

Principles of Personalization of Content of the Competency-Based Training of Students of the Artistic-Pedagogical Specialization

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Abstract: Today one of the major issues of the Russian higher education is the efficient implementation of the competency-based approach. This study considers the concept of personalization of the competency-centered training of students of the artistic-pedagogical specialization. The peculiar feature of the education personalization consists in the fact that the student's personality is not only the main objective and value but also the subject of the education. In this study, the principles of personalization of the competency-centered training of students of the artistic-pedagogical specialization are presented: conceptual dimension, fundamental nature and generality, openness, problematization, alternativity and variability. The essence of the special theoretical-art competence as one of the key competencies of bachelors in the artistic-pedagogical specialization representing the graduate's readiness for the study, analysis and interpretation of art works, samples and phenomena of the artistic culture, the ability to use the systematized artistic-historical and artistic-theoretical knowledge for solution of the professional tasks has been revealed. The necessity of diagnostics of development of the special theoretical-art competence determined the design of the diagnostic tools as the result of which the criteria (cognitive, pragmatic, motivation-value), levels (high, intermediate, acceptable, low) and descriptors of the levels of development of such competence have been elaborated. During the process of study of the matter the following methods were used: induction and deduction of results of the psychological-pedagogical research, observation, questioning, testing, expert evaluation method and pedagogical experiment. The results of the experimental-research work have been presented that confirm the efficiency of implementation of the principles of personalization of the content of competency-based education of students of the artistic-pedagogical specialization.

Key words: Competency-based education, competency, personalization, principles of personalization, intermediate

INTRODUCTION

Innovative changes in the social, political, economic and cultural spheres of life, intensification of processes of globalization and informatization, re-thinking of the ethical and moral values set before the system of higher education the serious tasks of not only adequate response to the situation but also transformation of it into a reliable, mobile, modern and culture-forming social institution.

The methodological framework of modernization of the higher education system is the competency-based approach (Baydenko, 2005; Verbitsky and Ilyazova, 2011; Tatur, 2004; Abdrafikova and Konopatskaya, 2014; Auhadeeva, 2014; Mishina, 2014) the core of which is presentation of the training results in the form of

competencies. The ability and readiness to use the knowledge, skills, personal qualities for quality performance of activities within a particular area, demonstration of independence and creativity by solving the tasks set, understanding of responsibility for the results of own activity are important characteristics of competency as the education results (Delor, 1997; Zimnyaya, 2004). In other words, competency is an integral indicator of the practical, technological, motivation, personal maturity of the graduate. It shall be noted that implementation of the competency-based approach in the process of training the student youth suggests taking into account the educational moral-value aspect (Kamalova *et al.*, 2014).

As noted by researchers, competency shall become the result of independent search for solution of

professional tasks; conscious, professionally motivated gaining experience in performing professional activities; self-development and self-fulfillment.

Humanistic position of the modern school consists in providing the students with the option of choosing their individual path of self-development, establishing their competitive professional competency with due account for the initial and potential performance (A.V. Brushlinsky, A.N. Dzhurinsky, V.V. Serikov, N.D. Nikandrov, D.B. Bogoyavlenskaya, etc.). As the result of which a student shall become an active subject of his competency-oriented education.

This position requires modernization of the entire higher education system. One of the progressive concepts of modernization of higher school is personalization of the educational philosophy and didactics (Grachev, 2008). As noted by the national researcher Grachev (2008), personalization is the quintessence of various models of the learner-centered education in which personality of a student is not only the main objective and value but also the subject of education.

As of today the issues of implementation of the competency-based approach are widely studied in the area of engineering education (A.I. Kardashevsky, N.V. Fedotova, E.I. Zagrebina, S.V. Murashko, N.S. Timokhovitch, etc), legal education (O.A. Zhelnova, S.D. Tsyrenzhanova), philological education (L.E. Babushkina, E.Y. Panteleyeva, Y.G. Nasilevich, etc.). The issues of the competency-based education in the area of artistic-pedagogical education are understudied. In the process of analysis of this issue the following methods have been used: induction and deduction of results of the psychological-pedagogical research, observation, questioning, testing, expert evaluation method and pedagogical experiment.

MAIN PART

Essence and structure of the specific theoretical-art competency: The specifics of training of bachelors of the artistic-pedagogical specialization is the bi-occupational

orientation which consists in the necessity to perform the independent artistic-creative activity in the area of arts and the pedagogical work on guidance of various kinds of pupils' artistic-graphic activities in different educational institutions just as well. As the result of that students of the artistic-pedagogical specialization shall master a wide range of common cultural and professional competencies as well as specific competencies in the sphere of philosophy, history and theory of artistic culture, graphic art, artistic education, technologies and creative practice of the artistic-graphic and artistic-design kinds of activity.

The key specific competency of bachelors of the student's readiness for the study, analysis and interpretation of art works, samples and phenomena of the artistic culture, the ability to use the systematized artistic-historical and artistic-theoretical knowledge for solution of the professional tasks. This particular competency is related to the understanding of the role and value of the graphic art in the development of the society and each person.

For the purposes of efficient formation and diagnostics of development of the specific theoretical-art competency, we have designed the criteria, levels and descriptors of levels of development of such competency. In the process of development, we relied on the methodological guidelines and taxonomic tables proposed by a group of researchers Shekhonin *et al.* (2011).

As the result, we have determined the three criteria of development of the specific theoretical-art competency: cognitive (has to know), pragmatic (has to be able to do and have experience), motivation-value (has to be to demonstrate attitude to the activity performed). Along with that the four levels of development of the specific theoretical-art competency have been proposed: high, intermediate, acceptable, low (Table 1).

Principles of personalization of the education content:

Today the concepts of personalization of education at higher educational institutions are considered in the works of such researchers as E.V. Bolycheva, M.R. Ilakavichus, M.S. Klevtsova, V.V. Grachev, G.L. Tulchinsky.

Table 1: Content of criteria, levels and level descriptors are presented

Content of criteria	Levels and level descriptors			
	High	Intermediate	Acceptable	Low
Cognitive				
Knows the theoretical basics of the graphical and visual arts, architecture and design; uses the main scientific categories of the study of art and professional terminology in the area of artistic culture; understands the theory	Consistent, conscious, comprehensive knowledge, creative use of knowledge for solution of common and non-common tasks	Consistent, conscious knowledge, sustainable demonstration of the knowledge soundness by solution of common tasks	Sector-specific knowledge, demonstration of discontinuity in the use of knowledge by solution of reproduction tasks	Unclassified, fragmentary knowledge, inability to use the previously acquired knowledge

Table 1: Continue

Content of criteria	Levels and level descriptors			
	High	Intermediate	Acceptable	Low
and history of origination, establishment and development of the main genres, styles of the graphic art and design; main samples and pieces of the world visual art and design as well as their researchers				
Pragmatic Is able to analyze and interpret the art works and phenomena of the world artistic culture; state the own reasonable point of view of the facts, phenomena, processes of the world, national and regional art; adequately evaluate the state of the modern art; masters the approaches, methods and technologies of acquisition, processing and systematization of new information	High degree of independency and efficient performance of activities, research and creative nature of skills demonstration	Competent and sustainably efficient performance of the activity, striving for productive result	Satisfactory knowledge of the main skills, reproductive nature of activity	Low degree of the activity performance and efficiency
Motivation-value Seeks to continuous improvement of the own level of mastering the theoretical knowledge in the area of artistic culture; responsibility for creditability of the own judgments in the area of history and theory of the graphical art and design; interest in the study of the cultural heritage of the own region and in the development thereof; ability to identify oneself with the world artistic culture	Persistency, activity, high degree of awareness, regularity in demonstration of the qualities required	Persistency in demonstration of the qualities required,	Instability, heaviness in demonstration of the qualities required	Demonstration of indifference and irresponsibility

The researchers underline that the specifics of the personalized education consists in the focus on the development of the reflexive personal qualities through orientation of students towards the consequent interiorization of the own actions related to the understanding of the content, towards establishment of the so-called subjective experience; the internal activity of a student and his independency (Klevtsova, 2012; Sizonenko, 2002).

One of the conditions of personalization of education is personalization of its content, i.e., organization of the process of perception of the cultural experience promoting to the acquisition of the conceptual foundation for professional self-development, working out the researchers position, creative development of each student's personality. The national researcher Grachev

(2008) dealt with the sound development of principles of the higher education personalization. Based on the findings of his study, we adapted the principles designed to our tasks in particular to development of the specific theoretical-art competency.

The main principle of personalization of the education content is the principle of conceptual orientation. It states that each new knowledge of monuments and masterpieces of the world art culture, styles, trends in the art shall introduce conceptual order in the learner's consciousness through analysis of the causes of appearance of one or another phenomenon within a particular historical period of its development and significance.

Development of competencies is not possible without formation of fundamental knowledge in a particular area and generalized skills in analysis, interpretation,

searching for solution of the topical issues of a modern person. Implementation of the principle of fundamentality and generality promotes to the involvement of students in the regular scientific-research activity in such kinds of activities as preparation of essays, reports, dispute content, writing of the critical comments of art pieces.

The principles of openness of the education content requires the material to be presented in the open, probable-stochastic, dialogue form and analysis of the results of artistic-creative activity of the mankind within various contexts. One should engage the existing experience in understanding of the artistic culture objects for transition to the new level of generalization.

Implementation of the above mentioned principles of education personalization is promoted by the problematicity principle. A new knowledge, belief, new level of understanding and generalization shall become the result of the independent solution of an intellectual task, resolution of a conflict. This is facilitated by implementation of intersubject communications through involvement of the knowledge of history, philosophy, art history, social sciences for solution of professional issues of the students of artistic-pedagogical specialization.

An important principle of personalization of the education content is the principle of alternative and variability. Providing the students with the opportunity to consider various approaches, theoretical concepts, points of view of the same matter is the condition of formation of their own position, development of their culture of choice and making conscious decisions relating to different culturological issues. Offering redundant and various composition of subjects of classroom works, independent work, providing opportunity of choosing the subject studied allows the students constructing their individual route of studying the subject within the context of their professional-competency training.

Research-experimental work: For the purpose of testing the efficiency of the suggested principles of personalization of the education content oriented towards formation of the specific theoretical-art competency of students of artistic-pedagogical specialization we performed the experimental work based on the material of theoretical disciplines (“World artistic culture”, “History of artistic culture”, “History and theory of artistic education”). The main tasks of these disciplines are promotion to formation in the students of the system of scientific knowledge in the sphere of the world artistic-cultural heritage and modern artistic-cultural space as an integral component of the student’s competency;

development of the integral idea of the world art as a cultural-historical, aesthetical and axiological phenomenon.

Experimental research was conducted at the Higher School of Arts Named after S. Saydashev the Institute of Philology and Intercultural communication at the Kazan Federal University in the groups “Pedagogical education” (Graphical art) and “Vocational education” (Interior design). We have appointed the Experimental Group 32 persons (EG) and the Control Group 30 persons (CG) in which we found out no significant differences by the specified criteria cognitive, pragmatic, motivation-value.

In Table 2 the methods of defining the level of development of the specific theoretical-art competency on the basis of the criteria designed are presented.

In these groups of students the low level of development of the theoretical-art competency prevailed 39.4% in the experimental one and 41.8% in the control one. The acceptable level made 35.7 and 34.3%, the intermediate 17.8 and 15.6%, the high level 7.1 and 8.3%, respectively.

The research-experimental work on testing the efficiency of suggested principles of personalization of the education content within the context of formation of the specific theoretical-art competency was performed in natural conditions of the higher education process. In the experimental group, the lecture material was presented in the probabilistic-stochastic form was rich in disputable questions and various competent interpretations of the artistic culture phenomena. There has been proposed the variative (redundant) content of the students’ independent work including the reviewing work, creative tasks, review of literature, design works, subjects of the research-experimental works, etc. Different interactive forms of reflection of the students’ knowledge have been used: disputes, debates, presentations, etc. The results of the control stage of the research-experimental work are presented in Table 3.

The figures in the experimental group are objectively higher which allows considering that organization of education on the basis of the suggested principles of the content personalization is efficient and continuing the experimental work in this direction.

Table 2: Methods of diagnostics of the level of development of the specific theoretical-art competency in students of the artistic-pedagogical specialization

Criterion	Diagnostic methods
Cognitive	Testing for the quotient of assimilation of theoretical knowledge
Pragmatic	Expert evaluation of the process and output of the learning activity within the frameworks of theoretical disciplines
Motivation value	Survey, questioning and observation

Table 3: The results of the control diagnostics of the level of development of the theoretical-art competency in students from the experimental and control groups in percentage

Growth rates (stage)	High level		Intermediate level		Acceptable level		Low level	
	CG	EG	CG	EG	CG	EG	CG	EG
Statement	8.3	7.1	15.6	17.8	34.3	35.7	41.8	39.4
Control	9.9	18.6	37.5	61.6	27.3	14.7	25.3	5.1

CONCLUSION

The experimental-research work performed on implementation of principles of personalization of the education content aimed at forming specific theoretical-art competency of students of artistic-pedagogical specialization allowed drawing the following conclusions:

- Theoretical research and research-experimental work on the issues of development of specific competencies of students of the artistic-pedagogical specialization is of current interest
- The methodological framework of implementation of the competency-based education of students of artistic-pedagogical specialization is its personalization
- The main principles of personalization of the competency-centered training of students of the artistic-pedagogical specialization are conceptual dimension, fundamental nature and generality, openness, problemativeness, alternative and variability
- The process of development of the specific theoretical-art competency of students of artistic-pedagogical specialization based on the principles of personalization of the education content has proved its efficiency

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