Didactics and methodology of teaching traditional art crafts

УДК 37:745

Mikhaylova N.N., *professor, doctor of pedagogical sciences, professor of the department of social, humanitarian and natural sciences at the Institute of traditional applied arts – Moscow branch of the Russian university of traditional art crafts, 115573, Moscow, Musa Dzhalil' str., 14, building 2; e-mail: 1325556@mail.ru*

Improving the quality of professional education in the field of traditional art crafts

Abstract. The article discusses aspects of improving the quality of education in the field of traditional art crafts based on the implementation of pedagogical technologies. At the first stage of implementation, the most in-demand technology became the modeling of educational content, aimed at specifying learning goals and predicting educational outcomes, taking into account the specifics and essence of specific types of traditional art crafts. To implement the developed educational content, it became necessary to align the organization of the educational process. Therefore, at the second stage of implementing pedagogical technologies, teachers master modern forms of education and pedagogical technologies, study author's methods, striving to bring their description to the level of technologies. Scientific research in this area can become a strategic direction for improving the quality of education in the field of traditional art crafts.

Keywords: traditional art crafts, improving the quality of education, pedagogical technologies, modeling the content of education, the content of general and specialized disciplines, author's methods.

To achieve qualitatively new milestones by the Russian system of professional education, significant work is being carried out, including the use of a substantial theoretical arsenal of results from domestic research in the field of improving the organization of the educational process. Developments by scientists and practitioners on the implementation of pedagogical technologies are being applied, which will allow for "improving the quality of education, reducing the labor intensity of the educational process and increasing the productivity of both teachers and students. The process of implementing pedagogical technologies has its own complexities and peculiarities and the readiness of teachers to use and develop pedagogical technologies is an important component of their professional competence" [1].

Professional education in the field of traditional art crafts developed in the context of mass modernization and technologization of education, the results of which turned out to be ambiguous. Despite this, the Russian university of traditional art crafts managed to solve a number of the most complex tasks due to the fact that the created system of continuous professional education in the field of traditional art crafts:

- is innovative and has a large reserve of strength;
- serves as a bulwark of order and a source of hope for the preservation and development of Russia's cultural heritage;
- demonstrates the ability to self-organize and self-develop.

Further improvement of the quality of education implies an intensive path of development using the achievements of pedagogy, psychology and other sciences [5]. We will highlight two key approaches to developing education programs: the institutional and pedagogical approaches (Fig. 1[10]).

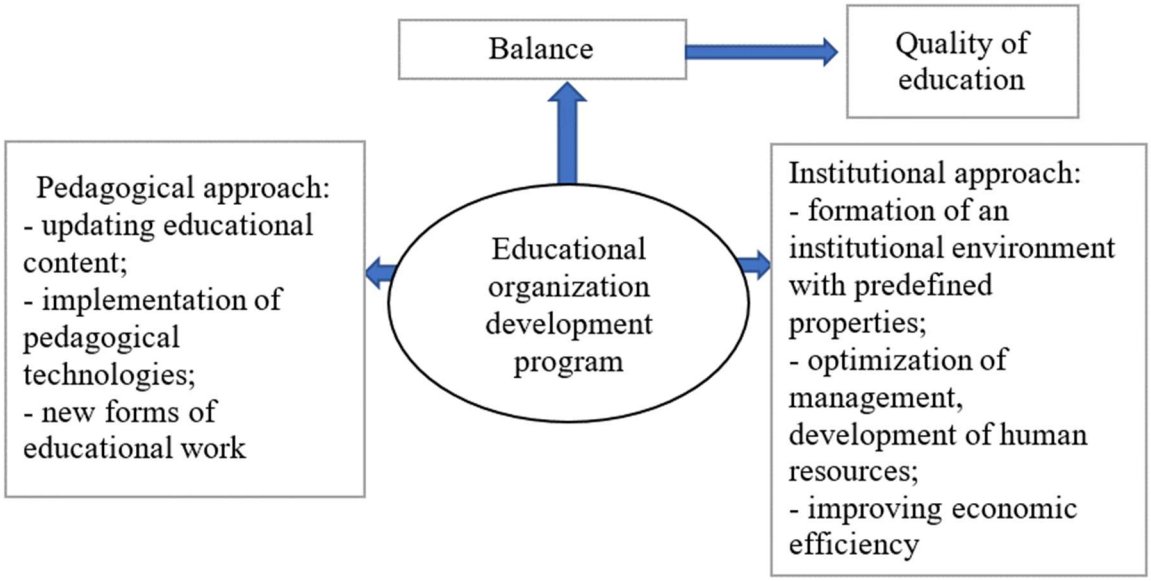

Fig. 1. Two approaches to developing educational organization development programs

To train future artists capable of preserving and developing traditional art crafts and creating high-quality artistic products, within the institutional approach, significant work has been done:

- in 2003, by the decree of the Government of the Russian Federation, the Higher school of folk arts (academy) was established, which was renamed in 2025 as the Russian university of traditional art crafts;
- the scientific and pedagogical school of doctor of pedagogical sciences, professor, academician of the Russian academy of education V.F. Maksimovich has gained recognition in the academic community [3];

[10] Figs. 1, 2. Photos by the author of the article.

- branches of the Russian university of traditional art crafts have been opened in regional and historical centers of traditional art crafts (Fedoskino, Bogorodskoye, Sergiyev Posad, Mstyora, Kholuy, etc.);

- unique profiled educational programs for bachelor's, master's and specialist degrees in various types of traditional art crafts have been created and implemented, as well as educational and methodological complexes have been developed;

- for the first time, a profiled graduate school has been established, providing scientific research and training of highly qualified pedagogical personnel for the system of professional education in various types of traditional art crafts [4].

Improving the quality of education requires a balance between a significant number of institutional changes and innovations in the pedagogical direction of the development of an educational organization. Therefore, various approaches to using traditional and interactive teaching methods, pedagogical technologies for modeling and implementing the content of secondary vocational and higher education for future artists of traditional art crafts were considered in the dissertation research of Yu.A. Besshaposhnikova, D.S. Dronov, E.A. Yerakina, S.Yu. Kamneva, V.N. Kolobov, Yu.I. Krivozubova, I.I. Kurakina, M.O. Lomakin, M.N. Mochalova, O.V. Ozerova, E.V. Sayfulina, M.A. Saltanov, Yu.S. Saltanova, A.L. Utkin, O.V. Fedotova, M.V. Churakova, D.Yu. Khristolyubova, O.V. Shvetsova, and others.

Every year, candidate dissertations are defended at the university, in which the following are presented: scientific justification of the results of research in the field of improving the content of general professional and profile disciplines in various types of traditional art crafts; development of modern educational programs, innovative teaching methods, pedagogical technologies and the specifics of their application for organizing the educational process. It is promising that the new approaches to organizing the educational process take into account not only the advantages of teachers working with modern pedagogical technologies but also ensure the preservation of authorial teaching methods for traditional art crafts.

The choice of developmental pedagogical technologies for educational programs implemented at the Russian university of traditional art crafts is due to the fact that secondary vocational and higher education are carried out directly in regional and historical centers of traditional art crafts, and its organization implies virtually individual training in small groups. Accordingly, one of the main goals of educational programs has become the preparation of artists capable of preserving, developing and promoting historically established artistic and technological traditions of each specific type of traditional applied art [4].

The main tasks of implementing pedagogical technologies are to maximize the effective formation of performance skills, reduce the dispersion of the quality of learning outcomes and ensure that students are ready to use traditional and modern techniques of various types of traditional art crafts in their graduation qualification work to create high-quality exclusive products. For example, the skills of rationally combining hand and machine embroidery can be used in creating a graduation qualification work (Fig. 2-4) and subsequently in professional activities in the textile and fashion industries.

The specifics of organizing the educational process at the Russian university of traditional art crafts dictate special requirements for choosing pedagogical technologies. At the same time, the comprehensive use of developmental pedagogical technologies ensures the "creation of a unified information and communication educational space – a network university, which implies fundamentally innovative solutions to problems based on the application of a new generation of educational process management systems" [4, p. 5]: branches, through the exchange of information, knowledge and experience, "acquire in networks the opportunity to integrate with the main university in terms of educational and methodological, scientific and artistic and creative work, professional development, exhibition activities, etc." [4, p. 5].

Hand embroidery

Machine (computer) embroidery

Fig. 2-4. Yu. Selyutina. Author's project of an item with artistic embroidery. Graduation qualification work. 2024.

Therefore, there was a need to study and implement personality-oriented developmental pedagogical technologies, investigate the specifics of their application for organizing the education of future artists of traditional art crafts in secondary vocational and higher education.

The foundations of the theory and practice of applying pedagogical technologies in the education system are presented in the works of A.P. Belyaeva, V.S. Bezrukova, N.V. Borisova, V.P. Bespal'ko, V.V. Guzeyev, O.V. Dovzhenko, V.V. Karpov, M.V. Klarin, A.M. Kushnir, N.N. Mikhaylova, D.Sh. Matros, A.N. Mayorov, V.M. Monakhov, A.M. Novikov, G.K. Selevko, D.V. Chernilevsky, Yu.K. Chernova, M.A. Choshanov, V.A. Shatunovsky, N.E. Shurkova, V.V. Yudin, and others.

In domestic research, "the concept of 'methodology' is usually considered broader than the concept of 'technology', as according to established tradition,

methodology answers the questions 'What, why and how to teach', while technology only answers the question 'How to teach effectively'. At the same time, the term 'technology' was not immediately accepted by the pedagogical community, as many associated it with technocratic language. Although its direct translation ('teaching about mastery') corresponds to the tasks of pedagogy: explaining, predicting and designing pedagogical processes" [7, p. 5].

In S.I. Ozhegov's explanatory dictionary, the term "technology" is considered as a set of techniques applied in a particular field, craft or art. UNESCO proposed the understanding of pedagogical technology as "a systematic method of creating, applying and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, with the aim of optimizing forms of education" [7, p. 6]. The analysis of definitions of the term "pedagogical technology" allowed us to consider it "as a specific toolkit for the teacher, as an object of scientific research and applied developments, allowing to optimize the activities of all subjects of the educational process, achieve set goals and manage the quality of education, organization of the educational process, formation of universal and general professional competencies and qualities of students" [6, p. 7].

At the Russian university of traditional art crafts, at the first stage of implementing pedagogical technologies, the most in-demand became the technology of modeling educational content. The organization of training for future artists of traditional art crafts required the creation of a fundamentally new – profiled educational content, consistent with the regional and historical artistic and technological essence of this type of art. Modeling the content of general professional and profile disciplines and justifying the process of its implementation are the focus of dissertation research by many scientific and pedagogical workers of the Russian university of traditional art crafts: Yu.A. Besshaposhnikova, E.A. Yerakina, M.V. Ermakova, S.Yu. Kamneva, Yu.E. Lapina, M.O. Lomakin, M.N. Mochalova, O.V. Ozerova, E.I. Semyonova, Yu.I. Ukolova, A.L. Utkin, M.V. Churakova, and others.

The scientific justification and development of pedagogical models of the content of profile disciplines include the analysis of the history of development and the current state of various types of traditional art crafts, identifying their artistic and historical features as the basis for developing educational content in this unique area of art, determining the stages of forming secondary vocational and profile higher education in the studied field, understanding the theoretical foundations and developing the content of profile disciplines and defining the pedagogical conditions for implementing the developed educational content.

The work done has allowed for the first time to create a comprehensive educational and methodological support for a number of educational programs in general professional and profile disciplines, create a large number of variable textbooks and teaching aids, which, in combination with the diversity of choosing authorial teaching methods, the use of traditional teaching methods and the mastering of modern pedagogical technologies, ensures further improvement of the quality of education in the field of traditional art crafts.

In the process of using the technology of modeling educational content, teachers move towards a deep transformation of learning goals and the development

of criteria for the quality implementation of the educational process. Such a fundamental change in goals and content leads to a reassessment of the procedural aspect of learning, as "the most important feature of educational and pedagogical technology is the planning of learning outcomes as diagnostically and operationally expressed goals and continuous diagnosis (monitoring) of the effectiveness of the educational process" [7, p. 8]. For this purpose, in the working programs, teachers describe not only general professional and professional competencies (table 1), but also indicators of their achievement by students, which, in turn, are revealed through the knowledge acquired, skills formed and mastery of skills within the framework of the working program of each discipline (table 2).

Table 1

Form of describing competency groups through indicators of their achievement

Name of competency category (group)	**Competency code and name**	**Code and name of Competency Achievement Indicator (CAI)**
General professional competencies and indicators of their achievement		
Professional competencies and indicators of their achievement		

Table 2

Form of describing planned learning outcomes through universal and general professional competencies

Competency	**Code and name of Competency Achievement Indicator (CAI)**	**Planned learning outcomes for the discipline**		
		to know	**to be able to**	**to master**

To "correctly describe indicators, teachers need to study the technology of goal-setting in pedagogical activities based on taxonomy, which allows determining the level of student's mastery of the discipline content through verbal forms" [8, p. 122]. This pedagogical technology is not complicated, but it often causes difficulties for many teachers, so its application for conducting monitoring of learning success can become the subject of a separate scientific study.

Clearly defined and achievable goals when implementing the developed content of the discipline allow the teacher to select appropriate pedagogical technologies, authorial methods, interactive teaching methods and tools from the available pedagogical arsenal (table 3).

Table 3

Pedagogical technologies
ensuring the implementation of the discipline program

Names of sections and topics of the discipline	**Type of class**	**Forms, methods and technologies of interactive learning**	**Number of hours**
Раздел 1.			
Тема 1.1.	lecture		
	practical lesson		

It is clear that separate forms and methods of teaching future artists of traditional art crafts should be replaced by complexes of compatible, complementary authorial methods and pedagogical technologies, which will allow for a more complete realization of the goals of teaching both theoretical disciplines and practical training activities in workshops, taking into account modern requirements for the level of preparation of future artists of traditional art crafts.

At the second stage of implementing pedagogical technologies, the effectiveness of the educational process is enhanced when implementing the updated content of general professional and profile disciplines in the training of artists of traditional art crafts. The specificity of education lies in the fact that it is impossible without using authorial methods aimed at developing skills and specific techniques characteristic of each type of traditional art crafts. These methods are well-developed and transmitted, but they do not directly relate to pedagogical technologies. The fact is that such methods often embody the "authorial" creative characteristics of teacher-artists: their transmission, i.e., reproduction by other teachers with a guarantee of obtaining the same learning outcomes, becomes challenging [9].

This leads to the fact that the results show a large variation (dispersion) of learning outcomes among different teachers. This is natural, as in authorial methods, teaching skills and the effectiveness of learning often directly depend on the personality of the teacher. Therefore, for bringing authorial methods (for example, teaching performance skills) to the level of technology, dissertation research is necessary.

A technological description of authorial methods involves identifying the stages of the activities of participants in the pedagogical process, a synchronous description of the teacher's activities and the students' work at these stages, a list of acquired skills and criteria for their formation, a description of the sequence of work that will not only ensure the achievement of planned results of a given quality level but also transfer the developed patterns to new conditions where their use will allow other teachers to obtain similar results. Thus, authorial methods of teaching design, performance skills, technology and materials science, etc., can become the basis for developing a complex of pedagogical technologies, including traditional teaching methods and modern pedagogical technologies aimed at improving the quality of

the educational process based on updated content and modern requirements for learning outcomes.

Similar research is already being conducted by teachers at the Russian university of traditional art crafts. For example, in the pedagogical model of the content of legal training for future artists of traditional art crafts developed by E.A. Yerakina, compatible and complementary pedagogical technologies were used to implement the updated content, such as: goal-setting in pedagogical activities, interactive and problem-based learning, visualization of educational information and rating control. E.A. Yerakina justified that "the developed educational and legal problem-based assignments, reflecting the specifics of the legal support of future professional activities of artists, contribute not only to the acquisition of experience in applying legal knowledge but also to reducing legal inertia and skepticism" [2, p. 12].

The technology of presenting information in a concise form (frame and outline, etc.) was of the greatest interest to students. Future artists of traditional art crafts appreciated that a text written in a complex language with many specific legal terms can be visually represented in the form of a drawing or table, which is easy to remember and the acquired knowledge can be used to practice the skill of applying it in professional activities.

To activate students' independent educational activities in theoretical classes, teachers can use interactive pedagogical technologies and teaching methods, such as: content modeling, goal-setting based on taxonomy, enlarged didactic units, problem-based learning, information compression, collective thought activity, group and collective educational activities, cooperation, educational design, training search and research, museum and exhibition technologies, personal and normative rating, etc [11].

A significant part of the education of future artists of traditional art crafts consists of practical classes, so it is important for teachers to master technologies such as content modeling, goal-setting based on taxonomy, modular learning, level differentiation, step-by-step normative rating control, monitoring of learning success, portfolio of works, portfolio of reviews, etc.

At the Russian university of traditional art crafts, continuous scientific work is being conducted on the formation of modern educational content for future artists of traditional art crafts, which is an essential part of the educational system and largely determines the procedural part, making it relevant to study and use pedagogical technologies by teachers to improve the educational process, defines the objective trends of the current stage of development of the educational process.

The subject of further scientific research on optimizing the organization of the educational process may become the criterion-based description of the goals and outcomes of the educational process; a system of diagnostics and assessment tools ensuring the achievement of set goals; reproducibility of the organization of the educational process with a clear step-by-step and logically justified system of algorithms for organizing the activities of teachers and students; the motivational component ensuring the successful implementation of the updated content with consideration of the integration of general professional and profile disciplines; the

possibility of replicating scientific developments and transmitting pedagogical experience in applying pedagogical technologies to new conditions with a guarantee of obtaining similar results when teaching students other types of traditional art crafts.

References

1. Bespal`ko V. P. Pedagogika i progressivny`e texnologii obucheniya / V. P. Bespal`ko ; Institut razvitiya professional`nogo obrazovaniya – Moskva : IRPO, 1995 – 336 s. – Tekst : neposredstvenny`j.
2. Erakina E. A. Soderzhanie pravovoj podgotovki budushhix xudozhnikov tradicionny`x xudozhestvenny`x promy`slov v vy`sshem obrazovanii: special`nost` 5.8.7. «Metodologiya i texnologiya professional`nogo obrazovaniya (pedagogicheskie nauki)» : dissertaciya na soiskanie uchyonoj stepeni kandidata pedagogicheskix nauk / Erakina Elena Aleksandrovna ; mesto zashhity`: FGBOU VO «Vy`sshaya shkola narodny`x iskusstv (akademiya)». – Sankt-Peterburg, 2023. – 220 s.
3. Maksimovich V. F. Problemy` professional`nogo obrazovaniya v oblasti narodny`x xudozhestvenny`x promy`slov i puti ix resheniya / V. F. Maksimovich. – Tekst : e`lektronny`j // Tradicionnoe prikladnoe iskusstvo i obrazovanie. – Sankt-Peterburg, 2011. – № 1 (1). – S. 1-6. – URL: https://www.dpio.ru/arxiv/v1/v1.htm (data obrashheniya: 06.09.2025).
4. Maksimovich V. F. Tradicionny`e xudozhestvenny`e promy`sly` i obrazovanie: osnovny`e problemy` i puti ix resheniya /V.F. Maksimovich. – Tekst : e`lektronny`j // Tradicionnoe prikladnoe iskusstvo i obrazovanie : e`lektronny`j zhurnal. – Sankt-Peterburg, 2019. – № 3 (29) – S. 7-14. – DOI: 10.24411/2619-1504-2019-00043. – URL: http://dpio.ru/stat/2019_3/2019-03-02.pdf (data obrashheniya: 12.09.2025).
5. Mitina N. A. Sovremenny`e pedagogicheskie texnologii v obrazovatel`nom processe vy`sshej shkoly` / N. A. Mitina, T. T. Nurzhanova. – Tekst : neposredstvenny`j // Molodoj ucheny`j. – Kazan` : 2013. – № 1 (48). – S. 345-349. – URL: https://moluch.ru/archive/48/6062/ (data obrashheniya: 06.10.2025).
6. Mixajlova N. N. Proektirovanie obrazovatel`ny`x texnologij v professional`nom kolledzhe : monografiya / N. N. Mixajlova ; Departament obrazovaniya g. Moskvy`, Nauchno-issledovatel`skij institut razvitiya professional`nogo obrazovaniya ; [avtor-sostavitel` N. N.Mixajlova]. – Moskva : [b. i.], 2007. – 247 s. – ISBN 978-5-9559-0143-5. – Tekst : neposredstvenny`j.
7. Mixajlova N. N. Celepolaganie pedagogicheskoj deyatel`nosti v usloviyax texnologizacii obrazovaniya : monografiya / N. N. Mixajlova ; Institut razvitiya professional`nogo obrazovaniya. – Moskva : Akademiya professional`nogo obrazovaniya, 2002. – 184 s. – ISBN 5-8379-0073-X. – Tekst : neposredstvenny`j.
8. Mixajlova N. N. Kompleksny`j podxod k ispol`zovaniyu pedagogicheskix texnologij dlya povy`sheniya kachestva uchebnogo processa v professional`nom obrazovanii / N. N. Mixajlova, O. A. Semenova ; Institut razvitiya professional`nogo obrazovaniya, uchebno-metodicheskoe ob``edinenie po

professional`no-pedagogicheskomu obrazovaniyu. – Moskva : IRPO, 2004. – 132 s. – ISBN 5-9559-0097-7. – Tekst : neposredstvenny`j.

9. Mochalova M. N. Soderzhanie obucheniya ispolnitel`skomu masterstvu fedoskinskoj lakovoj miniatyurnoj zhivopisi v srednem professional`nom obrazovanii : special`nost` 13.00.08 «Teoriya i metodika professional`nogo obrazovaniya (pedagogicheskie nauki)»: dissertaciya na soiskanie uchyonoj stepeni kandidata pedagogicheskix nauk / Mochalova Mariya Nikolaevna ; mesto zashhity` : FGBOU VO «Vy`sshaya shkola narodny`x iskusstv (akademiya)». – Sankt-Peterburg, 2020. – 211 s. – Tekst : neposredstvenny`j.

10. Novy`e pedagogicheskie i informacionny`e texnologii v sisteme obrazovaniya : uchebnoe posobie dlya studentov pedagogicheskix vuzov i sistemy` povy`sheniya kvalifikacii pedagogicheskix kadrov : rekomendovano RAO / [E. S. Polat i dr.] ; pod redakciej E S. Polat. – Moskva : Academia, 2000. – 272 s. – ISBN 5-7695-0321-1. – Tekst : neposredstvenny`j.

11. Professional`no-pedagogicheskaya texnologiya obucheniya v professional`ny`x uchebny`x zavedeniyax / [A. P. Belyaeva, I. A. Ivlieva, N. F. Zolotuxina i dr.]; pod obshhej redakciej A.P. Belyaevoj ; Institut professional`no-texnicheskogo obrazovaniya RAO. – Sankt Peterburg : Institut proftexobrazovaniya, 1995. – 230 s. – Tekst : neposredstvenny`j.