

Danilova Yu. N., acting director of Mstyora institute of lacquer miniature painting named after F.A. Modorov, a branch of the Russian university of traditional art crafts, 601408 Vladimir region, Vyaznikovsky district, Mstyora settlement, 84 Sovetskaya str., e-mail: iu.danilowa2015@yandex.ru

Integration and differentiation of lacquer miniature and decorative painting

Abstract. The article is dedicated to identifying the problems of creating variant copies of Mstyora lacquer miniature paintings in the process of training future artists in this type of traditional art crafts. The relevance of the topic is due to the need to develop an algorithm for creating variant copies of lacquer miniature paintings, which ensures an increase in the level of practical training for students. The developed algorithm is aimed at solving the problems and difficulties that students face when creating variant copies of Mstyora lacquer miniature paintings.

Keywords: Traditional applied art, Mstyora lacquer miniature painting, lacquer miniature painting performance skills, monumental works, technical techniques of monumental writing, higher education, variant copying.

Introduction

Mstyora lacquer miniature painting is a unique type of traditional art crafts, primarily represented by miniature items, the main feature of which is the detailed composition, rich color palette and fine detailing. However, in modern realities, there is a need to transition from miniature items to large-format interior panels, which determines the necessity of creating variant copies of Mstyora lacquer miniature paintings (Fig. 1⁵³). In the

process of completing this assignment, students face several problems: technical (scaling up composition elements, adapting tools and materials for Mstyora decorative painting), artistic (maintaining compositional integrity when increasing sizes) and pedagogical (preparing students to perform this work).



Fig. 1. Monumental panel in the technique of Mstyora lacquer miniature painting in the interior of the Mstyora institute of lacquer miniature painting named after F.A. Modorov

⁵³ Figs. 1, 3-5. Photos by the author of the article.

The relevance of the research topic is determined by the lack of sufficient practical training for students to create a large-scale variant copy of a Mstyora lacquer miniature painting. Currently, at the level of secondary vocational education, students master artistic and creative activities in their chosen future profession, understand the meaning of basic categories and concepts [5, p. 395], study the basics of Mstyora lacquer miniature painting and focus on miniature forms of products. The possibility of creating large-scale works at this level is not considered.

At the level of higher education within the discipline “Artistry of Mstyora lacquer miniature painting”, students are tasked with creating monumental or miniaturized works – variants of Mstyora lacquer miniature paintings. As a result, they encounter difficulties in producing variant copies, leading to typical errors associated with violations of methodological sequence in copy-making as well as improper use of painting materials, technical tools and techniques during work on an artwork [8, p. 211]. The study aims at analyzing these problems, providing theoretical justification and developing methodical approaches that facilitate successful resolution of the identified issues.

Research objectives: 1) to identify key challenges faced by students when copying miniatures onto panels (Mstyora decorative painting) and reproducing miniature panel replicas (Mstyora lacquer miniature painting); 2) to develop teaching methods aimed at enhancing professional skills among future artists specializing in lacquer miniature painting.

The step-by-step methodological approach will help overcome the challenges involved in creating enlarged (monumental) or reduced (miniature) works using the technique of Mstyora lacquer miniature painting, thereby improving student training in this field.

The theoretical foundation of the research is based on L.S. Vygotsky's constructivist approach [2], where learning is constructed through active knowledge construction. Practical significance lies in the development of a pedagogical algorithm [4, p. 79], which can be integrated into specialized higher education programs, contributing to the preservation of Mstyora lacquer miniature painting and preparing highly qualified specialists in traditional art crafts.

Materials and methods

The basis for the research was an analysis of scientific, methodological and artistic literature related to Mstyora lacquer miniature painting, monumental arts and educational methodologies. A survey conducted among students of the Mstyora institute of lacquer miniature painting named after F.A. Modorov, a branch of the Russian university of traditional art crafts, helped identify technical, artistic and pedagogical challenges encountered while completing practical assignments.

In conducting the research, samples and photographs of monumental panels created by institute students using the Mstyora lacquer miniature painting technique were utilized, along with methodological guidelines and curricula.

Outcomes

A review of existing scientific literature revealed that no prior studies had been conducted on this issue due to the lack of necessity for creating variational copies of Mstyora lacquer miniature paintings. In her dissertation, V.Yu. Borisova

noted that during experiments carried out at the Mstyora art school named after F.A. Modorov in the 1980s, students not only mastered miniature painting but also learned the technology, techniques and visual principles of wall monumental painting [1, p. 35]. This resulted in improved professional levels among aspiring artists, enabling them to create original compositions.

Yu.I. Ukolova explored the topic of copying monumental works in the technique of Mstyora lacquer miniature painting, focusing specifically on its illustrative features and treating it as an essential component in acquiring core competencies for Mstyora lacquer miniature painters [9, p. 165].

Upon conducting a survey among first-, third-, and fourth-year undergraduate students (16 respondents), a set of challenges has been identified:

- *technical* challenges include maintaining proportions and precision in detailing small elements when scaling up or down, resulting in composition distortions. Large-scale surfaces necessitate adapting materials and tools (for instance, preparing larger quantities of paint for large-format surfaces). The survey indicated that 50% of students struggle with adapting materials and instruments used for working on scaled-up pieces;

- *artistic* challenges primarily involve preserving the integrity of the composition when changing size. Students frequently lose rhythm and harmony, particularly when creating variational copies requiring retention of both aesthetic value and technical characteristics of the original piece. According to the survey, 57% of respondents find difficulty in maintaining compositional unity (rhythm, balance) when scaling up their work;

- *pedagogical* challenges stem from insufficient preparation despite receiving specialized secondary vocational education. Specifically, 69% of surveyed participants expressed feeling inadequately prepared to execute large-scale works in lacquer miniature painting technique.

Based on empirical data analysis from scholarly literature [6; 7, p. 139], an algorithm for performing variable replication has been developed, consisting of four stages:

1. Theoretical preparation:

- study of examples of miniature items and monumental panels executed in the technique of Mstyora lacquer miniature painting;
- analysis of the compositional structure of the work whose reproduction needs to be made either in an enlarged or reduced scale (Fig. 2⁵⁴);
- study of scaling fundamentals (methods, principles, common mistakes and ways to overcome them) and necessary tools and materials required for executing such tasks.

⁵⁴ Fig. 2. Photo from the methodological fund of the Mstyora institute of lacquer miniature painting named after F.A. Modorov, a branch of the Russian university of traditional art crafts.



Fig. 2. Panel "Tale of tsar Saltan". Created by students of the Mstyora art and industrial college named after F.A. Modorov. Supervisor: L.A. Fomichev. Late 1990s.



Fig. 3. Execution of a reduced-scale copy of the panel "Tale of tsar Saltan" by a first-year student enrolled in higher education program. 2025

2. Practical testing of algorithm for producing miniature format items:

- elimination of optical defects in the photograph of a monumental work using digital tools (graphic editors);
- transfer and drawing of the composition sketch for the reduced-size work, followed by adjustment of proportions;
- creation of reduced-size replicas with adaptation of execution techniques (Fig. 3).

3. Practical testing of the algorithm for creating monumental formats:

- elimination of optical defects in the photograph of a miniature work using digital tools (graphic editors);
- transfer and drawing of the composition sketch for the enlarged work, followed by proportion correction;
- production of monumental panel replicas by generalizing form volumes, omitting minor details, and avoiding fine detail rendering (Figs. 4, 5).

4. *Evaluation of results and adjustments: analysis of completed works and assessment of improvements in students' skills.*



Fig. 4. Execution of monumental panel replica (Composition correction, initial color development stage) by third- and fourth-year students enrolled in higher education program. 2025.



Fig. 5. Execution of panel painting in the technique of Mstyora lacquer miniature painting by third- and fourth-year students enrolled in higher education program. 2025.

Discussion

The results obtained confirm the relevance of developing pedagogical techniques for training future lacquer miniature painters and ensure a harmonious transition from miniature works to large-scale panels in the technique of Mstyora lacquer miniature painting.

The proposed four-stage instructional algorithm serves as an effective tool for addressing identified challenges. The hypothesis of the study is confirmed: a sequential approach combining theoretical preparation with practical exercises helps overcome technical, artistic and pedagogical difficulties, thus raising the level of professional competence among students [3, p. 73].

The practical significance of the findings lies in the potential implementation of the developed algorithm into the curriculum for training future Mstyora lacquer miniature painters [10]. Not only does this contribute to preserving traditional art forms, but it also enhances the quality of training for future artists capable of working across different scales. Furthermore, the algorithm could potentially be adapted for other types of lacquer miniature painting.

References

1. Borisova V. Yu. Professional'noe obrazovanie v oblasti mstyorskoj lakovoj miniatyurnoj zhivopisi kak faktor soxraneniya i razvitiya tradicionnoj xudozhestvennoj kul'tury : special'nost' 13.00.08 «Teoriya i metodika professional'nogo obrazovaniya» : dissertaciya na soiskaniya uchenoj stepeni kandidata pedagogicheskix nauk / Borisova Valeriya Yur'evna ; Vy'sshaya shkola narodny'x iskusstv. – Moskva, 2009. – 271 s. – Tekst : neposredstvenny'j.

2. Vy`gotskij L. S. My`shlenie i rech` : [monografiya] / L. S. Vy`gotskij. – Moskva : Labirint, 2007. – 350 s. – ISBN 5-87604-037-1. – Tekst : neposredstvenny`j.

3. Gichibekova R. M. Aktivny`e metody` obucheniya kak sredstvo razvitiya professional`nogo my`shleniya studentov / R. M. Gichibekova, A. P. Salaxbekov, Z. N. Ibragimova. – Tekst : e`lektronny`j // Problemy` sovremennogo pedagogicheskogo obrazovaniya. – Yalta, 2024. – № 84-1. – URL: <https://cyberleninka.ru/article/n/aktivnye-metody-obucheniya-kak-sredstvo-razvitiya-professionalnogo-myshleniya-studentov> (data obrashheniya: 19.09.2025).

4. Zhuravleva M. M. Nauchno-metodologicheskie podxody` k formirovaniyu professional`noj kompetentnosti studentov v vuze / M. M. Zhuravleva, V. N. Nakonechny`x. – Tekst : e`lektronny`j // Pedagogicheskij IMIDZh. – Irkutsk, 2019. – T. 13, № 2 (43). – S. 227-239. – DOI 10.32343/2409-5052-2019-13-2-227-239. – URL: <https://cyberleninka.ru/article/n/nauchno-metodologicheskie-podhody-k-formirovaniyu-professionalnoy-kompetentnosti-studentov-v-vuze> (data obrashheniya: 19.09.2025).

5. Maksimovich V. F. Teoretiko-metodologicheskie osnovy` podgotovki specialistov v oblasti tradicionnogo prikladnogo iskusstva / V. F. Maksimovich – Tekst : e`lektronny`j // Nauchny`j dialog : e`lektronny`j zhurnal. – Ekaterinburg, 2016. – № 12 (60). – S. 387-400. – URL: https://www.elibrary.ru/download/elibrary_27535729_64590737.pdf (data obrashheniya: 19.09.2025).

6. Pak N. I. Uchebny`e dorozhny`e karty` kak sredstvo lichnostno orientirovannogo obucheniya / N. I. Pak, E. G. Doroshenko, L. B. Xegaj. – Tekst : e`lektronny`j // Obrazovanie i nauka : e`lektronny`j zhurnal. – Ekaterinburg, 2015. – № 8. – S. 97-111. – DOI 10.17853/1994-5639-2015-8-97-111. – URL: <https://cyberleninka.ru/article/n/uchebnye-dorozhnye-karty-kak-sredstvo-lichnostno-orientirovannogo-obucheniya> (data obrashheniya: 19.09.2025).

7. Trishhenko D. A. Opy`t proektnogo obucheniya : popy`tko ob`ektivnogo analiza dostizhenij i problem / D. A. Trishhenko. – Tekst : e`lektronny`j // Obrazovanie i nauka : e`lektronny`j zhurnal. – Ekaterinburg, 2018; – № 20 (4). – S. 132-152. – DOI 10.17853/1994-5639-2018-4-132-152. – URL: <https://cyberleninka.ru/article/n/opyt-proektnogo-obucheniya-popytka-obektivnogo-analiza-dostizheniy-i-problem> (data obrashheniya: 19.09.2025).

8. Shalyapin O. V. Problemy` kopirovaniya zhivopisny`x proizvedenij v xudozhestvenno-pedagogicheskom obrazovanii / O. V. Shalyapin, X. E`. Sultanov. – Tekst : e`lektronny`j // Mir nauki, kul`tury`, obrazovaniya : e`lektronny`j zhurnal. – Gorno-Altajsk, 2024. – № 6 (109). – S. 208-211. – DOI 10.24412/1991-5497-2024-6109-208-211. – URL: <https://cyberleninka.ru/article/n/problemy-kopirovaniya-zhivopisnyh-proizvedeniy-v-hudozhestvenno-pedagogicheskom-obrazovanii> (data obrashheniya: 19.09.2025).

9. Ukolova Yu. I. Izobrazitel`ny`e osobennosti kopirovaniya monumental`ny`x proizvedenij v stile mstyorskoj lakovoj miniatyurnoj zhivopisi / Yu. I. Ukolova. – Tekst : e`lektronny`j // Tradicionnoe prikladnoe iskusstvo i obrazovanie : e`lektronny`j zhurnal. – Sankt-Peterburg, 2020. – № 3 (34). – S. 161-

167. – DOI 10.24411/2619-1504-2020-00062. – URL: https://dpio.ru/stat/2020_3/2020-03-18.pdf (data obrashheniya: 17.09.2025).

10. Ukolova Yu. I. Soderzhanie vy`sshego obrazovaniya v oblasti mstyorskoj lakovoj miniatyurnoj zhivopisi : special`nost` 5.8.7 «Teoriya i metodika professional`nogo obrazovaniya» : dissertaciya na soiskaniya uchenoj stepeni kandidata pedagogicheskix nauk / Ukolova Yuliya Igorevna ; Vy`sshaya shkola narodny`x iskusstv. – Sankt-Peterburg, 2024. – 236 s. – Tekst : neposredstvenny`j.