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The role of independent work in training future artists in the field of Nizhny Tagil decorative painting

Annotation. The article discusses the importance of independent work in the process of teaching Nizhny Tagil two-color brush painting. It emphasizes the role of independent activity in the formation of professional competencies, the development of creative thinking, and the preservation of cultural heritage. The article analyzes the functions of independent work and presents methodological approaches to its organization, including the use of the workbook «Mastery of Nizhny Tagil decorative painting» for students studying in the field of 54.03.02 “Decorative and applied arts and folk crafts”, specialization at the Russian university of traditional arts: “Nizhny Tagil decorative painting”.

Keywords: education, independent work, Nizhny Tagil two-color brush painting, workbook, performance skills, abilities and skills, mastery of Nizhny Tagil decorative painting, training, higher professional education.

An integral part of preserving and developing the Nizhny Tagil decorative painting is the higher education system at the Russian university of traditional art crafts. The undergraduate training program is designed to prepare highly qualified artists [3, p. 85]. Students studying at the lacquer painting department master technological techniques for executing multi-layered and two-color brush Nizhny Tagil paintings [5, pp. 152–153].

The educational process represents a system that includes not only classroom instruction (interaction between teachers and students), but also independent work by learners, which is an essential component of professional competency development. Independent student work serves as an important resource within the educational process, enabling the development of skills such as planning, analysis and self-regulation, thereby contributing to overall improvement in the quality of education [8].

A.I. Khamitova and V.G. Ivanov identify the triune nature of students' independent work, which simultaneously acts as a form of organizing the learning process, a system of diverse assignments and activities aimed at their completion [9, p. 118]. This approach enables students not merely to reproduce information, but consciously plan their actions, monitor the process and evaluate results, significantly enhancing the effectiveness of material acquisition.

Independent work “takes place both during class sessions and outside scheduled study hours” [7, p. 202]. Extracurricular independent work helps develop qualities such as responsibility and organization among students, as well as teaches them how to work with various sources of information [1, p. 249].

E.Ya. Gorodetskaya defines independent work as the ability to set goals, formulate hypotheses, search for and organize information, as well as plan one's own actions and analyze outcomes [2, p. 34]. Such an approach contributes to the formation of future artists' not only professional knowledge but also self-analysis skills, which are particularly crucial when mastering the technique of Nizhny Tagil painting.

As noted by E.N. Kabanova-Meller, when organizing independent work, a task proposed by the teacher leads to the emergence of motivational settings that act as complex "external stimuli", stimulating analytical-synthetic activity under the influence of motivational excitations. During this process, students do not merely reproduce acquired knowledge but also learn how to apply it, analyze mistakes, adjust their actions and achieve set goals [4, p. 26]. This is particularly important in teaching decorative painting, where each brush stroke requires precision and every element of an ornament demands conscious execution.

Independent work can take various forms corresponding to different levels of cognitive activity. Specifically, these include reproductive work aimed at forming basic skills and memorizing methods of action; reconstructive work ensuring application of knowledge in typical situations and development of mental activity; heuristic work developing learners' ability to independently solve problems and seek new knowledge requiring analysis, generalization and transfer of existing experience; creative work assuming independent search for novel solutions and creation of original products. Such differentiated approach allows taking into account individual characteristics of learners and contributes to formation of their ability for self-education and self-development, enabling them to acquire new knowledge throughout life on their own initiative.

Furthermore, independent work promotes the development of self-organization skills (the personality trait of mobilizing oneself, purposefully and actively utilizing all one's capabilities to achieve intermediate and ultimate goals while rationally using time, effort and resources), critical thinking and a creative approach to solving professional tasks during the implementation of technical painting techniques. In the process of mastering Nizhny Tagil two-color brush painting, students not only execute traditional motifs but also experiment with form, color and decorative techniques for embellishing backgrounds, which stimulates the development of an individual artistic style.

In the context of art education, independent work acquires special significance. Taking the example of learning Nizhny Tagil two-color brush painting at the Russian university of traditional art crafts, one can observe how methodically organized independent activities contribute to the formation of professional competencies. Within the discipline "Nizhny Tagil decorative painting technique", students master unique techniques of Nizhny Tagil painting, which require accuracy and creativity. To ensure effective independent work for students studying the direction 54.03.02 "Decorative and applied arts and folk crafts", specialization: "Nizhny Tagil decorative painting", a workbook titled "Mastery of Nizhny Tagil decorative painting" has been developed (section: technique of Nizhny Tagil two-

color brush painting) (Fig. 1⁶⁰). Additionally, the workbook will be effective for additional education programs and professional retraining courses.

It includes assignments focused on consolidating the skills of executing two-colored strokes, practicing technical drawing techniques and refining details. This structure enables students not only to review material covered in classes but also to independently build a trajectory for their professional growth.



Fig. 1. Cover of the workbook "Mastery of Nizhny Tagil decorative painting" (section: technique of Nizhny Tagil two-color brush painting)

Under the higher education program in the discipline "Mastery of Nizhny Tagil decorative painting", first-year students of the lacquer painting department are required in the first semester to master the technique and technology of Nizhny Tagil two-color brush painting and, under the guidance of a teacher, complete basic and composite elements of painting, small and medium-sized flower shapes, large rose and leaf forms, followed by a floral motif in color with ornaments (in warm, contrasting and cool colors). Assignments for mastering the technique of two-color brush Nizhny Tagil painting present certain challenges for students. For successful mastery of this technique, they need not only to practice separate elements and forms of painting during lessons but also train themselves through independent work.

The development of the workbook was initiated based on the analysis of issues faced by students in mastering the technique of two-color brush painting (purity, width and direction of the stroke; pressure on the brush; hand position; step-by-step execution of individual painting forms; smoothness of lines when performing drafts, attachments and ornaments to create lines of varying thickness).

⁶⁰ Fig. 1–7. Photos by the author of the article.



Fig. 2. Student's exercise of brushstrokes following the sample from the workbook.
Exercise No. 1

Exercises presented in the workbook are structured according to four types of independent work commonly used in pedagogical practice: reproductive, reconstructive, heuristic and creative [6, p. 42]. Reproductive type involves students acquiring basic techniques of Nizhny Tagil painting and developing skills by working from examples (Fig. 2). This approach helps develop technical skills and reinforce practical abilities necessary for future activities.

Reconstructive type of independent activity implies applying learned painting techniques in creating large floral and plant forms (consisting of main strokes and drafts), traditional motifs with variations of elements and analyzing the results obtained (Fig. 3). Performing reconstructive tasks helps students solidify their understanding of technological features of Nizhny Tagil brush painting, comprehend the interrelation between painting elements, ornamentation and its artistic expression.

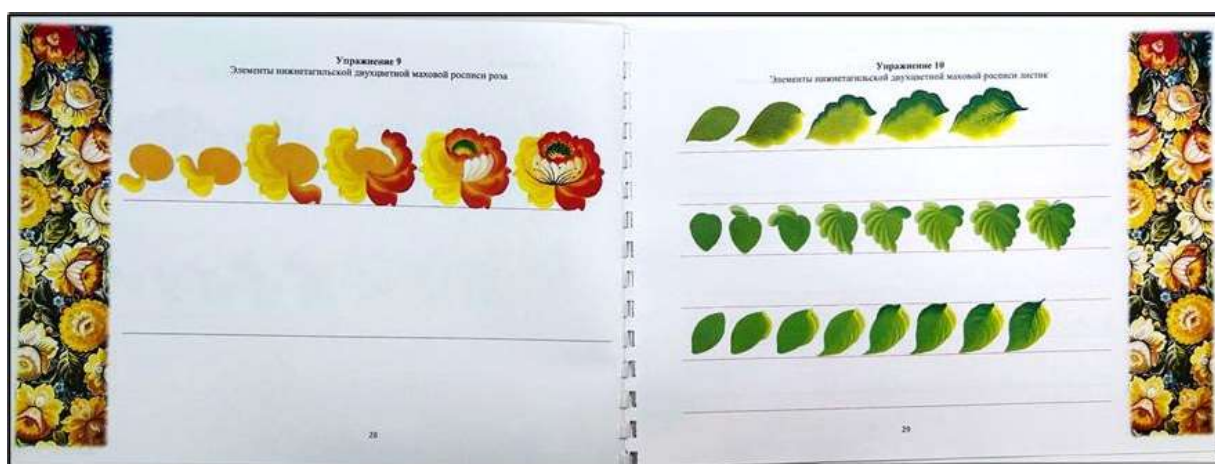


Fig. 3. Exercises on creating large forms of Nizhny Tagil two-color brush painting

Heuristic type involves summarization and systematization of knowledge, as well as independent problem-solving, contributing to the development of design skills (Figs. 4, 5). The workbook provides information about the types of compositions in Nizhny Tagil two-color brush painting to enhance design skills and develop an original traditional bouquet in the technique of Nizhny Tagil two-color brush painting when completing exercise No. 13.



Fig. 4, 5. Types of compositions in Nizhny Tagil two-color brush painting (bouquet, centric, wreath or round dance, semi-wreath)

Creative type of independent work involves creating new compositions and searching for original expressive solutions (Fig. 6). Sequential acquisition of exercises for each type of independent work contributes to the formation of professional competencies, creative thinking and the ability to independently address artistic challenges within a specific genre of traditional applied arts.

Exercises provided in the workbook for independent study are essential for practicing the technique of Nizhny Tagil two-color brush painting. The content of the workbook covers important sections necessary for understanding and successfully executing Nizhny Tagil two-color brush painting.

The introduction presents a brief history of Nizhny Tagil painting, rules for setting up a workspace for artists of Nizhny Tagil painting and detailed descriptions of the technology for each exercise along with information on required materials.

For practicing brushstrokes and individual painting forms, thin transparent plastic sheets are included, which are placed over the relevant page for students to repeat the brushstroke (Fig. 7).



Fig. 6. A traditional bouquet designed by a student in the technique of Nizhny Tagil two-color brush painting. Exercise No. 13 from the workbook



Fig. 7. Exercise No. 7 "Bud".
Page from the workbook

During independent work, students consolidate their skills in executing two-color strokes of Nizhny Tagil brush painting, practice technical techniques such as sketching, binding and handwritten ornamentation.

The workbook serves as a didactic tool for teaching students the technique of Nizhny Tagil two-color brush painting.

Performing the exercises offered in the workbook facilitates gradual mastery of the elements of two-color brush painting, starting from individual brushstrokes and progressing to medium and large forms, compositional solutions and further refinement of skills and abilities acquired during classroom sessions.

In modern educational conditions, independent work becomes an integral part of the learning process, ensuring sustainable acquisition of knowledge, skills and formation of professional and personal qualities, thereby contributing to the preparation of highly qualified specialists in the field of Nizhny Tagil decorative painting.

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