THE ART AND PROJECT ACTIVITY AS A MEANS OF PRE-PROFESSIONAL DEVELOPMENT OF TEENAGERS' GRAPHICAL SKILLS

Anastasia Valentinovna Mishina
Kazan Federal University, Russia

Zilia Mukhtarovna Javgildina
Kazan Federal University, Russia

Nadegda Valentinovna Mishina
Kazan Federal University, Russia

ABSTRACT
The art and project training activity is a required component of educational process at schools. It is reflected in numerous works by outstanding researchers in pedagogics and psychology (namely, Matyash N.V., Pishev S.G., Usataya T.V. and others). In the meantime, the resources and potential of art and project activity do not realize in full within the supplementary art and esthetic education. It is determined by the insufficient scientific grounding of the activity in art education .The research aims to determine the essence and contents of art and project activity that influence simultaneous and complex activation of the components of teenagers' graphic skills. The following methods are implied: the review of pedagogical, psychological and art literature; observation, questionnaire survey, interview, test, expert evaluation, pedagogical experiment, generalization and systematization of empirical data .As a result, we determined and experimentally proved the specific features of art and project activity, namely, integrity, phasing and subjectivity, an application of wide range of innovative educational methods and forms, combination of the possibilities of teenagers' involvement in various spheres of the artistic learning of the world. In other words, it possesses high pedagogic potential which aims to develop communicative skills of artistic thinking, integrated knowledge and skills in fine and project arts; to study the methods of projecting, comprehensive application of the acquired knowledge and skills in creative task performance; to train independency, responsibility for work and its results . The practical relevance of the research lies in the application of the obtained results in the development of adapted and authors' educational programs by the teachers of fine arts and design in secondary schools and children supplementary education institutions that perform special artistic training.

Keywords: *art education, art and project activity, graphical skills, pre-professional development, the project*

1.INTRODUCTION

Nowadays arises a social need of supplementary education as an open, variable environment of education and upbringing and its role in personal development and professional identity of teenagers. This encourages students' pre-professional training, and formation of complex knowledge, expertise and skills required for further professional educational programmes in secondary specialized colleges and institutions of higher education. In art education certain requirements are applied to development of graphical skills as basic abilities among fine arts students in children's schools of art (hereafter CSA). Presently, the CSA graduates should have integrated graphical skills in visual, space and project arts which create individual public-oriented product. Thus, the scientific revision of the skills and search for

modern approaches and means of its development are required. We consider the art and project activity to function as one of these means .

The art and project training activity is a required component of educational process at schools. It is reflected in numerous works by outstanding researchers in pedagogics and psychology (namely, Matyash N.V., Pishev S.G., Usataya T.V. and others). In the meantime, the resources and potential of art and project activity do not realize in full within the supplementary art and aesthetic education.

Considering the above mentioned, our research primarily aims to determine the essence and contents of art and project activity that influence pre-professional development of teenagers' graphical skills in CSA. The research aims to define an essence of pre-professional development of teenagers' graphical skills .

2. MATERIALS AND METHODS

The development of teenagers' graphical skills is considered pre-professional if it: 1) activates interdepended educational, cognitive, practical and motivational components; 2) possesses person-centered, social and professional characteristics; 3) rests on prototypes of artist's, decorator's and designer's professional activity. We define 'graphical skill' as a special mental, practical and psychological education, which intentionally aims to apply graphical skills and knowledge in order to visualize and perform artistic conception in the plane. We expand the content of graphical skills by a set of new skills determined by design, computer graphics, graphic advertising and other new spheres of art. The set comprises following skills: to perform a sketch, a brief sketch, an idea-sketch embodied in a real world object and complex material; to visualize and transmit information in laconic manner by means of expressive graphical means; to perform clausura; to present computer-based graphical idea [1].

The art and project activity may provide person-centered, social and professional development of teenagers' graphical skills. The activity implies innovative methods, forms of organization, computer and animation technologies .

The works by Alekseev N.G., Gerasimenko I.Y., Ivanov P.I., Korchinskiy E.K., Kudryavtsev T.V., Orehov A.N., Pustovskiy E.A., Tkachenko V.G., Shvetsov O.P. prove that art and project activity aims to modify material world by artistic, spiritual, aesthetic and functional means. Thus, we may define art and project activity as a learner-centered activity that explores and artistically modifies reality. In the course of the activity, a learner develops and creates new cultural patterns and projects of subjective / objective significance .

Further we interpret the essence and characterise art and project activity in accordance with its structural components, namely, aim, tasks, means, content, functions, results .

In education the art and project activity aims primarily to create an artistic and aesthetic image of real world object which is subjectively / objectively modern and individual / social significant. To perform the aim one needs: 1) to acquire project and technology skills, expertise and knowledge, art and project culture; 2) to develop intellectual, creative abilities, psychological processes, aesthetic interpretation of the environment and planning skills; 3) to breed diligence, goal-orientation, independence, rationality and reflection .

The art and project activity is performed by following means: composition and plastic forming, project and graphical modeling, modeling, graphical design, computer graphics, drawing, painting. Thus, the result of the activity is a significant material project. Besides, psychological studies highlight the unpredictable result of the activity, i.e. formation of the learner's internal activity, 'objectivation' and 'desobjectivation' of knowledge, self-realisation and development of learners. It is to be emphasised that

the development of the learner is achieved within subject-subject relations (mutual activity) between the teacher and students. The latter plan their activity, set the goal, find solutions to academic task independently, organized and coordinated by the former [2; 3; 4; 5]. One of the structural components of the art and project activity is the following functions: creativity, i.e. meets the learners' individual demands for self-realisation, self-expression and self-actualisation by means of creating new art values and objects; modification, i.e. modifies subject environment; development, i.e. contributes to intellectual, spiritual and practical development of a learner [3;6].

The art and project activity transforms its stages into the structural levels of project image .

In our opinion, within the art education and pre-professional training in CSA the project is to be realised in 5 stages. We shall analyse each stage considering graphical skills application .

At the pre-project (preparatory) stage the learners choose the type of the project, focus on the topic, do the research and then assisted by the teacher (i.e. visual methods of challenging narration, discussion and heuristic discussion) determine the problem of the project, its aims, tasks, and further studies. Furthermore, of primary importance is the correlation between the topic and teenager's abilities, its personal significance and estimated results of the project. In this case the development of graphical skills activates motivation and cognition. At this stage a set of works (by Karimova I.S., Naumov V.P. and others) emphasise the role of clausura as a short-term teacher guideless project or graphical work .

Learners perform it as soon as they receive their projects and elicit challenges, such as insufficient information on the topic. Thus, in high spirits and will power, learners reflect general expressions and ideas in clausura. According to the didactic meaning, it develops creative thinking, productive imagination, intensifies the studies and projecting [Karimova I.S., 2005:72]. The teacher triggers learners' spirits, inspiration, mobilises their knowledge and experience in the course of the work. This activates teenagers' system of emotions and values of fine arts, and practical component of graphical skills development. In this case, on the one hand, the pre-project stage presupposes mental, emotional, analytic activity; on the other it breeds complex, applied graphical skills, expertise and integral visual interpretation .

The stage of creative search presents the clue to the solution of the project problem, determined at the previous stage. It studies the problem, reduces the information insufficiency, and applies the methods of design analysis and information supply. At this stage learners elicit sufficient theoretical information, then perform graphical activity – intensive sketching .

The sketching is a complex process achieved through several steps, namely, draft, idea sketch, brief sketch. We shall present each step in details. The draft depicts quick interpretation of direct perception and impression of the nature. Kuzin V.S. emphasises the application of the method to the education process. He states that, basically, the drafting develops and trains hands, eyes, sense of proportion, observation, integral interpretation of the objects, facilitates the acquisition and development of graphical skills [8]. Unlike clausura, the draft is taken from nature, living model, not from imagination or idea. At this stage learners materialize their ideas and perform idea sketches. An idea sketch is a theoretical and figurative interpretation of a problem presented in graphical form. According to Karimova I.S., didactically, an idea sketch aims "to develop learners' project and figurative ideas by tracing logical and figurative connections and to combine imaginative and goal-oriented tasks" [Karimova I.S., 2005:74].The brief sketch reflects the final and optimal look of the idea sketch. The brief sketch is a "graphical interpretation of hypothetical art image, logical and theoretical coherence of the project" [Karimova I.S., 2005:76].The brief sketching materializes structural elements of an image. The materialization implies both, rather complex and evidential graphical technics, and integral and informative presentation of

object's details. The more material learner's ideas become the easier and richer is the choice of means to fulfill the project .

So, the stage of creative search involves learners' hard work to accumulate theory and graphics. Applied work engages acquired knowledge in art and graphical skills in new project development. As a result, at the stage learners develop intellectual skills (analysis, synthesis, comparison), acquire knowledge and train graphical skills, develop simple and complex applied graphical skills (drafting, sketching, imaginative studying; drawing from nature, brief sketching, idea sketching, making cardboard); activate cognitive and practical components of graphical skills .

The brief sketch developed at the previous stage is shaped at the stage of technological development and implementation. The third stage is described as a technological development of a brief sketch. It starts with the detailed study of functional requirements, technics, and material; in other words, the project implementation technology is formed. It is to be further corrected and formed. As a rule, it is determined by extra graphical work on set of sketches. The art and composition integrity is achieved by practical methods. We define implementation as a modeling of project image by means of corresponding means and materials. Computer graphics may serve as a means of image visualization. It fixes and develops complex instrumental graphical skills (computer performance, in particular), sketching skills, spatial thinking, and activates art cognition. Besides, it develops simple and complex instrumental and artistic-expressive graphical skills, namely, to choose, combine and apply graphical materials, technics in accordance with idea, plot and task of the project independently; to depict vivid features of an object by graphical means; to visualize and convey information in laconic or relative way .

The project work ends at the presentation stage. The course and form of presentation is planned (exhibition, contest, business game, fair, etc.). The stage enables the work analysis by the experts and demonstration of results. Apart from that, the fourth stage provides completeness, in psychology, considered as a positive attitude towards ones' work. At this stage learner focuses on the forthcoming communication with the audience, group mates, teachers, authorities. At the final stage graphical skills are activated as a means of communication. It introduces the project to the audience, provides its better understanding and highlights significant points .

At the control stage the project is discussed and summarized; remarks, suggestions, and further applications of results are given. This stage of art and project activity comprises reflection, self-evaluation. Thus, learners become subjects of their own activity and realise the significance of the project goal and its implementation. Learner is involved in the developed action plan. The teacher is of primary importance at this stage, as academic and disciplinary effects are to be realised in full. It is recommended to apply the methods of portfolio and contest projects in order to introduce and implement learners' projects, to stimulate their motivation and responsibility for work and education, as a whole .

Having covered five stages of art and project activity we may state that at each stage the set of graphical skills is activated. Besides, the pre-professional development of applied, instrumental, artistic-expressive, simple and complex graphical skills occurs in the course of art and project activity .

The experimental work on the efficiency of art and project activity in pre-professional development of teenagers' graphical skills was carried out in M.A. Balakirev children's school of arts in Kazan. We have formed control group (hereafter CG) and experimental group (hereafter EG) of 30 teenagers each. Learners had equal level of artistic background and academic progress. The art and project activity of the EG teenagers was based on the following subjects: "The basics of design projecting", "Easel composition", "Computer graphics". Besides, the teenagers participated in the exhibitions "Pamyat' serdtsa" (The memory of the heart), "Talant, opalyonnyi voynoy …" (The war burned talent …), "Pesni voennyh let. Detskoe hudozhestvennoe tvorchestvo." (War time songs. Children art) and developed

conceptual interior designs. We tested teenagers' graphical skills development levels on the basis of criteria of personal motivation, cognition, action and content. The results are given in Table 1 .

Table 1. The evaluation of the levels of graphical skills development among CG and EG(%)

Level	CG	EG
High (optimal) level	13,3	76,6
Mean (sufficient) level	43,3	20
Low (elementary) level	43,3	3,3

The level of EG teenagers' graphical skills development is higher than the CG one. The analysis of EG learners' art works indicates conscious actions and increase of graphical skills development level. The large number of learners (namely, 80%) presented appropriate preliminary sketching work, searched for original ideas by means of graphics, created expressive composition and individual art images, applied to acquired knowledge, skills and expertise in dealing with artistic tasks and non-standard art and graphical contexts.

3. CONCLUSION

Thus, we revealed and scientifically proved the art and project activity to be integral, staged, and subjective, to apply a wide range of innovative methods and forms of education, to involve teenagers in various ways of world cognition by means of art. In other words, its high pedagogic potential aims to develop communicative skills of artistic thinking, integrated knowledge, skills and expertise in visual, spatial and project arts; to study the methods of projecting, comprehensive application of the acquired knowledge, skills and expertise in creative task performance; to breed independency, responsibility for work and its results.

4 .CONFLICT OF INTERESTS

The authors confirm that the submitted data is free of conflict of interest.

5.ACKNOWLEDGEMENT

REFERENCES
1. *Petrov, N.Y. Variety of Aspects of Researches of Graphic Activity as Pedagogical Problem / N.Y. Petrov // Mediterranean Journal of Social Sciences. – Rome-Italy: MCSER Publishing, 2015. - Vol 6. - No 1. - S2 – P. 96-98 .*
2. *Eremeeva E.Y. The pedagogical application of project activity of teenagers in institutions for children supplementary education: thesis: 13.00.01. - Spb., 2009. – 212p.*
3. *Matyash N.V. The method of projecting in technological education // Pedagogics. – 2000. - № 4. – P. 38-43.*
4. *Pahomova N.Y. The method of educational project in teacher training institution: a textbook for teachers and students. 4th edition revised and enlarged. - M.: ARKTI, 2009. – 112p.*

5. *Savitskaya A.V. The pedagogical conditions of development of graphical skills among students of higher education institutions: thesis: 13.00.01, 13.00.08. – Chelyabinsk, 2000. – 157p.*
6. *Usataya T.V. The development of art and project activity in the course of students' professional training: thesis: 13.00.08. – Magnitogorsk, 2004. – 162p.*
7. *Karimova I.S. The formation of project and visual thinking of designer students by means of graphics: thesis: 13.00.02. - Khabarovsk, 2005. – 267p.*
8. *Kuzin V.S. The drawing and sketching: a textbook. – M., Academy, 2004. – 232p.*