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Continuing professional development program “Traditional art crafts of Russia” for general education school teachers of the city of Moscow

Abstract. The article examines the experience of the Russian university of traditional art crafts in the development and implementation of the continuing professional development program “Traditional art crafts of Russia” for general education school teachers in Moscow. The importance of knowledge about traditional art crafts as an integral part of the national cultural heritage and cultural code of Russia is revealed; methodological significance of the program is substantiated. Classes that were held directly in the regional historical centers of traditional art crafts were analyzed. Particular attention is paid to the formats of acquaintance of teachers with the specifics and essence of specific types of traditional art crafts. The results of the program implementation were analyzed.

Keywords: continuing professional development program, professional development (upskilling), traditional art crafts, cultural heritage, cultural code, continuing professional development.

Traditional art crafts of Russia represent a unique stratum of national culture, in which centuries-old experience of aesthetic world perception is combined with the highest level of artistic mastery. As S.A. Tikhomirov rightly points out in his research [8], traditional art crafts are an essential part of Russia’s cultural code and serve as an effective tool for fostering active civic consciousness, patriotism and national identity.

The preservation and popularization of Russia’s traditional art crafts constitute an important task of modern education. The Federal State Educational Standard for Basic General Education (FGOS) emphasizes the significance of forming Russian identity and introducing school students to the country’s cultural heritage [6].

Introducing school students to traditional art crafts as the splendor of Russia’s artistic heritage contributes to the achievement of the following objectives:

- formation of civic identity: developing an awareness of oneself as part of a great culture; understanding the unity and diversity of the peoples of Russia;

cultivating pride in one's country; shaping an active civic stance and sense of responsibility;

- development of spiritual and moral qualities: fostering respect for traditions; internalizing core Russian spiritual and moral values such as family, labor, mutual support and others; refining aesthetic taste and establishing ethical benchmarks;

- socio-cultural adaptation: facilitating the understanding of the connection between past and present; recognizing intergenerational continuity; enhancing communication skills through collaborative artistic activities aimed at creating objects of traditional art crafts;

- professional self-determination: introducing students to traditional art crafts and forming an ethical and aesthetic attitude toward them; identifying creative aptitudes; providing opportunities to choose a future career within the sphere of traditional art crafts [2].

The importance of integrating traditional art crafts into the educational process can hardly be overstated. As O.V. Semeritskaya notes, they function as an “informational and value-based resource for cultural development” and an “instrumental basis for constructing social memory” [7], requiring culturological conceptualization as a holistic object of cultural heritage.

I.I. Kurakina substantiates the role of traditional art crafts as an effective tool for general cultural and professional personality formation. The author emphasizes that knowledge and understanding of this unique art form enable the younger generation to develop a stable connection with national culture, refine their aesthetic taste and foster respect for labor [1].

Traditional art crafts serve as a unique tool for educating school students for the following reasons:

- visual clarity and accessibility: the artworks are visually appealing and comprehensible to children of different ages;

- connection with history: each art craft reflects regional, historical, technological, coloristic (chromatic), aesthetic and other specific features determined by the center of this art form, its history and traditions [2];

- practical orientation: the opportunity for students to create traditional art craft objects themselves provides direct, hands-on experience of engaging with culture;

- interdisciplinarity: studying various types of traditional art crafts encompasses history, geography, technology, local lore and fine arts;

- development of metacognitive skills: working with these art crafts fosters the ability to analyze, compare, classify and synthesize information.

For modern school students to engage with this heritage, it is essential that teachers themselves – primarily visual arts, technology and supplementary education instructors – possess both theoretical knowledge and practical skills in the field of traditional art crafts.

According to the results of a survey conducted among visual arts and technology teachers in Moscow general education schools regarding the relevance

of continuing professional development programs in the field of traditional art crafts, the following issues have been identified:

- insufficient level of teacher knowledge regarding traditional art crafts, their history, current state and regional-historical specifics of various types;
- lack of practical experience among pedagogical staff in creating objects of traditional art crafts;
- insufficient motivation on the part of some educators to master new techniques related to producing works of traditional art crafts;
- inadequate provision of educational and methodological materials in schools (specialized textbooks, manuals, video lessons) covering various types of traditional art crafts;
- time deficit in the curriculum for the in-depth study of traditional art crafts;
- lack of systematic interaction between schools and regional-historical centers of traditional art crafts.

The development of a continuing professional development program for Moscow school teachers, titled “Traditional art crafts of Russia”, implemented by the Russian university of traditional art crafts, contributed to solving these problems.

Continuing professional development programs in the field of traditional art crafts for visual arts and technology teachers play a key role in preserving cultural heritage and modernizing the content of art education.

The key aspects of updating the significance of continuing professional development programs in the field of traditional art crafts include:

- conceptualizing the value of manual artistic labor amidst digitalization: providing a reasoned explanation to students regarding the value of manual artistic creativity, the outcome of which are works of art that cannot be created using digital technologies;
- synthesis of theory and technology: developing additional competencies in teachers (mastering material handling techniques across various types of traditional art crafts);
- didactic revision of the content of fine arts and technology curricula (e.g., introducing practical workshops on “through” openwork embroidery such as Kadomsky Venize or gold thread embroidery);
- socio-pedagogical context: it is the visual arts teacher, having mastered various types of traditional art crafts, who becomes one of the primary transmitters of this unique intangible cultural heritage to schoolchildren in a metropolitan megacity.

In October 2025 the continuing professional development (CPD) program for teachers of Moscow general education schools, titled “Traditional art crafts of Russia”, was developed by the University’s staff. To facilitate its implementation, the University administration entered into a cooperation agreement with the Corporate University to ensure informational interaction during the delivery of CPD programs and educational outreach events for employees of Moscow’s educational organizations.

On November 14, 2025, the Expert Council on Continuing Professional Education for Educational Workers in Moscow (under the Department of Education and Science of Moscow) approved the program “Traditional art crafts of Russia” and included it in the Regional Register of Continuing Professional Programs⁷⁰. The presentation of the program developed by the Russian university of traditional art crafts took place at the Corporate University within the framework of the Pedagogical Forum on December 26, 2025. The implementation of the program was carried out in the period from February 27, 2026 to April 27, 2026.

The Russian university of traditional art crafts unites several branches – institutes – located in the centers of traditional art crafts: the Fedoskino Institute of lacquer miniature painting, the Bogorodskoye Institute of artistic wood carving, the Sergiev Posad Institute of toys, the Mstyora Institute of lacquer miniature painting named after F.A. Modorov, the Kholuy Institute of lacquer miniature painting named after N.N. Kharlamov, the Institute of traditional applied arts in Moscow, the Ryazan Institute of traditional applied arts and the Siberian Institute of traditional applied arts. This structure creates a unique educational environment that allows students to immerse themselves in the world of traditional art crafts from the very first stages of their training.

The “Traditional art crafts of Russia” continuing professional development program was developed as a full-time course with a total workload of 108 academic hours. Its goal is to immerse educators in the world of traditional art crafts: progressing from studying history and traditions to creating their own art craft objects and developing ready-to-use lesson scenarios for children.

The advanced training program is aimed at:

- enhancing teachers’ competence in the field of traditional art crafts;
- mastering methodologies for studying traditional art crafts in schools;
- developing educators’ skills in integrating components of traditional art crafts into the content of fine arts and technology lessons, as well as into extracurricular activities;
- fostering teachers’ creative potential through familiarization with traditional art crafts.

As a result of completing the program, participants will gain:

- practical skills in creating elementary samples of jewelry, executing decorative painting in the “Moscow letter” style, Zhostovo decorative painting, Fedoskino lacquer miniature painting, Mstyora lacquer miniature painting, various types of artistic embroidery and artistic fabric painting, Bogorodskoye artistic wood carving and crafting traditional Sergiev Posad toys;
- experience for working with unique museum collections and specialized educational platforms.

A unique feature of the program’s implementation is that all classes are conducted directly on-site at the regional-historical centers of traditional art crafts –

⁷⁰ Information on the Continuing Professional Development (CPD) program “Traditional art crafts of Russia” // Moscow Portal of Continuing Professional Development (dpomos.ru). – 2026. – URL: <https://www.dpomos.ru/curs/3707942/#card> (Accessed: 06.05.2026).

specifically, at the branches of the Russian university of traditional art crafts, including the unique specialized Art Pedagogical Toy Museum named after N.D. Bartram.

Twenty-four participants – fine arts and technology teachers from Moscow comprehensive schools – were divided into two groups according to the class schedule and visited 5 branches (the Bogorodskoye Institute of artistic wood carving, the Mstyora Institute of lacquer miniature painting named after F.A. Modorov, the Sergiev Posad Institute of toys, the Institute of traditional applied arts in Moscow and the Fedoskino Institute of lacquer miniature painting), 2 enterprises (Zhostovo Factory LLC, Fedoskino Miniature Painting Factory JSC) and the Art Pedagogical Toy Museum named after N.D. Bartram.

The structure of the program included 3 main modules:

- the theoretical module was dedicated to the regional and historical specifics of Russian traditional art crafts, their classification according to regional and typological principles, the aesthetics of this art form, legal aspects of preserving and developing traditional art crafts [5], as well as the technologies and materials used in creating works of art;
- the practical module consisted of tasks aimed at mastering basic skills for executing simple works of various types of traditional art crafts (e.g., Fedoskino lacquer miniature painting, Bogorodskoye artistic wood carving, etc.);
- the methodological module involved the development of lessons and extracurricular activities using elements of traditional art crafts, as well as the application of project-based learning and information-communication technologies for studying this art form [3].

On February 26, 2026, the continuing professional development program courses were opened by V.F. Maksimovich, doctor of pedagogical sciences, professor, academician of the Russian academy of education, president of the Russian university of traditional art crafts, who delivered an introductory lecture on the topic: “The Splendor of Russia’s artistic heritage. The Russian university of traditional art crafts – a unique center for training artists in traditional art crafts” (Fig. 1⁷¹).

The first day of the program’s implementation took place at the Institute of traditional applied arts and continued with sessions on jewelry art (Figs. 2, 3) and artistic embroidery (Figs. 4, 5), which included both theoretical and practical parts.

At the Institute of traditional applied arts, according to the training schedule, participants also acquired skills in artistic fabric painting using the “cold batik” and “hot batik” techniques (Figs. 6–8), as well as decorative painting in the “Moscow letter” style (Fig. 9).

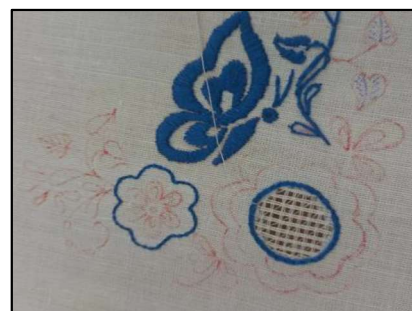
⁷¹ Figs. 1-10, 15, 16, 19-22. A group photo of participants of the advanced training program.



Fig. 1. Opening of the advanced training program “Traditional art crafts of Russia” for teachers from Moscow schools. February 26, 2026



Figs. 2, 3. Practical sessions in jewelry art



Figs. 4, 5. Practical sessions in artistic embroidery



Figs. 6-8. Practical sessions in artistic fabric painting



Fig. 9. Practical sessions in “Moscow letter” decorative painting

In March 2026, the program participants arrived at the Fedoskino Institute of lacquer miniature painting, where a series of excursions was organized for them around the museum space “Lukutin traditions”. This exhibition features the most comprehensive collection of historical works of this art form from the 19th century. For the participants, an introduction to the history of the Institute was also arranged. Information regarding student life, fields of study and educational programs implemented at the Institute was presented. The participants visited Zhostovo Factory LLC, familiarized themselves with its production facilities and the basic department of Zhostovo decorative painting, through which the University is implementing the educational program “Zhostovo painting” for the first time (Fig. 10).



Fig. 10. Visit to Zhostovo Factory LLC by advanced training program participants

On March 18-19, the Fedoskino Institute hosted master classes that integrated the theory and practice of Fedoskino lacquer miniature painting and artistic enamel painting – Rostov finift. The program included a visit by the

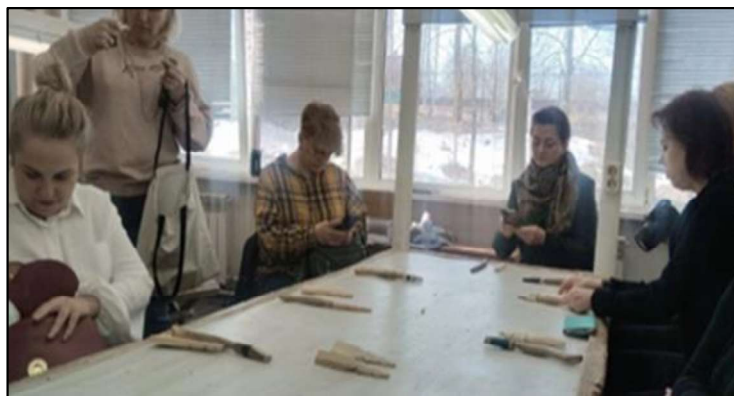
participants to Fedoskino Factory of Miniature Painting JSC and the Museum of folk art crafts “Usad’ba Lukutinykh” (Figs. 11-15⁷²).



Figs. 11-15. Practical sessions for professional development trainees in the Fedoskino Institute of lacquer miniature painting

The following sessions included a visit to the Bogorodskoye Institute of artistic wood carving and the Sergiev Posad Institute of toys – the historical center of Russian toy crafts. Participants became acquainted with the history of the Bogorodskoye folk art craft, visited the institute’s museum-exhibition space, which exhibits both historical and contemporary works of Bogorodskoye artistic wood carving, acquired basic skills in the field of Bogorodskoye artistic wood carving by crafting a wooden toy (Figs. 16, 17).

⁷² Figs. 11-15. Traditional art crafts of Russia: results of a two-day program at the Fedoskino Institute // Fedoskino Institute of lacquer miniature painting – a branch at the Russian university of traditional art crafts. – 2026. – URL: <http://fedoskino-vshni.ru/informatsia-i-novosty/947-традиционные-художественные-промыслы-россии> (Accessed: 06.05.2026).



Figs. 16, 17. Artistic wood carving sessions as part of professional development courses

In Sergiev Posad, the program participants visited the Art Pedagogical Toy Museum named after N.D. Bartram. During a master class at the museum, the participants created a traditional cloth doll (Fig. 18⁷³).



Fig. 18. Crafting a traditional fabric doll by advanced training participants at the Art Pedagogical Toy Museum named after N.D. Bartram

Participants visited the Mstyora Institute of lacquer miniature painting twice, where they studied the history of Mstyora lacquer miniatures and Mstyora artistic embroidery and also applied the acquired knowledge in practice by completing art works (Fig. 19).

⁷³ Fig. 18. Professional development course attendees during a museum visit // The Art Pedagogical Toy Museum named after N.D. Bartram. – 2026. – URL: <http://museumot.info/slushateli-kursov-povysheniya-kvalifikacii-v-muzee/> (Accessed: 06.05.2026).

Fig. 19. Acquisition of Mstyora lacquer miniature painting skills by advanced training participants



The practical sessions concluded with a small exhibition – a presentation of the samples crafted by the participants (Fig. 20).



Fig. 20. Works created by participants during the master classes:

- a) Artistic embroidery; б) Zhostovo decorative painting; в) Decorative painting in the “Moscow letter” style; г) Traditional fabric doll; е) Rostov finift (enamel); ж) Fabric painting using the “cold batik” technique; з) Mstyora lacquer miniature painting; и) Jewelry art piece; и) Bogorodskoye artistic wood carving

This format of instruction, implemented at actual educational, industrial and museum sites, differs fundamentally from classical lecture-based courses. As the program developers emphasize, traditional art crafts constitute a “powerful educational and developmental resource” and only direct immersion into the essence and specifics of this unique art form allows an educator to fully grasp its aesthetics and comprehend the labor intensity involved, in order to subsequently convey this understanding to their own students.

The final stage of the program implementation was a round table titled “The heritage of traditional art crafts of Russia in education”, which was held at the “Corporate University” on May 29, 2026, with the aim of exchanging participants’ experiences regarding the content, technologies, methods and forms of implementing the educational process. Upon completion of the event, certificates of advanced training were awarded to the attendees (Figs. 21, 22).

A survey of the participants was conducted. Its results showed the following: 98% of teachers noted an increase in their knowledge level regarding traditional art crafts; 92% mastered practical skills in working with various techniques and materials when creating sample items of traditional art crafts; 90% plan to implement the acquired knowledge into the educational process; 78% developed original lessons incorporating elements of traditional art crafts during the program implementation.



Figs. 21, 22. Awarding certificates of professional development to the program participants

The majority of participants noted that the conducted sessions inspired them to develop and improve skills and competencies in the field of decorative painting “Moscow letter”, artistic embroidery, artistic fabric painting, various types of lacquer miniature painting, etc. It was noted by the participants that the following forms of work will be implemented into the educational process: thematic lessons for studying the history of traditional art crafts and techniques for creating items of various types of this art (“Secrets of artistic fabric painting”, “The magic of Zhostovo lacquer miniature”); creative projects (“My version of creating a brooch in the Mstyora lacquer miniature painting technique”, “We are making a toy”); extracurricular clubs and master classes with the invitation of educators from the university and participation in university events; research projects of students (“Traditional art crafts of my region”).

Proposed measures for the improvement of the program:

- development of a digital educational resource featuring video lessons, master classes and methodological recommendations;
- development of cooperation with the “Corporate University” regarding the implementation of continuing professional development programs in the field of traditional art crafts;
- implementation of distance learning formats for educators from remote regions;
- development of interdisciplinary modules (connection with history, literature and regional studies);
- creation of a database of best practices for teachers regarding the integration of traditional art crafts into school education.

The issue of the program’s future prospects is also related to the introduction of a compulsory school subject for students in grades 5–7 titled “Spiritual and moral culture of Russia”. The basis for the implementation of this course is an instruction from the President of the Russian Federation and an order from the Ministry of Education of the Russian Federation [4].

The experience of the Russian university of traditional art crafts in implementing the continuing professional development program “Traditional art crafts of Russia” for general education school teachers of the city of Moscow can be recognized as successful and promising in terms of further scaling.

A key factor in this effectiveness is conducting classes directly within the regional-historical centers of traditional art crafts: on the basis of the University and its branches, in specialized museums, as well as at relevant production facilities. This approach enabled educators not only to acquire theoretical knowledge and practical skills but also to grasp the essence and specifics of creating highly artistic works as a result of painstaking manual artistic labor.

The significance of traditional art crafts as a fundamental part of Russia’s cultural code and their immense educational potential make such professional development programs not merely desirable but necessary for the modern system of pedagogical education. Only a teacher deeply immersed in the traditional culture of Russia’s regions is capable of transmitting it to their students – the future bearers and custodians of national culture.

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