

Anisina S. Yu., acting director of the Ryazan Institute of traditional applied arts – branch of the Higher School of Folk Arts (Academy), 390046, Ryazan, 112 Esenina str., e-mail: anisinasv@mail.ru

Vocational-oriented approach in continuing professional education in the field of artistic embroidery

Abstract. The article is devoted to the development and implementation of a professionally oriented approach in the system of continuing professional education in the field of artistic embroidery in the Ryazan region. The article considers the importance of preserving and developing the traditional applied art of the Ryazan region, namely artistic embroidery, and the need to train highly qualified personnel in this field. The article analyzes the pedagogical conditions for the implementation of a professionally oriented approach, and also offers methodological recommendations for ensuring the sustainability of the educational process at the Department of artistic Embroidery at the Ryazan Institute of Traditional Applied Arts, a branch of the federal State Budgetary educational institution of Higher Education "Higher School of Folk Arts (Academy)".

Keywords: professionally oriented approach, continuing professional education, artistic embroidery, traditional applied art, Ryazan region, innovations in education, cultural heritage.

In today's context of globalization and cultural standardization, the issue of preserving unique folk crafts, which serve as carriers of cultural codes, traditions, and values, becomes particularly relevant. One such form of traditional applied art is artistic embroidery, which has a centuries-old history in the Ryazan region. Over the centuries, Ryazan embroidery has been renowned for its unique patterns and high execution technique.

The problem of preserving and transmitting knowledge in the field of artistic embroidery underscores the need to develop a system of continuous professional education focused on the specific tasks of training artists proficient in the technology of various types of traditional artistic embroidery from the Ryazan region, as well as the historical and cultural aspects of this art.

A profession-oriented approach in education helps ensure the purposeful development of students' knowledge, skills, and professional competencies necessary for qualified performance of demanded professional tasks in the field of artistic embroidery. In modern pedagogy, this approach is defined as a system of didactic means that modify the goals, content, processes, and forms of learning. It is oriented towards a profession and potential areas of its application, facilitating the integration of theoretical knowledge with practical challenges of professional activity [1, p. 537].

One of the key features of the profession-oriented approach is organizing the learning process within the context of the future profession. This is accomplished by

simulating real psychosocial situations that accompany professional activities. Such methods enable students to acquire professional roles, deepening their understanding of the specifics of the work and developing social skills [2, p. 007.2]. Additionally, this approach emphasizes the importance of developing practical skills among future embroidery artists. Aligning the content and methods of the pedagogical process with specific professional tasks ensures graduates are better prepared for independent practical work and more competitive in the job market [7].

The profession-oriented approach in the education system aims to align educational programs with labor market needs and foster practical skills required for completing specific professional tasks. Describing the methodological value of the approach, E.F. Zeer notes that continuous professional education leads to productive personal professional development: forming an image adequate to the constantly evolving, dynamic world of professions, the content of professional work, and socio-economic conditions [3, p. 12]. As I.A. Karpacheva points out, the implementation of the profession-oriented approach in general pedagogical preparation of future professionals is facilitated by practice-oriented tasks and the conditions for successfully solving them from the perspective of developing professional actions [4, p. 353].

In the training of embroidery artists, the profession-oriented approach specifically highlights the significance of focusing on the technologies, historical-cultural contexts, and artistic characteristics of specific types of artistic embroidery from the Ryazan region.

A.A. Nikolaeva outlines the pedagogical conditions for implementing the profession-oriented approach, identifying the following:

- highly qualified teaching staff. Teachers must possess not only pedagogical skills but also in-depth knowledge about the specifics of embroidery in a given region. Involving masters of folk crafts in teaching and arranging advanced training courses for educators is advisable.

- social partnership and collaboration with embroidery artists. Collaboration with local art associations and workshops is crucial for specialist training, contributing to a conducive educational environment.

- provision of educational materials and equipment. Given the specific requirements of artistic embroidery, educational institutions should be equipped with necessary materials and tools, such as fabrics, threads, hoops, etc. [6, p. 13].

V.F. Maksimovich, doctor of pedagogical sciences, professor, academician of the Russian Academy of Education, and leader of the scientific school dedicated to the preservation and development of Russia's traditional applied arts, notes that since the closure of the Research Institute of Art Industry, the Higher School of Folk Arts has become the sole scientific center addressing issues related to professional education in traditional applied arts [6]. The scholar emphasizes that contemporary education in the realm of traditional applied arts requires novel approaches to train artists capable of creating unique works sought after by society. Amid the devaluation of traditions caused by mass production, it is essential to promote continuous learning that combines theory and practice, taking regional-historical

peculiarities into account. This will help preserve and advance our cultural heritage [5, p. 387].

Research conducted under the guidance of V.F. Maksimovich at the Higher School of Folk Arts (Academy) led to the formulation of an educational policy concept geared toward the scientific and innovative advancement of professional education. Within this framework, the profession-oriented approach is implemented, encompassing several critical directions for continuous professional education at the Ryazan Institute of Traditional Applied Arts:

- Development and modernization of didactic teaching aids. As part of the university's educational activities at the Ryazan Institute of Traditional Applied Arts, efforts are underway to produce textbooks, manuals, and methodical guides tailored to the specifics of artistic embroidery in the Ryazan region. Specifically, a textbook titled "Technology of Artistic Embroidery in the Ryazan Region" has been prepared.

- Use of audio and video materials. Multimedia resources have emerged as pivotal instruments. Audio and video lessons on embroidery facilitate more effective transmission of intricate techniques, material handling nuances, color usage, and ornamentation. This format enhances comprehension and heightens student engagement.

- Creation of visual teaching aids. To systematize knowledge and simplify the assimilation of complex information, artistically designed projects, embroidered tables, posters, and schematics are developed. These materials reflect the classification of embroidery types in the Ryazan region, their distinctive traits, and historical affiliations (Fig. 1, 2);

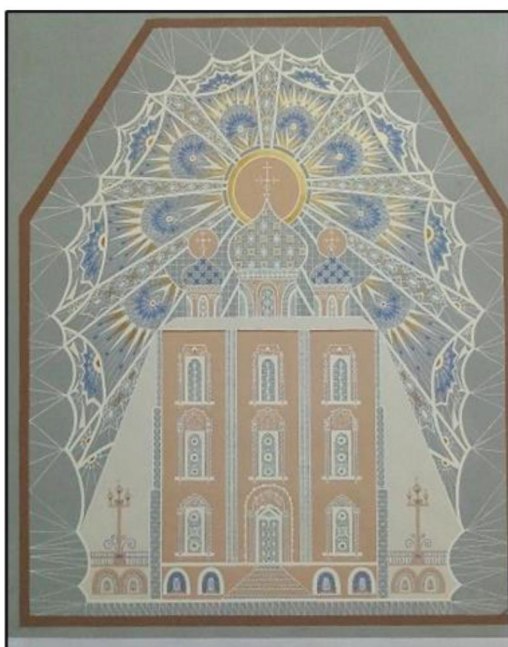


Figure 1. A. Kozlova. Artistic-graphic project of a panel in the embroidery technique "Kadomsky Veniz."



Figure 2. Table showing stitching types of embroideries from the Ryazan region.

- Establishment of artistic creative laboratories. Laboratories play a vital role in profession-oriented learning, enabling students to work in environments closely

resembling real-world professional settings. Students at the Ryazan branch participate in the activities of research, experimental, and practical laboratories affiliated with the Ryazan State Historical and Architectural Museum Reserve. In these labs, students explore technologies and color solutions employed in embroidered items from the museum's collections, subsequently creating contemporary artworks based on them, thereby contributing to the preservation of regional cultural traditions (Fig. 3, 4).



Figure 3. Graduate of the Ryazan Institute of Traditional Applied Arts, M. Varlamova, at the Ryazan State Historical and Architectural Museum Reserve



Figure 4. Graduate of the Ryazan Institute of Traditional Applied Arts, N. Klopkova, at the Ryazan State Historical and Architectural Museum Reserve

- Quality assurance monitoring. At the Ryazan branch of the Higher School of Folk Arts (academy), methods for controlling the quality of education in the sphere of traditional applied arts have been developed and implemented. They include regular assessments of students' knowledge and skills, as well as adjustments to educational programs based on monitoring results. This approach maintains high standards of professional education. Annual monitoring of the branch's intermediate vocational education, independent evaluations of educational quality, ongoing and interim controls in the form of tests, reviews, and the development of assessment funds for disciplines (modules) by instructors;

- Expansion and systematization of collections featuring artistic embroidery. A significant step involves the establishment and enrichment of methodological and artistic collections containing samples of traditional embroidery from the Ryazan region. These collections serve as the foundation for conducting practical sessions, research, and analysis, allowing students to study original specimens, learn from master craftsmen, and find inspiration for new creations. Currently, the collection of the Ryazan Institute of Traditional Applied Arts' embroidery department comprises

33 graduation projects with handmade artistic embroidery, coursework on various types of embroidery, and instructional charts;

- Methodological and artistic support for cultural enlightenment and embroidery education within the Federal Innovation Platform program, promoting the development, preservation, and popularization of traditional artistic crafts. The educational process is centered around the partial educational program "Traditional Artistic Crafts: Past in Present, Present in Future," aimed at introducing older preschool children to the historical and cultural traditions of the Ryazan region and Russia as a whole. This represents the first module in the system of continuous art education, laying the groundwork for further development of children's aesthetic sensibilities and interest in crafts. At this stage, there is interaction between the Ryazan Institute of Traditional Applied Arts and educational institutions in Ryazan. Collaborative efforts with the Municipal Budgetary Institution of Culture "Centralized System of Children's Libraries" contribute to raising awareness of traditional crafts among students and their families. These measures help instill respect for cultural traditions in children and young people, along with the skills needed to preserve and enhance artistic heritage (Fig. 5, 6).



Figure 5. Acting Director Anisina S. Yu. and students of the Ryazan Institute of Traditional Applied Arts with a group of kindergarteners from Kindergarten No. 106.



Figure 6. S. Yu. Anisina conducts classes on the basics of artistic embroidery composition for pupils of Children's Art School No. 1 in Ryazan.

- Classes held in museum collections. One of the most effective teaching methods involves holding classes in museum collections. At the Ryazan Historical and Architectural Museum Reserve and the Ryazan Regional Art Museum named after I.P. Pozhalostin, students examine unique examples of artistic embroidery. This approach immerses them in the historical and cultural context, allowing them to analyze the styles, materials, and techniques used in traditional embroidery from the Ryazan region. These classes inspire creativity, cultivate professional skills, and instill a sense of respect for national heritage (Fig. 7, 8).



Figure 7. During a class at the Ryazan Historical and Architectural Museum Reserve.



Figure 8. During a class at the Ryazan State Regional Art Museum named after I.P. Pozhalostin.

- Participation in festivals and competitions of decorative and applied arts. Students' practical training is complemented by their participation in regional and nationwide festivals and competitions dedicated to decorative and applied arts. These events allow students to showcase their work, receive feedback, and exchange experiences. Competitive activities motivate students and help develop professional skills necessary for future work in the industry.

- Industrial practices at enterprises. Arranging industrial internships at companies engaged in artistic embroidery is a crucial component of professional training. Such internships provide opportunities to work on real orders, master modern technologies and materials, and collaborate with experienced craftsmen. The Ryazan Institute of Traditional Applied Arts has signed internship agreements with LLC "Kadomsky Veniz" and CJSC "Truzhenitsa". Enterprises host practical skill assessments for students, enabling the adjustment of the educational process to meet professional market demands.



Figure 9. Section of the exhibition "From Idea to Inspiration".
Ryazan State University named after S.A. Yesenin

Exhibition activities. An important aspect of the profession-oriented approach is engaging students in organizing and participating in exhibitions and hosting master classes within these events. For instance, activities at the Residence of Traditions pavilion at the Ryazan Expo Center offer students the opportunity to exhibit their work and explore contemporary product presentation methods. Participating in exhibition activities helps students develop audience engagement skills and foster a creative approach to project realization (Fig. 9).



Figure 10. Advanced training for additional education teachers from the Ryazan region at the Ryazan Institute of Traditional Applied Arts

- Development of advanced training programs. To ensure continuity in professional education, the university designs advanced training programs for masters and teachers working in the field of artistic embroidery. The programs incorporate theoretical modules covering the history and styles of embroidery, as well as practical sessions focused on mastering modern techniques and materials. Thus, the Ryazan Institute of Traditional Applied Arts fulfills an important mission of training and retraining specialists who can preserve and advance the traditions of the region's artistic craftsmanship (Fig. 10).

Thus, the implementation of the profession-oriented approach at the Ryazan Institute of Traditional Applied Arts facilitates the training of embroidery artists specialized in the Ryazan region's artistic embroidery. Not only do they master traditional techniques, but they can also effectively apply them in contemporary society. This system provides scientific backing and support for the educational process, which is especially crucial considering the loss of centralized research institutes that were involved in the field of traditional applied arts.

The profession-oriented approach adopted by the Ryazan Institute of Traditional Applied Arts, a branch of the Higher School of Folk Arts, demonstrates high efficiency in training embroidery artists in the Ryazan region. Its application enables students to integrate their acquired knowledge into professional activities, fostering the development of practical skills necessary for working in the field of artistic embroidery; enhancing cultural awareness and appreciation for folk art traditions; and preparing competitive graduates capable of preserving and innovatively advancing traditional crafts.

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