will discuss the research activities of students using the example of this activity at the Higher School of Folk Arts (Academy) as the only university in Russia where artists are trained in 23 types of traditional applied art.

Teaching research activities of university students – future artists in specific types of traditional applied art is carried out in two main ways:

- through mastering the educational material of the discipline "Fundamentals of Research Activities in the Field of Traditional Applied Art";
- within the framework of the implementation of research topics of the student scientific society, which are determined for each department of the university.

The following authors studied the research activities of university students in the field of training artists in certain types of traditional applied art: O. V. Arkhangelskaya, who was the first to describe the activities of a student scientific society at a university training bachelor artists, describing scientific events that help develop research skills and conducting a comparative analysis of the results of the work of the student scientific society at the Moscow branch of the Higher School of Folk Arts - the Institute of Traditional Applied Arts [4]; Kamneva S. Yu., who revealed the relationship between the project activities of students mastering artistic embroidery and research in terms of identifying the concept and object of design, searching for an idea, studying theoretical sources, understanding research material and translating it into a new creative concept [7]; Kurakina I. I., who considered the research activities of students as the basis for preserving and developing various types of traditional artistic crafts in Russia [8]; Saltanov M.A., who proved the necessity of scientific research activities of students for the implementation of the system of continuous professional education in the field of training artists in Fedoskino lacquer miniature painting [11], etc.

Analysis of publications and reports at the annual international forums of students and young scientists, held by the Higher School of Folk Arts "Culture of Russia in the 21st Century: the Past in the Present, the Present in the Future" over the past ten years confirmed the opinion that scientific research activities of students - future artists are necessary from the first years of study, since the scientific skills and abilities that are formed are the most important component of artistic and creative activity and are needed in the design and embodiment of works of art in material.

Any of the above-mentioned ways of implementing the teaching of scientific research activities in the training of artists meets the requirements for the formation of scientific competencies in the field of this type of activity. What competencies are put forward for the formation of scientific knowledge, skills and abilities in the training of bachelor artists in the areas of "Decorative and Applied Arts and Folk Crafts" and "Traditional Applied Arts" (bachelor's degree level)?

These include: critical analysis of problem situations based on a systems approach, development of an action strategy; the ability to manage a project at all stages of its life cycle; proficiency in working with scientific literature, collecting, processing, analyzing and interpreting information from various sources; participation in scientific and practical conferences, preparation of reports and messages; defense of the author's artistic project using modern means and technologies; application of scientific research skills (development of a research apparatus, planning, conducting the course of research and registration of its results) in the creation of artistic works of traditional applied art, etc.

Requirements for the formation of the listed competencies are reflected in the indicators of their achievements. For example, the requirement for the formation of the competence - "the ability to manage a project at all stages of its life cycle" is reflected in several indicators, among them is - defining the range of tasks within the framework of the set goal, determining the relationship between them, finding ways to solve the set tasks and expected results; evaluating the proposed methods from the point of view of compliance with the project goal.

The first way of teaching research activities - through mastering the educational material of the discipline "Fundamentals of Research Activities in Traditional Applied Arts" is basic for mastering the professional activity of a future artist. It should be noted that the professional activity of an artist is often understood as artistic-creative and artistic-technological activity [5] in the field of a specific type of traditional applied art with the preservation of regional-historical traditions of this type, which is based on scientific research and the solution of coloristic, ornamental, structural, compositional, aesthetic and other issues related to the creation of a design for an artistic product and its execution in material.

Let us dwell in more detail on the content of the mentioned discipline, since it is the content of training that determines the methods used in the formation of scientific research activities [1; 6; 9]. In view of the fact that the selection of the content of training is subordinated to a single goal - to satisfy the student's individual need for scientific knowledge and skills for their application in the field of traditional applied art and, above all, in the creation of a work of art in a specific form of this art, it is divided into sections that allow you to study general information about science, the course of research and the features of scientific activity in terms of methodology, theory and practice of traditional applied art.

The scientific principles of constructing the content of teaching research activities of undergraduate students are:

- scientific character, revealed in the categories, concepts, methodological foundations, general scientific and special methods and means of research selected for study;

- logical sequence from general information and the history of the development of traditional applied art, through the methodology and methods of research to theoretical scientific provisions, and then to the sequence and results of scientific activity;

- strength of mastering, ensured by the interconnection of the presentation of the studied material from the research apparatus to its organization and products, mastering its theoretical part by introducing questions and tasks after each paragraph into the educational literature and mastering the practice of scientific research by completing educational assignments;

- clarity, solved by providing students with images of systems and complexes, interrelations of the components of the research apparatus, differences in the methods and means of scientific activity, the general structure of research methods, the connection between project and scientific activities, etc., explaining the text of educational literature and the teacher's speech in class; - integration and differentiation, embodied in the creation of the sections "Methodology of scientific

research in the field of traditional applied art”, “Theoretical foundations of scientific research in the field of traditional applied art”, “Means, technologies and forms of scientific research in the field of traditional applied art”, “Organization of the process and presentation of the results of scientific research in the field of traditional applied art” of the discipline.

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At the same time, integration and differentiation at the intradisciplinary level were carried out in different directions: the content of the educational material of practical classes, independent work for assessing the skills and abilities of scientific research in a specific area of the specified art was integrated. The features of scientific research in specific types of art were revealed in a differentiated manner with subsequent completion of a single picture characteristic only of scientific research in the field of traditional applied art. For example, the use of a regional-historical approach to study the essence of any specific type of traditional art.

The choice of teaching methods for the discipline "Fundamentals of Research Activity in Traditional Applied Arts" was made during the analysis of existing classifications in professional pedagogy and the experience of applied teaching methods in this type of art [1; 4; 6; 9; 10; 12]. The classification of binary teaching methods was chosen for use in teaching, due to the clear dependence of the teacher's activity and the student's activity in the lesson, which demonstrates the entire possible range of teaching and learning methods [5; 10]. In addition, as the

experiment showed, when teaching research activity, an important component is the logical sequence of teaching the solution of scientific problems with mandatory monitoring of each student's mastery of the level of learning efficiency established by the program. In this regard, the classification of methods used, in which the transition is made from the group of "informational-reproductive" teaching methods (informational-communicative, explanatory, instructive-practical for the teacher; performing, reproductive-productive-practical for the student) to the group of "motivating-productive" methods (explanatory-motivating, motivating for the teacher; partial-search, search for the student) is most suitable for a gradual increase in the level of mastering the educational material. The classification under discussion is part of the theory of managing the educational process using problem-based learning, and as is known, it is based on activating cognitive activity by creating problem tasks and situations, which stimulates the formation of logical and creative types of thinking and, as a consequence, contributes to the development of criticality, cognitive independence, and originality in creativity.

Let us give examples of the application of teaching methods.

The explanatory method in studying the section "Methodology of scientific research in the field of traditional applied art" is implemented by the teacher in the practical lesson "Development of a system of a specific type of traditional applied art". In this case, the teacher explains the general rules for constructing systems, shows a diagram of the system of traditional applied art, explains the presence of specific components and connections between them, reminds about possible differences in the components of the systems of a specific type of traditional applied art. The student, using the reproductive method, follows the instructions of the teacher and schematically creates a system of the type of traditional applied art that is defined for him in the training profile (artistic lace-making, artistic embroidery, bone carving, bogorodsk bone carving, etc.).

The motivating method in studying the section "Means, technologies and forms of scientific research in the field of traditional applied art (by specific types)" is used by the teacher in the practical lesson "Development of structures of a scientific report and scientific article in the field of a specific type of traditional applied art". During the lesson, the structure and requirements for writing a scientific article and presenting a scientific report are studied. Students independently form the structure of a scientific article and a scientific report according to a given title. The title of the article and report is the result of joint work of the student and the teacher of the discipline under discussion with the involvement of a teacher of the specialized department.

It should be noted that the content of the discipline "Fundamentals of scientific research activity in traditional applied art" is embodied in two textbooks under the general title "Fundamentals of scientific research activity", which accompanies the process of teaching students scientific research activity [4; 5].

The second direction is the implementation of research topics of the student scientific society, which is organized jointly with the teachers of the departments, taking into account the diverse scientific interests of the students. In this case, the teachers of the departments are the scientific supervisors of student research.

Particular attention is paid to the research work of students in specialized departments, as they provide training in specific types of traditional applied art. The student scientific society performs the following functions: planning scientific activity and its events for a long term, helping students in solving search and organizational problems, presenting research results. The content of students' scientific research in the student scientific society is diverse and always covers all profiles of teaching traditional applied art.

Thus, students together with teachers conducted scientific research for the first time on: recreating forgotten types of artistic lace-making (Galich lace of the Kostroma region, Izheslav lace of the Ryazan region), developing artistic embroidery in combination of manual and machine execution, using electrochemical methods in jewelry art, creating a piece of bone-carving art using materials with completely different strength properties, etc.

In accordance with the classification specified above, all teaching methods were used in the process of working on the research. For example, when recreating Galich artistic lace-making by a student under the guidance of the head of the artistic lace-making department E.A. Lapshina, the explanatory-stimulating teaching method was often used, due to the fact that it was necessary to understand, interpret and explain the artistic-technological, coloristic regional-historical features of multi-pair lace-making, which would allow the student to correctly make parts of its samples and small-sized products (earrings) independently. At the same time, the student, using the partial-search method of teaching, applied the acquired knowledge to perform her own search activity when independently making lace samples and simple products (earrings) using Galich lace-making.



Fig. 1. Gutarova E.R. Lace set, consisting of a headdress and pockets. Graduation qualification work on the topic "Modern ornamental and coloristic solution in the creation of lace products of the multi-pair weaving technique "Galich patterns". 2024. Multi-pair weaving technique. Galich lace. Supervisor E.A. Lapshina

When the specifics of Galich artistic lace-making were established by the student and the skills and abilities for implementing the project in the material were mastered, the teacher applied a stimulating method consisting of additional explanations on the implementation of the artistic and creative project of a set of products of Galich artistic lace-making (pockets and a headdress) and its embodiment in the material. This was necessary for the student to correctly understand the topic of the assignment. For this, the teacher set the following tasks: to study and analyze information about the artistic technology, ornamental and coloristic solution used in the implementation of this set; to present their own design options for the headdress and pockets

on the topic of "Modern ornamental and coloristic solution in the creation of lace jewelry using the multi-pair weaving technique "Galich patterns"; to develop a project for a set of products and implement it in the material.

As a result of using the search method of learning, the student found an independent solution to the tasks set by the teacher and made artistic products included in the set. It should be noted that the work on creating a set of products was carried out within the framework of the final qualifying work, proving the successful completion of the student's research activity (Fig. 1). Thus, the conducted study convincingly confirms the need to develop the research activities of students - future artists, as it allows reviving types of traditional applied art, solving artistic problems in a new way, creating unique works. In addition, the used options for the formation of research activities ensure its functioning with a stable relationship between the content and methods of teaching.

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