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# NATIONAL IDENTITY EDUCATION TECHNOLOGIES BY MEANS OF DECORATIVE AND APPLIED ARTS

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## ABSTRACT

*Growth of the national identity of the people accentuates the need for the formation of national consciousness of the younger generation. The foundations of national identity are laid at primary school age, which is most receptive to the assimilation of popular traditions, folk art and decorative and applied art. The special role in formation of national identity belongs to educational institutions. In this regard, this paper aims to define the role and potential of decorative and applied arts in the formation of national identity, and to identify the readiness of future educators of the supplementary education system to formation of the national identity of the students in this system.*

**Keywords:** Applied Arts, Educational personnel training, Decorative arts, National identity.

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## 1. INTRODUCTION

The modern stage of society's development is associated with the universal and multilateral process of the cultural, ideological and economic integration of the states. The phenomenon of globalization, which has recently been observed in society, has a negative impact on all spheres of human life [16]. A man ceases to be an individual, loses his individuality. He ceases to feel his belonging to his nation and becomes a man of planet Earth. The crisis of interethnic relations is also deepened which in its turn leads to an attempt of nations to preserve their "national identity"- culture, tradition, history, language, art. But the source of sustainable human development is in the multiculturalism. Only cultural diversity is a valuable heritage, and different cultures can find their own ways to realize their vision of sustainable lifestyles. With the expansion of international integration, the internationalization of culture and welfare that brings both positive and negative features into our lives takes place. The positive side of the cultures merger we can call the growth of national identity reflecting a heightened interest in the traditions and values of the historical past and cultural heritage, the preservation of the national language, customs, folklore, arts and decorative and applied art.

One of the essential human needs is the belonging to something: social group, religious denomination, place of residence, etc. and only the cultural identity is main and comprehensive as it defines human mentality [14; 18], psychology and the way of life in general [9, 10]. National culture, being the aggregate of the material and spiritual values of the nation, manifests itself in the society activities, the state and its social institutions, as well as in national traditions, spiritual values, thinking style and attitudes, moral norms, stereotypes and patterns of interpersonal and intergroup behavior and self-expression, language and lifestyle features [17].

Modern researches on the psychology of personality development prove that the most receptive to acquisition of knowledge [15; 21; 23] about the world is the early pre-school age. In the primary school age, the germs of national identity begin to grow. At this age, children are most eager to learn and study traditions, customs, folk decorative and applied arts. The study of cultural heritage sites -archaeological, historical, architecture and urban development, as well as associated with them the works of monumental, decorative arts, especially folk decorative arts, is the basis for the formation of the national identity of the younger generation [7; 8].

Many researchers in their works have addressed the problem of the knowledge formation about their national identity by means of decorative and applied arts.

In the works of such authors as L. N. Builova [1], and others, the link between spiritual and moral education and the formation of the national identity of the rising person is observed.

The works of the authors, such as F.S. Adzinov [2], are devoted to issues of aesthetic education of students in the supplementary educational system.

The authors of the articles on the formation of the national identity of students studying in the supplementary education system are teacher's educators who have been working for many years in this system. They offer their vision to solve the issue on the students' national identity formation through the study of national folklore, musical and verbal folklore, creation of talismans, theatrical art, local lore, and musical and theatrical teaching [3; 4; 5; 6; 19].

## **2. MATERIALS & EXPERIMENTAL PROCEDURES**

### **2.1. Indicators of readiness of future educator to the formation of national identity of students in the system of additional education by means of decorative and applied arts**

In order to study and identify ways to solve the issues of training the future educators to the formation of the national identity of students in the supplementary education system by means of decorative and applied arts, the notion of "willingness for national identity formation" was refined and filled with new content. The willingness of the future teacher to develop the national identity of the students by means of the decorative and applied arts will be systemic, comprehensive and integrative. The components of professional readiness were identified as follows: theoretical, artistic and practical, methodical, and formedness of the national identity.

#### ***2.1.1 Indicators of theoretical training***

The following indicators characterizing the state of theoretical readiness to develop the national identity of the students by means of decorative and applied arts, are as follows: understanding of the decorative and applied arts essence as a special type of the artistic creation, its meaning and role in the formation of national identity; knowledge of the main types of the decorative and applied arts, idea of the forms of its existence and development; knowledge of the forms and methods of the students' national identity formation by means of decorative and applied arts.

#### ***2.1.2. Indicators of artistic and practical training***

The artistic and practical readiness is characterized by: the development of students ' artistic and practical skills, based on the principles of decorative and applied arts; the development of ability to artistic creativity in the field of decorative and applied arts, and mastery of the teaching methodology of decorative and applied arts.

#### ***2.1.3. Indicators of methodological training***

The methodological readiness is expressed in: understanding of the educator's role as the organizer and leader of the educational -bringing-up process through the national decorative and applied arts; skills of national identity formation of students by means of decorative and applied arts based on the combination of diverse forms and methods of teaching and education [11]; skills to simulate educational and creative tasks aimed at the students national identity formation; skills to measure the results of their and children's activity, use innovative approach to the activity, implement the principles of individual and differential approaches; anticipate and predict the results of the professional educational work.

#### ***2.1.4. Indicators of national identity formation***

The formation of national identity is characterized by such criteria as: the integrity of knowledge about their national culture; attitude on their nation (its history, language, religion, mentality, lifestyle, national food, clothing, characteristics, ideals, personal qualities, cultural needs); the pragmatic orientation of national identity; the creative activity of the individual [12].

The unification of the theoretical, artistic-practical, methodical willingness and national identity formation of the students themselves in the whole is the professional willingness of future educators of supplementary education to form the students national identity studying in this system by means of the decorative and applied arts.

## 2.2. The structure and content of the system for future educators training for the national identity formation of students studying by means of decorative and applied arts.

In course of study, the structure and content of the future educators training for the national identity formation of students studying by means of decorative and applied arts has been developed. It consists of interconnected and interdependent blocks, which include: planning goals, tasks, subject, object, content, organizational forms and methods, monitoring, and finally the system result [13; 20]. This content is implemented through all major forms of educational-bringing-up work at the university: lectures, seminars, workshops, classes, debates, etc., students' research work for which the special topics, educational activities, participation in student union trade, public life of the University and the city, and pedagogical practices (**table 1**) have been developed.

**Table 1** The structure and content of the system for future educators training for the national identity formation of students studying by means of decorative and applied arts.

Main elements of the educational-bringing-up process structure at the University	The system components of the national identity formation of the students by means of folk arts	Contents of the methodical training of students for the national identity formation of the students
Acquisition of knowledge in their dual function, both as a broadening the scientific, cultural horizons, and simultaneously acting as a means of national identity formation of the students	A body of aesthetic and artistic and practical knowledges about decorative and applied arts as a part of the human culture, a special type of artistic creativity	Knowledge of theoretical background of the methodology for forming the students national identity by means of decorative and applied arts
The arming of students with the skills of organizing academic, extracurricular and educational work aimed at forming the national identity of the students	A combination of ways and experience of artistic creative activity based on the principles of decorative and applied arts	Functional knowledge of the methodology of national identity formation by means of decorative arts at the level of modern scientific-pedagogical and methodical requirements
The formation of the active life position, self-regulation of the future teacher behavior from the position of the bearer and translator of his nation artistic culture	The experience of an emotional and value-based attitude to reality and arts (personal orientation to the great social importance of decorative arts in forming the national identity of the students	Modeling educational-creative tasks during the development of decorative and applied arts effecting the formation of the national identity of students

The system is based on the general scientific and cultural, public and social-communicative, psychological-pedagogical, subject and methodical, creative and practical components. The content of these components includes the discipline of the humanitarian-social-economic, general professional and professional cycles, which are organically oriented to the formation preparation of the student's national identity by means of decorative and applied arts. The consolidating link of the system is the special course developed by the author. The most effective means are: tutorials, special literature, visual aids (tables, real-world subjects, photos, layouts, drawings, etc.).

## 3. RESULTS

The implementation of the proposed system for training the future educators of supplementary education to the national identity formation of the students by means of decorative and applied arts has made it possible to identify that half of the students who participated in the experiment have a sufficient level of national identity formation and willingness to form the national identity of the students by means of the decorative and applied arts.

**Table 2** Initial level of national identity of students in pilot and control groups

Groups	Formation levels of national identity of students (%)		
	Low	medium	High
Pilot group	25.4	29.4	45.2
Control group	30.6	32	37.4

**Table 3** Levels of theoretical, artistic, practical and methodical preparation of students for the formation of national identity of students by means of decorative and applied arts (declaring measurement)

Types of training	Control group (success ratio)	Pilot group (success ratio)
Theoretical	0.49	0.47
Artistic and practical	0.46	0.47
Methodical	0.43	0.46
Total ratio	0.46	0.46

The theoretical and artistic-practical readiness was monitored first and foremost during the classes on disciplines of the professional cycle.

The students' methodical preparedness for the formation of the national identity of pupils in the supplementary education system (SES) was tested experimentally during the period of students practice in the above-mentioned educational institutions.

There has been no special work in the control group on our part, except for the measurement of the baseline data for comparison with the relevant data of the pilot group.

In order to forming the national identity of the younger generation, the educator himself must have a formed sense of national identity.

A questionnaire was conducted to determine the level of national identity formation of future educators, which made it possible to determine what types of decorative arts they knew, what forms are inherent in its nation, whether they know the decorative arts peculiarities of their people, what national traditions and rites are observed by them within the family, whether they know their content and procedures, whether they know their national language, speak and think in this language, whether they are interested in the history of their people, whether they know their famous compatriots who have contributed to history, politics and the art of their ethnos.

The results of the questionnaire revealed the following: more than half of the trainees identify themselves as Udmurts, about 30% of the students - as Tatars, and 20% of students - as Russians. All Udmurts know the mother tongue and according to the observations and conversations results, they communicate in their mother tongue with classmates and in the family. Tatars also communicate in their native language, but for various reasons, almost half of the Tatars interviewed did not know or understand their mother tongue. The Russian language is known to all and communicate with each other.

The following replies were received to the question of which types of decorative and applied arts of their people they knew: 4 types of decorative arts were named by 9.6%, 3 - by 10.6%, 2 - by 18.3%, 1 - by 18%, 31.6% of the students were undecided.

In the course of pedagogical practice, the students included in the educational process the topics on decorative arts of that nation with whom they identified themselves. These classes were conducted with the active participation of LMS students. Trainees showed a high level of professional readiness to form the national identity of the students.

In the process of studying the disciplines of the professional cycle - "Color Science and Coloristics", "Decorative Composition", "Graphic Design", "Decorative-Applied Arts in Interiors", "the History of decorative arts and folk crafts", "Compositional Form Making", "Sculpture and Plastic Modelling", "Ornamentation in Decorative and Applied Arts",

"Technology of Art Textile Painting" and others was followed by a further theoretical, practical and methodical training of future educators to forming the national identity of the students in the supplementary education system by means of decorative arts which should have contributed to raising the level of national identity among future educators.

In order to determine the effectiveness of the students training, the test methodology was used to diagnose knowledge, according to which the criterion of student's achievement was the indicator of test tasks execution by 70% of the total number of the tests.

The determination of the level of general preparedness for the formation of the national identity by means of decorative and applied arts was carried out through the defining the average score according to three criteria characterizing the theoretical, artistic and practical, and methodical training of the students respectively.

The test scores were from 1 to 5, from low to high. If the average score is between 1 and 3 points, the level of readiness of the students is considered low (I); if the average score is between 3.2 and 4 points, the readiness level is medium (II); if the average score is between 4.1 and 5 points, the level of readiness is high (III).

The data obtained show that there is no statistically significant difference in the pilot and control groups prior to the main formative phase of the experiment. The repeated questionnaire during the control phase of the experiment and the analysis of the students' research work and practical activities with children during the pedagogical practice showed that the level of national identity formation of the pilot group's students was: high -74.6% -56; medium -16% -12; low-9.35-7 students. Students realized the role and significance of decorative and applied arts in forming the national identity of the students.

Results of the control groups, almost identical to the results of the ascertaining experiment in almost all the indicators, so we decided to use the data of the ascertaining experiment which will help us to visualize better the dynamics of the positive changes in the process of preparing the future educator to forming the national identity of students by means of decorative and applied arts [22].

The comparative analysis of the change in the level of vocational and pedagogical willingness of students to forming the national identity of the pupils by means of decorative and applied arts in the pilot and control groups before and after the experiment is shown in Table 4.

**Table 4** The level development dynamics of theoretical, artistic- practical and methodical preparation of students in Control Group and Pilot Group

Levels of learning	Ascertaining phase						Control phase					
	Pilot group			Control group			Pilot group			Control group		
	Theoretical	Artistic-practical	Methodical	Theoretical	Artistic-practical	Methodical	Theoretical	Artistic-practical	Methodical	Theoretical	Artistic-practical	Methodical
high	10	20	19	15	20	88	663	448	440	228	228	115
medium	47	27	39	44	23	332	66	118	226	335	229	334
low	18	28	27	16	332	335	66	99	99	112	118	226
Total	0.47	0.47	0.46	0.49	0.46	0.43	0.79	0.78	0.73	0.52	0.50	0.49

**Table 5** The distribution dynamics of the students of the control and pilot groups according to levels of national identity formation (beginning and end assessment)

Groups	Formation levels of national identity of students (%)					
	Low		medium		High	
	Beginning	End	Beginning	End	Beginning	End
Pilot group	25.4	9.4	29.4	16	45.2	74.6
Control group	30.6	28	32	32	37.4	40

#### 4. DISCUSSION

Despite the fact that today a great number of works on the issue of national identity formation appeared, we believe that it remains one of the poorly studied. University professors, teachers of secondary vocational schools and educators of supplementary education not always understand the purpose, objectives, content, means, forms and methods of national identity formation of the younger generation by means of decorative and applied art. So today, more than ever, there is a need to train educators of supplementary education to form the national identity of the students by means of decorative and applied arts. The starting point in the development of this issue was the analysis of the concepts of "national identity", "willingness to national identity formation". The scientific and theoretical analysis of the issue has led to the determination of approaches to the system development of training the future educators to forming the national identity of students in the supplementary education system through the decorative and applied arts. Criteria were identified for obtaining objective information on the level of preparedness: theoretical, artistic and practical, and methodical.

#### 5. CONCLUSION

Thus, the system for the training of future educators of the supplementary education system to the national identity formation of students through the decorative and applied arts provided in this article is oriented to solving the specific purpose - forming the willingness of the future educators to the national identity formation of the younger generation. Thereat, the system is effective in taking into account the organizational and pedagogical conditions identified in course of the study. The system composition providing the achievement of this purpose includes some scientific-cultural, social-communicative, psychological-pedagogical-methodological, creative and practical components. Vocational and educational training is systemic, comprehensive and integrative, and ensures that future educators are trained to the national identity formation of students from low to high level. The feature of the system is that its consolidating basic element is a special course.

The pedagogical experiment has proved that the use of the system may result in the preparation of students of the vocational education to the national identity formation of students by means of decorative and applied arts.

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