

Conceptual Foundations for the Development of the Visual Abilities of Applicants Based on Media Competence in the Process of Continuous Interaction of Educational Organizations

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ABSTRACT

The definition of abilities and their proper development act as the most important pedagogical tasks requiring special attention, solution, and approach. To make such problems more effective to solve, it is necessary to pay attention to the interaction of the parties in educational relations, as well as to identify new potential opportunities for their solution. The author determines media competence as one of the ways to develop the educational abilities of future applicants. The article considers the interaction of educational institutions, contributing to the development of schoolchildren visual abilities on the basis of media competence in the conditions of modernization and reform of modern Russian education. The author analyzes the content of such interaction in order to optimize the concept of continuity of secondary professional and higher education developed by him. In its structure the author includes the content components of general and supplementary education while preparing future designers and technology-design teachers within a multi-level educational complex.

Keywords: *interaction, concept, media competence, model, educational activity, continuity, system, abilities*

1. INTRODUCTION

In the process of the development of a regional multilevel educational complex on the basis of continuity two global problems have arisen, the solution of which allowed improving the quality of educational tasks and strengthening the university position in the labour market. The first problem has been to build a horizontal continuity in the educational activity of the pre-university stage, which would include the formation of competencies among senior pupils who are directly in demand in those study fields of the university that these pupils have chosen for the future higher education.

The second problem has consisted of a way of gaining knowledge, including a different one from the traditional form. It would allow schoolchildren and college students, who decided to continue their education, to receive the most necessary knowledge, which will affect their academic performance and the formation of professional self-awareness in the future.

Special tasks have been necessary for involving creative study fields into a multilevel educational complex, the preparation of which at the pre-university stage is an urgent problem.

According to research carried out at the university, in the study field "Design", where designers and teachers of technology and design are trained, only 31% of first-year students who graduated from school had the level of

educational abilities necessary for the successful mastering of special disciplines. Among yesterday's graduates of colleges and schools, receiving higher education in the same field of study, there are a little more of such students - 45%. This is clearly not enough and affects the quality of mastering academic disciplines and the formation of professional competence seriously.

It has been decided to complement the developed author's Concept of continuity of secondary professional and higher education with a stage of pre-university preparation based on the continuous interaction between the school and the college on the one hand, and institutions of further education on the other.

The idea has been to expand the educational potential of future students by involving them into the educational space of the university.

2. METHODS OF STUDY

To begin with, the fields of study have been selected related to visual activity, and for them the system of continuous interaction in the formation of the educational abilities of applicants of the Kurgan State University has been developed and put into practice.

One of the main factors, affecting the formation of these qualities in young people, media competence has been underlined as an integrative quality of a person, manifesting

itself in the readiness to choose, use, critique, evaluate, create and transmit media texts in various kinds, forms and genres, analyze complex functioning processes of the media in the society. This becomes especially relevant when most of the information is received by a young man virtually or from the media.

Pedagogical activity and the knowledge of it should be appropriately presented and for it there is a concept-based way to describe. The concept in pedagogical science can be defined as:

- 1) the structured set of ideas (one's own or borrowed), knowledge, attitudes that are focused on the description and justification of professional ideas;
- 2) the way of understanding, interpreting phenomena in pedagogy;
- 3) the main view on the subject of pedagogical science or pedagogical phenomenon, fact;
- 4) the dominant idea for their systematic coverage;
- 5) the system of interconnected and arising one from the other views of the teacher on the essence of pedagogical phenomena [1].

From our point of view, the concept is a certain individual way of understanding, comprehending, interpreting any phenomena and processes; it is one unified whole concept, a basic point of view, an idea.

We have developed the author's concept of developing schoolchildren visual abilities on the basis of media competence in the process of continuous interaction.

The author's concept of developing schoolchildren visual abilities is based on the achievements of domestic and foreign history of the development of these abilities, as well as on the formation of the methodology of teaching visual art in various historical epochs.

The modern system of general education is characterized by intensive development of visual abilities which manifested itself in six concepts. Each of them has its own aims, content, structure and program implementation. However, none of them focuses on the importance of media competence which leads to the conclusion that this concept is modern, characterizing the existing stage of the development of the domestic education system.

The integrated course "Visual arts and artistic production", which is based on the Elkonin – Davydov system, is aimed at solving the main educational problems taking into account the age of students but its study is over in the 5th or 6th form. The further study of the foundations of Fine arts is possible only in the system of supplementary education. In the educational programs of the college, a number of subjects connected with drawing are included into the vocational training cluster, comprising optional classes.

After the conducted analysis of the tasks and content of the concept of Yu.A. Poluyanov, it can be stated that each way of artistic image, introduced at any stage of training, in the future is constantly included into all subsequent classes, providing students with new and great opportunities. However, it should be noted that while introducing any of these ways, as well as while training them, students should get a new and important ability to look and see, which is formed as a result of media competence.

Thus, the concepts and programs of school training in visual arts studied by us in the process of the research are diverse and they intend to develop visual skills of students in different ways.

To solve our research problems, the analysis has been conducted of a number of additional educational programs implemented in the organizations of children supplementary education. It is impossible to standardize the educational process in them because of a variety of activities and the ability of the pupil to choose the degree of breadth and depth of mastering supplementary educational programs. This has led to the necessity of developing a large number of author's supplementary educational programs. A separate media competence development program has been developed for students of the 9th, 10th and 11th forms, as well as for college graduation courses.

In the course of the analysis of the aims, objectives and content of these supplementary children educational programs, it has been revealed that their authors do not adequately take into account the basic knowledge and skills of pupils, which they got at the lessons of fine arts in a comprehensive school. Moreover, we have not detected the continuity in the structural elements of general and supplementary education programs.

The methodological basis of the concept of the development of visual abilities of students at school designed by us is:

- 1) philosophical, cultural, study of art foundations of the development of a creative personality;
- 2) psychological and pedagogical peculiarities of the creative development of a personality;
- 3) concepts of the theory of the development of abilities;
- 4) the provision on the formation of artistic consciousness, the artistic picture of the world, the concept of the development of artistic education;
- 5) studies of the psychological and pedagogical foundations of the artistic and aesthetic development of a child;
- 6) theories of artistic creation and artistic activity;
- 7) the idea of the formation of pupils' media competence in accordance with their age-dependent abilities;
- 8) ideas of consistency, continuity in education.

The theoretical basis of the author's concept of the development of the visual abilities of schoolchildren is based on the interpretation of two concepts: "artistic abilities" and "visual abilities".

"Artistic abilities" are abilities for artistic creativity in a certain field of art, which characterize the degree of mastering of this activity in the worldview (the ability to produce the idea of a work of art as "your own world", which will get a response from the viewer, listener, reader) and in the technical terms (the skill to choose the means of artistic expression that are adequate to this idea and the skills that make these tools effective) [2]. Visual activity acts as one of the effective forms of artistic learning of the world around by children. The realization of this activity is provided by special abilities.

We consider that the term "visual abilities" means such a kind of special abilities, personality traits that allow going

in for visual activity successfully, creating artistic images of both real and fantasy content, choosing appropriate means of visual expressiveness.

The main idea of the concept of development of schoolchildren visual abilities is expressed in:

- 1) the principle of continuity of the general and supplementary education;
- 2) the creation of integrated training environment on the development of schoolchildren visual abilities;
- 3) the realization of the prolonged program of the studio classes “Young artist”;
- 4) the formation of media competence of pupils on the basis of using the opportunities of the systems of general and supplementary education with the main activities: life drawing (drawing, painting), including painting objects of the reality, as well as drawing them from memory and imagination; performance of thematic compositions on the flat and in volume; art design of paper; image in volume (from nature, from memory and imagination); perception of the phenomena of reality and art works; discussion of creative works, the results of collective creativity and individual work; conversations about art; visiting master classes by professional artists;
- 5) the systematic organization of the joint activity.

The target section of the concept of developing schoolchildren visual abilities aims developing schoolchildren visual abilities in the integrated environment of general and supplementary education.

Directions:

- 1) the development of artistic and cognitive abilities;
- 2) the development of media competence;
- 3) the development of sensorimotor abilities;
- 4) the development of the emotional attitude towards the perceived and portrayed phenomenon, the world around and aesthetic feeling;
- 5) the development of willpower qualities;
- 6) the development of the ability to transform life impressions into meaningful and expressive images using the laws of perspective, color science;
- 7) the creation of the integrated environment of the educational institutions on the development of schoolchildren visual abilities.

The content section of the concept of developing schoolchildren visual abilities has been supplemented with the elements of media competence formation by us.

3. STUDY RESULTS

We consider the content of the pedagogical concept of the development of schoolchildren visual abilities in the process of continuous interaction of general and supplementary education of children as a set of interconnected components with the following elements:

- 1) the realization of unified educational training principles;
- 2) the interaction of the subjects of the pedagogical process;

- 3) the elaboration of the integrated program of the development of schoolchildren visual abilities;
- 4) the comparison of the contents of general and supplementary education;
- 5) the determination of the relationship between methods, forms, training tools;
- 6) the creation of the integrated training environment on the basis of media competence;
- 7) the identification of a common criteria base for assessing the development of schoolchildren visual abilities.

We have identified the main pedagogical tasks that need solving in the process of the realization of the author’s concept of the development of schoolchildren visual abilities:

- 1) the development of schoolchildren visual abilities in the process of continuous interaction of institutions of general, secondary special and supplementary education;
- 2) the realization of the integrated program of the studio classes “Young artist”, the components of which include modules of general, secondary special and supplementary education;
- 3) the change of the interaction of educational organizations onto the systemic level of organization of the process of the development of schoolchildren visual abilities on the basis of continuity;
- 4) the development of the abilities and qualities necessary for the embodiment of artistic images in the materials of the fine arts on the basis of media competence as well.

The principle of the continuity of general, secondary special and supplementary education in the process of the development of schoolchildren visual abilities implies the relationship among aims, objectives, content, forms, methods and means of training in these organizations. The main form of work in a comprehensive school and college was a lesson, but in the supplementary education system more diverse forms of classes are used: lectures, museum classes, master classes and “round tables” with artists, group and individual consultations on creating artistic projects, excursions, discussions, creative workshops, plein air, practical classes, general and personal exhibitions, contests of different levels, quizzes, presentation of creative projects.

The work of the educational media portal has got particular importance, as it has significantly expanded the professional horizons of schoolchildren, specifying the areas of knowledge necessary for training.

In accordance with the aims and objectives of the development of visual abilities, the following approaches are used:

- 1) in terms of the subject of impact - personality-oriented;
- 2) in terms of the study organization – systemic;
- 3) in terms of the focus training - general developmental.

In accordance with the stated aims and objectives of the development of schoolchildren visual abilities, the

realization of continuous interaction takes place through deepening and broadening the knowledge of fine arts, gained at the lessons of fine art in a comprehensive school and college, in the institutions of supplementary education. This work should be fulfilled in accordance with the aim, objectives, content, forms, methods, means of work in the process of interaction of these organizations.

Based on the selected approaches, the classes are conducted according to a two-level author's integrated program of the development of schoolchildren visual abilities of the studio classes "Young Artist", which includes two modules:

- 1) the module of general and secondary special education;
- 2) the module of supplementary education.

The concept implies "cross-cutting" lines, expanding the pupils' ideas about genres, types of art, their figurative language. The aim of using practical tasks is in study and practical mastering of traditional visual techniques and materials by means of media resources as well.

The content of this concept is based on the content of the fine arts program of basic general education, on the opportunity for individual development of visual abilities of schoolchildren who do not reveal themselves fully in the educational process in a comprehensive school, on the emotional intensity of classes in the organizations of supplementary education, and on the opportunities for solving the problem of social adaptation and professional self-determination.

In the process of the concept realization, pupils develop practical skills in the field of image and theoretical knowledge in the visual arts, comprising the structure of visual abilities. This is achieved with the use of various exercises and creative tasks in the classroom, as well as through the work with media portal materials that form signs of media competence. Five ways of realizing the author's concept have been singled out for the development of schoolchildren visual abilities:

- 1) the creation of the integrated training environment of a comprehensive school and the organization of supplementary education for children on the development of schoolchildren visual abilities with the following components: the objects of the world around, the subjects of the process of performing various types of visual activity; means, methods, forms of organization and realization of the process of development of visual abilities; the methodological association, providing the interaction between teachers of fine arts of secondary schools and teachers of supplementary education; the development and support of individual educational routes on the development of schoolchildren visual abilities; the integrated author's program as a model of the joint activity of a teacher of fine arts of a secondary school, a supplementary education teacher and a schoolboy;
- 2) the interaction of organizations of general and supplementary education of children on the development of schoolchildren visual abilities on the basis of the principle of continuity, the structure of which includes

the continuity of the aim, content, organization of subjective activity of the achieved results;

- 3) the change of the interaction of the organizations of general, secondary special and supplementary education of children onto the systemic level of organization of the process of development of schoolchildren visual abilities; its characteristic features include: certainty and independence of aims;
- 4) the realization of the model of the development of abilities of schoolchildren visual and college students in the process of continuous interaction of the organizations of general, secondary special and supplementary education of children.

The choice of the criteria for assessing the level of the development of the visual skills of students is an essential condition for this process. Each criterion includes a group of indicators that characterize it qualitatively and quantitatively. Each criterion is a set of basic indicators that show the level of the development of visual abilities of a pupil. The indicator is a specific measure of the criterion and makes it available for measurement and observation. The degree of the formation of this indicator is determined by fixing its criteria at various levels.

The system of criteria, indicators and level characteristics of the development of visual abilities includes six criteria that correspond to the criteria, being realized while developing educational programs of various levels.

For a differentiated assessment of the level of the development of schoolchildren visual abilities in the conditions of the interaction of the organizations of general, secondary special and supplementary education, three levels have been identified:

- 1) low (insufficient);
- 2) middle (satisfactory);
- 3) high (optimal).

At the *low (insufficient) level*, pupils have a poor development of visual abilities, fragmentation and non-systematic character of knowledge, as well as a minimum range of skills in visual activity. In addition, it seems difficult for pupils to solve creative tasks in Fine arts independently. This level is characterized by a low media competence.

The *middle (satisfactory) level* shows a positive attitude to the visual arts; the knowledge is versatile and partly systematized; mastered skills give an opportunity to solve creative problems in the process of doing Fine arts partially. While doing creative tasks independently, standard approaches dominate but a pupil shows minimal signs of media competence.

The *high (optimal) level* is characterized by: the presence of media competence, a positive attitude to visual activity; wide, versatile and reasonable range of knowledge; with the help of acquired skills, schoolchildren are able to solve creative tasks in the process of doing Fine arts independently.

4. CONCLUSION

The development of scientifically based criteria, indicators and levels for assessing the effectiveness of the development of schoolchildren visual abilities allows determining their actual level of mastery of educational material, identifying the ways and conditions of the development of these abilities in the process of continuous interaction of general and supplementary education, as well as defining the level of media competence of pupils.

In conclusion, it should be noted that the justification of the system of criteria for assessing the effectiveness of the development of schoolchildren visual abilities in our case is based on the need to evaluate not individual elements or aspects, but a complex assessment of the development of schoolchildren visual abilities. Effective criteria of media competence of applicants are also a prerequisite for realizing this concept.

The realization of the concept developed by us takes place in the process of developing and practical application of the model and pedagogical conditions of the development of schoolchildren visual abilities in the process of continuous interaction of organizations of general, secondary special and supplementary education.

1. The analysis of the prevailing conditions of the realization of continuous interaction of organizations of general and supplementary education on the development of schoolchildren visual abilities on the basis of media competence has shown that such interaction has not been widely used in Russian educational practice.

With the help of the ascertaining experiment, which has been organized and conducted in order to study the existing traditional pedagogical relationships between the organizations of supplementary education of children and secondary schools of the city of Kurgan, we have managed to confirm the relevance of the study and to identify the low level of readiness of the pedagogical community to realize the interaction of organizations of general and supplementary education of children in the direction indicated.

However, from our point of view, there are current conditions that do not only help but can interfere into the process of the interaction between general and supplementary education.

In the process of the formative experiment, we have carried out the analysis of the author's concept, of the model of the development process and of the proposed pedagogical conditions on the development of schoolchildren visual skills in the integrated training environment based on media competence. As a result of this test, our hypothesis has been confirmed: the integrated training environment on the development of schoolchildren visual abilities based on media competence is not only a condition, but also a product of this interaction.

The organization of the integrated training environment of public education and the departments of children supplementary education, being over at the stage of the ascertaining experiment, has intensified the process of the interaction between the organization of supplementary

education of children and schools in two directions: organizational-pedagogical and curricular-methodological. Through the generalizing stage of the experiment, it has been revealed that the interaction of the school and the organization of supplementary education of children on the formation of media competence is possible only in the case of precise and coordinated work of the whole pedagogical system. Teachers of general and supplementary education should know the features, understand the specifics of each other's work, the complexity and advantages of these types of education. Because only their joint, coordinated, thoughtful actions can become the basis for the creation of the integrated training environment of public education and the departments of children supplementary education on the development of schoolchildren visual abilities.

2. In the course of the conducted study it has been introspected:

- 1) the promotion of experiment participants to higher levels of the development of visual abilities based on media competence;
- 2) the effectiveness of the idea of creating the integrated training environment and the continuous interaction of educational organizations;
- 3) the growth of the social status of supplementary education of children from a primitive understanding of it as a "circle work", "extracurricular work" to its recognition as a valuable and important type of education that affects media competence.

In addition, by conducting the study, we have identified, justified and experimentally tested a set of pedagogical conditions, aimed at ensuring the effective continuous interaction of the organizations of general and supplementary education of children on the development of schoolchildren visual abilities on the basis of media competence.

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