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**FEATURES OF CONTINUOUS ARCHITECTURAL AND ART  
EDUCATION: SFU EXAMPLE**

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***Abstract***

The relevance of the issue raised in the article is due to the monitoring of the educational process in the field of professional architectural and artistic education, taking into account the exam and the specifics of the direction. The purpose of the article is to reveal the peculiarity of the system of formation of continuous professional education on the basis of the Academy of Architecture and Arts of the Southern Federal University, one of the leading schools in the field of training architects, designers and artists in the South of Russia. The main methods of research were theoretical (analysis; generalization; the method of analogies) and empirical (the study of the experience of educational organizations, normative and educational-methodical documentation; pedagogical observation), allowing to form an effective and progressive model of building continuous professional education "vertically". This model is aimed at rapid adaptation of students to the educational process during the training in the chosen direction, obtaining the necessary skills and abilities, as well as teachers to the new conditions of professional activity in the field of architectural and artistic education, allowing educating creative, aesthetic, cultural aspects of the future professional. Training programs at all levels of nursery architectural and art school and preparatory courses compiled by teachers of the Academy in accordance with the requirements of the institution of higher education in the future.

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**Keywords:** Art education, architecture and arts education, continuing professional education, professional training.



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## 1. Introduction

Today, in the framework of modern trends and reform of the education system, little account is taken of the specifics of some training areas, especially in the sphere of culture and art. In search of solutions to such problems in the system of architectural and artistic education requires an individual conceptual approach that would take into account the characteristics of each individual university, leading the training of specialists in this field, as well as to determine the main directions of its development, the role and place, both in the General education system and at the regional level.

Despite many changes and modernization, Russian art education in the field of architecture, fine arts and design remains at the dominant position in the world educational environment in terms of training of professionals. Maintaining the "image" requires the schools to look for ways and methods of solving problems arising in the framework of the transition to the Bologna system, the introduction of the exam, as one of the fundamental elements for admission, which does not give an idea of the creative abilities of the future student. In modern conditions of modernization of the Russian education, professional training is considered as the process of formation and development of the personality and professional competence of the future expert (Ibragimov & Nyudyurbegov, 2016).

Modern trends in education require finding solutions to this situation. One of the factors that can smooth out the problems of taking into account the exam for admission to specialized educational institutions is the construction of continuous architectural and artistic education. The structure of the construction of art education in the "vertical" was in Russia before, and today has become particularly relevant and in demand. One of the successful examples of building a continuous education can serve as the Academy of architecture and arts of the Southern Federal University, where the presence of vertically coordinated educational programs in educational institutions, which will be developed taking into account the continuity of pre-University and University stages of training (Khosheutovo, 2016).

Continuing education is a community and structured process that allows developing the creative potential of the future professional. In the XX century there are two main directions of pre-professional training: pre-University architectural and artistic training and pre-University architectural and artistic education (Collstet, 2007). Step by step, this system allows you to consistently organize a specialized path of training in the field of culture and art. Among the most effective models of training are: – model of skill transfer. This model assumes four levels of learning, from minimum to advanced (Pats, 2018).

Today, the system of organization of educational professional space is a system of complex knowledge and skills that can form the continuity of dialogue interdisciplinary relations in the educational process, focused on the formation of values in the younger generation. Now it is possible to distinguish four levels: preschool (kindergartens), primary school (primary classes), incomplete secondary school (middle classes), secondary school (senior classes) (Collstet, 2007; Karpova & Collstet, 2008).

## 2. Problem Statement

The educational environment of continuing professional education at the Academy of Architecture and Arts of the Southern Federal University includes pre-University, higher education and postgraduate education. Currently, the "pre-University" system in the Academy of Architecture and Arts is a nursery

architectural and art school for children aged 5-15, preparatory courses for high school students (grades 9-11), specialized architectural and art classes in the basic schools of the Southern region, and the main feature of this system is the organization of the interregional academic Competition (Contest) "Architecture and art" for schoolchildren and students in which interact seventy educational institutions from forty regions of the country, as well as Kazakhstan, Ukraine, Moldova and Abkhazia, all mentioned above is a new level of continuous education implemented in the Southern Federal University. The main goals and objectives of the Contest are to identify and develop students' creative abilities and interest in research activities, promote scientific knowledge, create the necessary conditions to support gifted children, including assistance in vocational guidance and continuing education (Charushina, 2016).

### **3. Research Questions**

The main research question is to identify the peculiarity of the system of formation of continuous professional education.

### **4. Purpose of the Study**

The purpose of the article is to reveal the peculiarity of the system of formation of continuous professional education on the basis of the Academy of Architecture and Arts of the Southern Federal University, one of the leading schools in the field of training architects, designers and artists in the South of Russia.

### **5. Research Methods**

In the process of research the following methods were used: theoretical (analysis; generalization; method of analogies); empirical (study of the experience of educational organizations, normative and educational documentation; pedagogical observation).

The base of experimental research is the Federal State Autonomous educational institution of higher education "Southern Federal University".

The study took place in several stages: the cumulative and analytical stage, the stage of pedagogical observation, systematization of the main experience of the sphere of pre-University and post-graduate training, generalizing stage.

### **6. Findings**

Today, architectural and artistic education is increasingly affecting society, expanding the interaction with other spheres of human activity. The system of education is changing both in general and in particular, and this applies to the system of continuing education in the field of architecture and art, as well as pre-university training. On the basis of many years' experience formed the "right" system of continuous professional education at the Academy of Architecture and Arts of the Southern Federal University, based on a personal approach in the process of building the learning path at all levels of

education: pre-university, University, postgraduate. This model of training shows a high level of training quality of future specialists.

## 7. Conclusion

Drawing up of training programs at all levels of nursery architectural and art school and preparatory courses compiled by teachers of the Academy in accordance with the requirements of the institution of higher education in the future. Thus, it overcomes the disunity that is traditionally present in the system of training of middle and senior managers, when art schools, studios and clubs "live" and develop independently, separately from the University.

Also, one of the features of the construction of such a system of continuous education in the Academy can be called, the fact that, most often teachers combine work at different stages of continuous architectural and artistic education. Thus, the child, having come to a children's art school, is "drawn into an art family" from childhood. He has no fear and discomfort when moving from one level of the educational environment to another, higher, namely, when entering the Southern Federal University. Thus, the future applicant of the Academy of Architecture and Arts of Southern Federal University at the "entrance" to the UNIVERSITY is guided and has architectural and artistic skills and knowledge corresponding to the professional orientation of the educational institution.

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