

ARTISTIC PROJECT ACTIVITY IN THE PEDAGOGICAL PROCESS Kozlov G.V.¹, Ivanova G.B.² (Russian Federation) Email: Kozlov336@scientifictext.ru

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Abstract: nowadays, not only socio-economic developments occur, but also fundamental changes in the educational system take place. Qualitative indicators of education are being reviewed, and their compliance with international educational standards is being revised. It leads to an active search for new approaches towards the organization of educational process. This article focuses on the review of the historical development and current status of artistic project activity. Also, it reveals the necessity of implementing this method in the teaching process of academic institutions that provide supplementary artistic education. The objective of the study is to define, justify and verify a whole set of pedagogical conditions that are responsible for the effectiveness of artistic project activity undertaken by pupils.

Keywords: project, projecting, project-based learning, project activity, artistic project activity.

ВНЕДРЕНИЕ ХУДОЖЕСТВЕННО-ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ В ПЕДАГОГИЧЕСКИЙ ПРОЦЕСС Козлов Г.В.¹, Иванова Г.Б.² (Российская Федерация)

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Аннотация: в настоящее время происходят не только социально-экономические изменения, но и глобальные перемены продолжаются и в системе образования. Пересматриваются качественные показатели образования, их возможность соответствия международным стандартам. Поэтому идет активный поиск новых подходов к организации образовательного процесса. Эта статья посвящена рассмотрению истории возникновения и этапов становления художественно-проектной деятельности, а также ее состояния на данный момент. Помимо этого, обосновывается необходимость во внедрении в педагогический процесс указанного метода для учебных заведений, обеспечивающих дополнительное художественное образование. Целью исследования является определение, теоретическое обоснование и экспериментальная проверка комплекса педагогических условий, отвечающих за эффективность художественно-проектной деятельности учеников.

Ключевые слова: проект, проектирование, метод проектов, проектная деятельность, художественно-проектная деятельность.

Nowadays, our country witnesses global changes in the educational system. New qualitative indicators and requirements are being developed, along with various innovative teaching technologies.

Consequently, one of the major challenges of modern education is providing children with proper guidance on incoming information, methods of its gathering, allocation and further usage.

These changes have also affected the system of supplementary education, which plays a significant role in the development of a modern child. In such educational documents as the Russian Federation's Education Act, the Concept of Modernization of Russian Education and the State Educational Doctrine for the period up to 2025, the significance and essence of the supplementary education is revealed through its contribution to skills development and demonstration of interests and talents of modern young people.

Today, art school faces the challenge of all-round personality development, teamwork training and increasing motivation for educational activity. Taking into account the increased requirements and conditions of modern society in the sphere of knowledge acquisition, we can conclude that it is project activity that fully complies with these requirements.

Having analyzed the materials on this issue, we have reached the conclusion that, first of all, it is necessary to review and define a number of terms such as «project», «project activity», «projecting» and «project-based learning» when examining the artistic project activity.

The word «project» derives from the Latin for «before an action». Several dictionaries contain interpretations in which project is equated with a plan, intention, text or drawing of something, that is yet to be created [9, p. 9].

Methodological recommendations for teachers describe the term «project» as activity aimed at the achievement of new results within a set time-frame in accounting for certain resources [14].

The dictionary for teachers and school counselors defines «projecting» as conceptualizing of something that should eventually turn out [8, p. 61].

Projecting in its artistic sense appears to be a particular process of a certain product manufacturing and its modelling in the form of a layout, blueprint, explanatory note, model, etc. [13].

«Project-based learning (method)» derives from the Greek for «a pursuit of knowledge» [10].

Project-based learning has been intensively studied and is still being explored by a number of foreign and Russian researchers. This teaching method was founded by John Dewey – an American philosopher and educational reformer. In his works he was searching for new ways of developing pupils' critical thinking in order to help them improve their skills of memorization and further reproduction of knowledge, as well as boost their capability of turning this knowledge into action. From Dewey's point of view, something can be considered really significant only if it is useful for others, has certain results and aims at the greater good [2].

Today, project-based learning is frequently and widely used in Russian schools both in class and in extra-curricular activities.

Project-based learning always suggests addressing a given problem, which, on the one hand, provides for the application of different methods and means of education, and, on the other hand, involves the integration of all knowledge and skills from various branches of technology, science and creative industries. Results of the fulfilled projects should always be measurable, i.e. a theoretical issue should get a specific solution, while a practical issue should receive a particular outcome that is ready for implementation.

Due to project-based learning, educational processes are being transformed into self-study, and each pupil gets a chance to feel himself as a competent and capable person. Project-based learning always focuses on pupils' self-determined activity (individual, group and one-to-one) that is being performed by them within a set time-frame. This approach can be seamlessly integrated into the group work approach in teaching.

The term «artistic project activity» is a bit more complex. This is the reason why we've carried out such a detailed analysis of various derived notions («project», «project activity», «projecting», «project-based learning») that gives us an opportunity to create a comprehensive definition of artistic project activity, which is the core of our research.

Having studied and analyzed a number of terms and definitions, we can conclude, that *artistic project activity* is a certain teaching activity that is connected with learning, practical capture and artistic transformation of reality, and which gives pupils an opportunity to self-develop and engage in self-realization.

The main educational goal of artistic project activity appears to be the development of artistic and aesthetic images of real objects, that are objectively or subjectively new and that are of certain social or personal significance.

We have examined and analyzed the origin, development and application of artistic project activity theory to practice in our country as well as abroad, and we have come to realize that even though this method is by no means new in the history of education, it still hasn't lost its appeal today. Moreover, due to the analyzed data, we managed to define further teaching conditions that contribute to the effectiveness of artistic project activity in class.

Project activity is based on its practical focus on actual result. This result can be measured, applied to practice and revisited. Nowadays, project-based learning is one of the most popular worldwide, because it allows us to bridge the gap between theory and practice.

The above mentioned material is aimed at reflecting the essence of artistic project activity. It follows from this that implementation of this teaching method in the pedagogical process of supplementary education would contribute to increased quality and effectiveness of schooling, owing to the fact that it incorporates active methods and forms, provides the link between school and life, and gives each pupil an opportunity to put the acquired skills into practice during creative activity. Simultaneously, artistic project activity can encourage pupils' professional self-determination after graduation and promote the development of their practical, intellectual and research abilities. Therefore, this method appears to be an innovative element of training at art schools.

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