

## TRAINING CREATIVE PERSONNEL AS PART OF THE ARTS EDUCATION DEVELOPMENT IN MODERN DAYS

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**Abstract:** This paper explores a problem of training creative personnel as part of the arts education development in modern days. Particular attention is drawn to the relevance of this problem in view of the current trends in the development of education. The authors overview the key lines of arts education development in various spheres of pedagogical process. The government has underlined that the key priorities in development of arts education today are dictated by the need to enhance the value of culture and arts in the Russian education; preserve and develop institutions offering the arts education in the field of culture and arts; train highly qualified personnel; encourage creative skills through the training programs used by educational institutions.

**Keywords:** arts education, creative personnel, a system of professional arts education, development trend, culture, art.

### 1 Introduction

At the present stage in development, traditional views on the content and methods of education are constantly revisited, challenged and refined in practice. The issues and problems of arts education are being discussed at the state level to date. The state policy is geared towards establishing a streamlined structure of pedagogical activities in the field of arts for developing a pool of specialists of certain artistic profile. In the process of education huge attention is paid to the in-class and out-of-class training, independent learning and non-learning activities, as well as scientific endeavours (Lisovsky, 2014).

This research is relevant since the arts education as an important element of the educational space in high social demand, requires special attention for improving new forms and methods of artistic and aesthetic education and raising spiritual, moral and cultural personality on the basis of artistic values and state standards that meet the requirements of modern society. For this reason, identification of the ways forward to achieve a higher quality of training for creative personnel in the field of arts education in step with the modern requirements remains one of the urgent tasks of high strategic importance.

The national wealth of Russia consists of such important elements as its culture and traditions, arts and the process of artistic creation itself, society and cultural heritage. Therefore, arts education and arts as such in their interaction are aimed at ensuring a high level of professionalism and competitiveness, as well as preservation of cultural and historical heritage of the country's multinational population, whose history encapsulates many interesting traditions, crafts and other interesting areas appealing to creativity. Arts education seeks to combine different aspects of pedagogy and methods of teaching, as well as to encourage and provide an outlet for creative skills and abilities (Petrova et al., 2020; Sizova et al., 2020).

### 2 Literature Review

Such scientists as B.T. Likhachev (1983), S.M. Vishnyakova (1999), O.V. Saldaeva (2008), E.P. Olesina (2005) in their research define the concept of arts education, which they view as a process of gaining knowledge, skills and abilities in the field of arts. Also, according to many Russian researchers, arts education is not strongly affected by social and economic transformations,

since it exists as an aesthetic ideology that, like creativity itself, may have a different impact on different people. But as part of the system of education the arts education holds certain potential, and not many are capable to modernize it to a uniform set of rules and laws, because the creative process is individual for each person. That's why contradictions arise in relation to the system of assessment (Lisovsky, 2014).

S.I. Kolbysheva (2020) in her research emphasizes the role of arts education, which, first of all, is to create favourable conditions for artistic communication, because the internal resources in the field of art are not enough for solving this problem, as well as to create the cultural environment fertile for pedagogical strategies directed at accelerating the process of instilling artistic values.

The analysis of studies in the field of arts education by such scientists as T.S. Komarova (1979), L.G. Savenkova (2011), B.P. Yusov (2002), etc. bring to the fore their reflections on the value of arts pedagogy and arts education for overcoming global problems and contradictions of present days, the insights on the most effective use of arts in education.

At the present stage arts education is characterized by changing educational needs of the society and the labor market and by expanding information opportunities. Therefore, practical and theoretical knowledge, which includes the knowledge of specific methods, is subject to constant modifications in order to keep up with the state standard, which requirement is to raise highly competitive individuals of a new breed capable to make decisions in various circumstances based on innovative and creative ideas, and education focus shifts towards information technology and various operations with information (Azarov, 2008).

As noted by L.N. Turlyun and A.G. Stepankaya (2020), the modern communication technologies, primarily the Internet, provide ample opportunities for interactions between participants in the art process.

### 3 Methodological Framework of Research

This research was necessitated by the existing contradictions between the acute need of our country in creative personnel due to a special role played by the arts in social life and the modern requirements to the system of arts education.

The research purpose was to analyze the system of modern education in artistic education institutions and set out a strategy for building the innovative system of arts education.

The research objectives were as follows:

- Analyze the present-day artistic education in Russia and reveal the problems;
- Explore the system for training qualified specialists;
- Determine a strategy for arts education development at the current stage in order to solve the problems existing in the system of arts education today.

For accomplishing the objectives pursued by this research, a combination of theoretical-methodological (analysis, synthesis, ascending from the abstract to the concrete, inductive-deductive approach, scientific modelling) and empirical (observation) research methods was used.

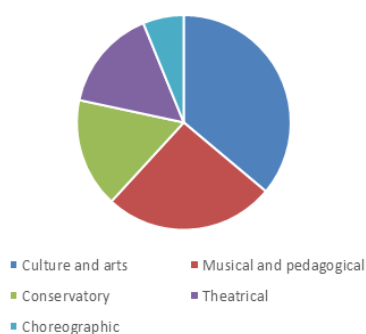
### 4 Results and Discussion

The talent pool of future specialists in the field of arts is build in the higher education institutions. Federal State Educational Standard of Higher Education is intended for training future specialists capable to work in educational institutions in such professional fields as research, education management, pedagogics and cultural enlightenment. Thus the graduate should

be able to carry out not only upbringing and education and develop general culture of personality, but also boost the development of students as subjects of educational process through arts, apply various teaching techniques, methods and tools, and make an effective use of information and communication technologies (Zrelykh, 2016).

Each Russian university has its own requirements for the content and structure of the study program intended to ensure professional training relevant to the needs of the Russian labour market. However, a question of professional development of educators in Russia has become urgent, as such development implies knowledge in arts, practical skills in certain activities, as well as methods and ways to implement pedagogical process (Lisovsky, 2014).

Figure 1 Educational institutions of higher education under the auspices of the Ministry of Culture of the Russian Federation in 2019



Source: author's own processing

An inextricable element of the system of professional artistic education is a network of educational institutions for qualification upgrade and advanced training of staff: courses, training centers, qualification upgrade departments at universities. This systems helps to ensure adaptation of specialists engaged in the field of culture to new socio-economic context, evolving information society and the market of cultural, recreation and educational services (Aleksandrova, 2011; Petrova et al., 2020).

Today, the modern society and state are in the dire need of creative personnel who should not only hold necessary high qualifications and strive for continuous creative development, but also possess such qualities as stress resistance, creativity and ability to solve complicated non-standard problems in any circumstances. Therefore, the main goal of arts education is to encourage an individual to continue self-development throughout their entire life for achieving professional self-fulfillment and tolerance towards cultures of other nations, and for creative transformation of own life (Markova & Narkoziev, 2019). Changes in the society's expectations bring about new requirements and set new directions for the development of arts education:

1. National arts education should be consistent with certain phenomena promoting globalization, economic and social improvements in the society;
2. The modern arts education, including national cultural environment, should tilt toward the European, as well as global educational space;
3. A system of education in the field of arts should promote creative independence, as creativity is subjective;
4. More stringent standards for bringing up individuals with a developed sense of aesthetics;
5. A revised understanding of the purpose of pedagogical efforts in the field of arts education, its forms and methods due to the development and introduction in the pedagogical practice of new information and other innovative technologies, and use of creative non-standard activity models (Anchukov, 2004).

Among such non-traditional pedagogical models related to the arts education are the electronic courses, webinars and live streaming. Their benefit is equal access to education regardless of location, when the necessary information is in free access any time. In the field of arts, such electronic platforms may be used, for example, in such areas as calligraphy, watercolor, drawing in pencil, training in various graphics programs, visualization programs, etc. Another important advantage of this learning mode is the swiftness in provision of information. It means that information provided on such platforms does not get out of date, as opposed to the books, as it is regularly updated via the Internet. It is also noteworthy that the structure of content offered by electronic courses corresponds to the academic program for the same discipline in the state artistic education institutions, which means that the learning process has become more flexible, and the teacher may focus on the most intricate sections.

In the modern society, an important role belongs to mass media, the field of arts is not an exception in this regard. This role is getting even stronger, since artistic and aesthetic education develops in the direction that requires robust communication between the leading specialists in this field. As far as artistic and aesthetic education is concerned, due to an easy access to information the mass media has become the channel for exchange of best practices among parents eager to unleash the creative talents of their children. The periodicals are devoted to global culture, youth creativity, moral and spiritual education, support for the youth projects within the frames of state contests, modern youth subcultures, professional training and creative professions. Depending on the age of target audience, they publish pieces of children's literature, along with other interesting and educating content. Some periodicals give recommendations for parents on how to recognize the creative abilities in their children, and encourage their development, and provide information about educational institutions, creative centers and digital education platforms (Zrelykh, 2016).

The state and society are highly concerned about the considerable loss of general prestige of teaching in the art schools for children, which weakens the creative potential of these educational institutions. Among the main causes are low salary, unfair hour requirements, discrimination in the pension schemes, and other.

Therefore, one more problem is observed in the system of artistic education which is manifested in the lessening of interest of professors and teaching staff of universities and secondary professional educational institutions to science, and the low publication activity.

Since the powerful scientific school has always been a guarantee for proper training of future staff in the field of arts, the conducted research revealed the problem existing in the system of artistic education related to the falling interest of teachers to science, the observation and examination of statistical data helped to reveal that the regular staff of the Department of Arts, Crafts and Design of the Kozma Minin Nizhny Novgorod State Pedagogical University (Minin University) comprised of 10 people includes: 0 Doctors of Science; 4 Candidates of Science and 6 persons having no degree. The numbers indicate that only 40% of the department staff is engaged in science, which is the smaller part of the team.

Proceeding from the principles of management, which in many respects streamline the pedagogical activity in the arts education space, the main vectors for development of a model of innovative arts education have been defined and the key milestones in its creation have been identified. They are associated with:

1. Organizing scientific conferences, publication of scientific papers, arranging internships on the basis of educational institutions;
2. Adopting strategies for the development of arts education (introduction of new creative directions and competent

distribution of resources of an educational organization or institution);

3. Needs and demand in the labor market for art specialists;
4. Monitoring the quality of education;
5. Developing new educational programs and their incorporation in the educational process.

The innovative arts education should develop:

1. Non-standard pedagogical creative ideas, forms and methods of work in the arts learning process;
2. Vigorous activity for development of advanced teaching forms and technologies in the field of arts;
3. Revised criteria for assessing scientific, educational, creative and innovative activities in the system of artistic education (assessment criteria should be based on the principle of subjectivity, since in expressing creativity each person has their own aesthetic vision of activity);
4. Demand for creative professions in the labor market (Antipov, 2017).

Modern scientific knowledge is determined by close ties with the innovative scientific discoveries in various fields of pedagogy, psychology, philosophy, history of arts. In today's world the credit should be given to the various technologies that facilitate the process of knowledge transfer. The government also promotes the rapid introduction of technologies into the educational space not only for teachers, but also for children. The creation of information educational platforms based on test assignments which purpose is to prepare students for the Uniform State Exam and the Basic State Exam has already been funded by the government in collaboration with the private sector (Ilaltdinova & Oladyshkina, 2020; Kurbatova & Zaytseva, 2020). But as for the problem of involvement of educational institutions of culture and arts, art schools and other creative state institutions, here the question of such institutions commitment to the interaction under the scheme "ministry-school-university" becomes even more acute. At present, for admission to higher education institutions of the creative profile the state began to take into account along with the results of the USE, the scores of the entrance exams on those disciplines that are not mandatory within the Unified State Exam.

At the current stage in the arts education a special role belongs to the portfolio of creative works as the manifestation that a particular creative skill has been successfully acquired. The policy of higher education institutions encourages the creation of professional portfolios, and when a student's personal account is created on the electronic platform, all the necessary tools are provided to ensure that applicants could add new works to their portfolio, which could be accessed not only by them, but also by their potential employers.

Also in the arts education, project-based learning is increasingly gaining in popularity. Project-based learning is aimed at creating certain project, through targeted research in the area of interest for the project, the analysis of relevant literature, creation of sketches and calculation of ergonomic indicators. The creative potential in this approach is that it boosts the imagination, which is generating new images, conceptions and ideas. Therefore, project-based learning in the arts education helps to develop non-standard thinking to solve complex, non-standard problems (Gladyshev, 2018).

The state and society are highly concerned about the present-day challenges in the professional domain, as since recently the general prestige of teaching in the art schools for children has been declining, which weakens the creative potential of these educational institutions. Among the main causes are low salary, unfair hour requirements, discrimination in the pension schemes, and other.

## 5 Conclusion

The strategy for development of arts education at the present stage is seen as the synthesis and interaction of arts with various pedagogical solutions and methods, which will allow to build a

favourable artistic and aesthetic environment for the formation and further development of an active creative personality. The educational programs are also constantly undergoing changes to incorporate personalized approaches and new technologies of teaching a particular art discipline within the educational institution.

Thus, state-led transformations should be directed at:

1. Developing and implementing non-standard pedagogical forms and methods of work in the artistic pedagogical process;
2. Transition to the modern integrated interactive study programs of modular structure;
3. Elaborating advanced learning modes and teaching approaches in the field of arts;
4. Promoting wide use of teaching methods appealing to the arts with reliance on the modern technologies in education;
5. Developing criteria for assessing research, learning, creative and innovative activities in the system of arts education;
6. Ensuring effective dissemination of innovative practices, including electronic learning resources and dedicated websites;
7. Boosting demand for creative professions in the labor market;
8. Encouraging professors and teaching staff to make scientific publications in the journals included in the Russian Science Citation Index, listed by the State Commission for Academic Degrees and Titles, Scopus and others.
9. Enhancing the performance of educational institutions which offer professional retraining and qualification upgrade courses for teachers of arts disciplines, and creating new profiles of training and programs for retraining cognizant of new trends in the development of the system of arts education.

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**Primary Paper Section: A**

**Secondary Paper Section: AL, AM**