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Modern arts and crafts lesson as an educational event

Abstract. The article introduces the reader to the practical experience of designing and implementing an event-lesson in mastering arts and crafts in the context of the requirements of the updated Federal State Educational Standard of Basic General Education. The results of the study are the empirically established influence of educational eventfulness on the preparation of students for pedagogical activity, as well as the influence of an event-lesson on arts and crafts on the development of personal qualities of students at the level of basic general education. The article presents technological maps of event-lessons developed by students and teachers for 5th-grade students on the topic «Folk arts and crafts»: a travel lesson, a creative activity workshop lesson.

Keywords: lesson-event, educational eventfulness, system-activity approach, personality-oriented approach, arts and crafts, educational task, creative activity, communication, cooperation, teacher, student.

The introduction of the updated Federal State Educational Standard (hereinafter referred to as the FSES) [10] expands the understanding of what the content of a modern lesson should be, its educational and developmental result, what technologies are becoming relevant for achieving the indicated results, and what assessment system will become the most productive. Let us dwell on such a form of lesson as an educational event.

It should be noted that the event-based approach to designing educational products (lessons, extracurricular activities, etc.) has become especially popular in the pedagogical environment in the last decade. Today, the question of what form of pedagogical interaction should be considered an event is being answered by philosophers A. Gryakalov [6] and T. Shchitsova [19]; academics and educators V. Barabanshchikov [1], V. Slobodchikov, E. Isaev [13], D. Elkonin [20];

philologists V. Shabes [18] and educators [4, 8, 9]. Most often, researchers associate the phenomenon of eventfulness with human communicative activity. A monologue or discourse based on a common idea, and even more so joint creative activity to achieve a common result, can expand a person's understanding of the subject of activity, of themselves and others. In the context of our article, of considerable interest are materials that answer the questions: how is educational eventfulness manifested, what are the conditions and results of its manifestation? Thus, considering the concept and essence of an educational event, O.N. Machekhina and T.M. Kovaleva [8] distinguish three main approaches.

European (German), interpreting the theories of M. Heidegger, who proposed to understand an event as an opportunity to “come true in one’s own being”, “to be oneself”, but at the same time it is also to be in the world, “being-with-others” [16].

Anglo-American, which focuses on event orientation, that is, “the transition from individual self-being and the performance of formalized tasks outside of school hours to collective co-being at school in the process of classes within the framework of basic and additional education, preparation of events” [21]. According to researchers, in such conditions, students acquire motivation for knowledge, learn to apply their knowledge in practice, including for solving personal problems.

Russian (event-activity) approach, based largely on the system of developmental education of D.B. Elkonin - V.V. Davydova (T.M. Kovaleva and M.Yu. Zhilina [7], V.M. Grebennikova, V.K. Ignatovich and S.S. Ignatovich [5], etc.).

For our study, the experience of N.V. Volkova is of interest. She proposed her own definition of an event as “such a formation in space and time, the content of which is characterized by meanings and values, the organization is determined by action, and the main function is qualitative changes” [3]. N.V. Volkova reveals the influence of an educational event on the preparation of students for pedagogical activity [2]. Presenting the results of the study of how educational eventfulness is manifested, what are its signs and characteristics, the author identifies the following five typical characteristics of educational eventfulness:

1. Concentration of changes occurring with a person in space and time.
2. Diversity and polarity of the educational space, generating new, strong experiences of the participants in the event.
3. Designing an educational space characterized by the fullness of connections and relationships.
4. The most personal attitude of the teacher to the content, forms of interaction, and results of the activities of all participants in the event.
5. Concentration of innovative experience in space and time.

N.V. Volkova includes the following characteristics that determine the conditions for implementing an educational event:

- joint activities that are close in spirit;
- project activities that ensure a common result;
- actualization of the personal experience of the event participants.

N.V. Volkova names the personal changes that have occurred with the participants of the educational event as a result of implementing the event-based

approach in education: discovery of previously unknown inclinations and abilities, personal qualities; change in the participants' ideas about themselves and others. The main result is "the generation of a personal attitude to pedagogy and pedagogical activity associated with innovative experience" [2].

On this basis, we will analyze the practice of educational eventfulness of a modern lesson of arts and crafts at the stage of its design and implementation at the level of basic general education.

First of all, let's define the concept. A lesson-event is a specially organized form created on the basis of the system-activity and personality-oriented approaches, revealing three sides of eventfulness:

1. The lesson situation is experienced and realized by a person as significant in his own education.

2. The student is an active participant in what is happening.

3. A lesson is a completed act of joint activity - from a motive through the design and implementation of the trajectory of movement to achieving the goal with the analysis and correction of the results, both productive and personal.

We begin the design of a lesson-event on arts and crafts with the definition of the goal. It is necessary to set such a developmental goal that students will achieve in the process of joint productive creative activity. Such a goal, for example, may be communication with "living art", the creation of art in action, the experience of developing different types of artistic and imaginative thinking, the experience of interaction between participants in an event in the process of mastering expressive means, the experience of creating a creative work using various artistic materials, etc. [11].

Among the most significant conditions for designing a lesson-event, we will name "the creation of a communicative learning space, the implementation in teaching of communicative interaction of students based on the communicative skills they have mastered" (listening and hearing, understanding, making judgments and speaking, coordinating one's own actions and thoughts with the actions and thoughts of the interlocutor) [15].

The lesson-event is based on an event approach, the implementation of which, on the one hand, serves as the basis for the personal attitude of the participants to what is happening. On the other hand, it guides both teachers and students to master the tools of self-knowledge and self-realization in real life situations that are relevant to each specific person.

The main tool for implementing the event-based approach when designing a lesson is a creative task that determines the content and nature of the learning activities that a teenager must master in the process of learning at the level of basic general education. Designing the content of creative tasks, as well as the nature of learning activities, depends on the topic and goals of a specific lesson. In the model we propose, the key actions are the following:

- interest in learning, which involves developing a personal sense of self-knowledge and knowledge of the surrounding world in all its manifestations when interacting with other people, nature and machines;

- creativity, which involves identifying the abilities of each student and developing experience in using them in various life situations, up to successful professional and personal self-realization;

- communication, which involves extensive practice of social communication;

- cooperation, which involves developing the ability to distribute tasks between people, working with those who are included and not included in the work.

In proposing to students of the Faculty of Art Education of the Nizhny Tagil Pedagogical Institute, a branch of the Russian State Vocational Pedagogical University in Nizhny Tagil, within the framework of the academic discipline "Theory and Methods of Teaching Fine Arts", to develop projects of lesson-events, we relied on the methodological recommendations made by E.V. Chernobai and allowing to master the technology of preparing a lesson in an information educational environment in accordance with the requirements of the Federal State Educational Standard [17]. The uniqueness of its technological map is that the organizational structure of the lesson is a step-by-step implementation of the event approach: from a personally significant topic of the lesson, through the creation of conditions for the conscious perception of new material by students, the organization of cooperation for the further implementation of joint, including creative activities, to obtaining and presenting results, self-reflection and mutual reflection. The focus of the students' developments is module No. 1 of the Federal State Educational Standard on the subject of "Fine Arts" "Decorative and Applied and Folk Art", the topic is "Folk Art and Crafts" (5th grade) [10]. Since the figurative language of decorative and applied art has its own unique symbolism, form, color, composition, and is based on folk traditions and technology, we assumed that the lessons could become the basis for educational eventfulness with its inherent features and characteristics.

A travel lesson is a practical event lesson, distinguished by the fact that it has a meta-subject approach, a communicative, cognitive and developmental focus. The authors of the lesson-trip "Virtual excursion to the Museum of the History of the Tray Craft "House of the Khudoyarovs" (Nizhny Tagil)" (students and teachers of the pedagogical university) based it on an educational didactic game (author L.G. Savenkova [12]). The route of movement is laid out through the halls of the Museum of the History of the Tray Craft "House of the Khudoyarovs" (table 1).

Table 1

Technological map of the virtual excursion to the Museum of the History of the Tray Craft "House of the Khudoyarovs"

Subjects	Russian; history; fine arts; music	
Topic	Virtual excursion to the Museum of the History of the Tray Craft "House of the Khudoyarovs"	
Goal	Developing students' artistic perception	
Planned results , manifested in the presentation of small group speeches based on the interpretation of the primary text		
Subject	Inter-subject	Individual
- <i>familiarization</i> of students with decorative	- <i>formation</i> of research and communication competencies of students;	- <i>formation</i> of students' value attitudes towards their

and applied art works from the collection of the Khudoyarov House-Museum; - <i>mastering</i> the methodology of working with texts of different directions, genres and styles.	- <i>development</i> of artistic perception, memory, thinking, monologue and dialogic speech of students	country, their region, preserving and increasing the cultural heritage of mankind; - <i>development</i> of students' information, project-research competencies.	
Solved educational problems	The problem of purposeful creation of a inter-subject educational environment that stimulates the development of the student, facilitating the realization of his inclinations and internal reserves in educational activities. The problem of forming a competent personality		
Material and technical support	Interactive board, projector, computer with Internet access, paper, ink, markers.		
Types of used electronic educational resources and their methodological purpose	Materials from the website "Museum of the History of the Tray Craft "House of the Khudoyarovs""		
Organizational structure of the lesson			
Step 1. Introduction to the topic of the lesson and creation of conditions for conscious perception of new material by students			
Teacher's activities	Students' activities	Teaching methods and tools	Duration
1. The teacher welcomes students to the Museum of the History of the Tray Craft "House of Khudoyarovs"	1. Greet the presenter, prepare notebooks and pens.	1. Front-side work with all students.	5 minutes
Step 2. Organization and self-organization of students for further mastery of the material			
1. To conduct a virtual tour, it is necessary to distribute roles: - <i>tour guides</i> will present a tour-dialogue on the "Tagil Tray" collection, composing a dialogue for the heroes of the works; - <i>artists</i> will turn a graphic spot into a flower and present it; - <i>musicologists</i> will choose a suitable piece of music that helps create the image of a flower. 2. <i>The teacher</i> helps students form groups and start working	1. Listen to the presenter. 2. Organize into groups, distribute roles	1. Front-side work with all students. 2. Individual assistance to students in group distribution	5 minutes
3. Workshop			
1. The teacher helps to complete the work	1. Group- working.	1. Group work using the methodology of	15 minutes

	2. Designing the image of the hero from the spot, voicing the hero through dialogue	developing artistic perception	
4. Presentation of the obtained results			
1. The teacher helps each group to conduct a presentation.	The groups present the obtained results.	Working with texts of different types; presenting information in different forms	10 minutes
5. Reflection			
Organizes an exchange of opinions, thanks students for their work (evaluates)	Express their own opinions about individual and group work	Using self-assessment and peer assessment techniques	10 minutes

The presented lesson contributed to the development of artistic perception, as well as the skills of collective cooperation, co-creation and mutual assistance, taking into account the individual qualities and abilities of the participants.

We are convinced of this by a survey conducted in the classes where the lesson-journey took place. According to the fifth-graders, they learned to "look closely and listen attentively to the picture", "project the image of the hero from a spot", "voice the hero through dialogue" [14], "interact with a comrade to achieve a common goal", "understand their needs and opportunities for self-expression in the conditions of educational communication". Thus, practice has proven that the lesson-event in productive interpersonal interaction develops the ability of students to analyze, separating the main from the secondary, compare and systematize, make decisions and bear responsibility for them.

The lesson-workshop of creative activity as an educational event covers all stages of creating an artistic product from the "birth" of the image to the final result. The task of the workshop-event is to reveal the creative potential of the individual based on direct activity: "Symbol" - the idea of the work; "Emotional immersion" – associative study of the topic; "Birth of an image" – culmination; "Reflection" – self-analysis based on the principle: do it your own way, based on personal experience, correct yourself [12] (table 2).

Table 2

Technological map of the lesson on decorative and applied arts "Tagil painting"

Activity	A lesson in learning new knowledge
Goal	Create a decorative composition based on Tagil painting, creating an expressive decorative generalized image based on traditional images
Tasks	Didactic – to teach artistic skills, abilities, to equip children with knowledge in the field of decorative and applied arts, to develop practical skills and abilities; Educational – to introduce children to folk art, to cultivate a positive emotional and aesthetic attitude to art and the

	beautiful, to instill a spectator culture, accuracy, perseverance, hard work; Developing – to develop fantasy, imagination, aesthetic worldview and artistic taste, the ability to think creatively, to develop precise hand movements, memory	
Leading educational technology	Creative Activity Workshop	
Teaching methods	Explanatory and illustrative method. Game dialogue. Showing the stages of painting	
Expected results	Subject skills	Universal learning activities
	1. Develop an interest in Tagil painting. 2. Ability to perform a two-color brushstroke. 3. Ability to build a composition	Personal: 1. Development of artistic perception while creating a decorative composition
	1. Ability to perform decorative elements of "revival", "glare". 2. Knowledge of the history of Tagil tray painting from its inception to the present day.	Regulatory: 1. Ability to regulate and independently plan ways to achieve a goal (independently choose artistic and expressive means for project implementation). 2. Ability to correlate one's actions with planned results (performance qualities: accuracy, precision). Cognitive: 1. Ability to find important information in a presentation Ability to use a reminder for painting and creating a composition. Communicative: 1. Ability to answer the teacher's questions. 2. Game dialogue. 3. Ability to express an opinion and impression about the lesson
Solved educational problems	1. Teach how to create expressive compositional decorative-generalized images based on traditional images. 2. Master and apply the skills of decorative generalization in the process of performing practical creative work. 3. Selecting an option for completing the work (independently or using decorative blanks)	
Material and technical support/ materials	Projector (SMART board), screen, laptop, presentation for the lesson; flat synthetic brushes of various widths; artistic gouache (set of 12 colors) or acrylic, packaged in bottles; flat palette; container for water; cotton fabric, tray template (two options), manual with painting elements	

Types of educational resources and their methodological purpose	Presentation "Quiz. Folk art. Tagil painting on metal"		
Lesson plan	<ol style="list-style-type: none"> 1. Organizational moment. Introduction to the topic. "Symbol". 2. "Emotional immersion". Informational and educational. Learning the material. 3. "Birth of an image". Workshop on creating a decorative composition. 4. Reflection 		
Organizational structure of the lesson			
Step 1. Introduction to the topic of the lesson and creation of conditions for conscious perception of new material by students			
Teacher's activities	Students' activities	Teaching methods and tools	Duration
<ol style="list-style-type: none"> 1. Greetings. Workplaces are ready. There is a reminder about the Tagil tray and several real trays on the board. Presentation. 2. Reads a poem about Tagil, which tells what our city is famous for. 3. Ask the children what else our city is famous for? 4. Correct! Tagil painting of trays! This will be our lesson topic. 	<ol style="list-style-type: none"> 1. Greetings. 2. Listen carefully to the poem. 3. Answer the question "What is the city famous for?": Nizhny Tagil is famous for its Tagil trays. 	<ol style="list-style-type: none"> 1. Dialogue 2. Front-side work 	5 minutes
Step 2. Informational and educational. Organization and self-organization of students for further mastery of the material			
<p>Story – quiz “Tagil painting”:</p> <ol style="list-style-type: none"> 1. Tagil tray: from century to century. 2. New life of a painted tray. 3. Who is Agrippina Vasilievna Afanasyeva? 4. What forms of trays were used? 5. Paying attention to the main elements of the fly painting, stages. 6. Do you know what the main motif of Tagil painting is? <p>Writing technique. Represents the stage of execution of the main elements of painting</p>	<ol style="list-style-type: none"> 1. Answer the quiz questions 2. Watch the stage of execution of the main elements of painting 	<p>Showing a presentation-quiz. Game Workshop</p>	15 minutes

Step 3. Workshop on creating a decorative composition			
1. Hand out tray blanks. Task: Some of them already have a central flower, you will need to finish it, refine your tray. For those who want to do all the work themselves, I have empty tray blanks. 2. Hand out trays (templates). 3. Reminds you of the stage of completing the drawing. 4. Guys, get to work!	1. The children take apart the tray templates. 2. They work and paint using the painting guide.	1. Front-side with all students. 2. Individual work	15 minutes
Step 4. Reflection			
1. Exhibition of works 2. General assessment of the class work: Did you like the lesson? What new things did you learn today? What did you like? What did you find difficult? Where can painting techniques be used?	1. Present their works at the exhibition. Answer questions, share emotions	1. Use of methods of mutual assessment, self-assessment. 2. Group work	5 minutes

Practical experience of designing and implementing a lesson-event in mastering arts and crafts in the context of the requirements of the updated Federal State Educational Standard of Basic General Education proves the undeniable influence of educational eventfulness on the development of all participants in educational relations. As a result of the work carried out, an increase in students' motivation for pedagogical activity was empirically established.

The characteristics showing what an educational event is for each student participant include the discovery of pedagogical inclinations, abilities, and professional qualities: "I realized that I have pedagogical inclinations; I can communicate with children; now I know for sure that I want to be a teacher; I realized that I made the right choice; I felt like a teacher; I chose the right pedagogical university; I understood what a creative pedagogical profession is"; a change in students' ideas about a child: "I discovered the world of students from the creative side; I saw a child; I realized that the more different students are united together, the more interesting it is to create; all students are unique; students trust you, give you a piece of their heart; every child has enormous creative potential; students can and want to participate in their own education"; changing students' ideas about themselves: "I managed to realize my abilities and opportunities; here I was able to realize my creative potential; the lesson-event opens up new (still unknown to him) opportunities for the student".

The positive impact of the lesson-event on arts and crafts on the development of personal qualities of students at the level of basic general education was also

empirically established. The characteristics showing that the educational event became personally significant for each student-participant include a change in the students' ideas about education: "we study differently; it was interesting to learn something new; the right to choose helped me develop new creative qualities in myself; I can choose what interests me in learning; here we created"; a change in the students' ideas about themselves, their capabilities and abilities: "I got the opportunity to get to know myself, what I am capable of; this is the best lesson where I could show my capabilities and my talent; I got to know myself and others better; I believed in myself, felt my importance; the lesson changed my inner world; it is great to do work together."

Thus, the study of the educational possibilities of the lesson-event convinced us that an event in educational activity can be called a form of social organization of people, focused on joint productive personally significant activity. The event product does not arise by itself, but is the result of mutual conscious efforts of all subjects of cooperation, within the framework of which all participants develop personally and thereby develop the eventfulness itself.

The theory and practice of classes in decorative and applied art using event education at the level of basic general education proves the uniqueness of the complex impact of lesson-events on the development of the personality of schoolchildren, the formation of their aesthetic interests as a necessary condition for general cultural and moral development.

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