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Development of general cultural competence in students at the Siberian institute of traditional applied arts through project-based learning activities in Russian language classes

Abstract. The article examines the role of project activities in the development of general cultural competence of students at the Siberian institute of traditional applied arts, using the example of the "Master's heritage" project. The stages of project implementation are described and the results of diagnostics are presented, indicating positive dynamics in the formation of cognitive, praxiological and axiological aspects of students' general cultural competence. The article emphasizes the significance of the project method for the cultural and professional development of future artists in traditional art crafts.

Keywords: project activities, competency development, general cultural competence, Russian language classes.

The development of general cultural competence in future artists of traditional applied art is an important goal of educational and upbringing process. One way to achieve this objective is by introducing professional and regional components into working curricula alongside federal component of general education content [5].

Formation of general cultural competence during Russian language classes contributes to comprehensive personal development when individual academic activities aimed at acquiring basic knowledge, skills and abilities are harmoniously combined with creative activity, which helps reveal students' innate talents, enhance cognitive activity, develop creative thinking and acquire ability to effectively solve communicative tasks in various speech situations [3]. In Russian language course, it manifests itself in selecting topics and texts that focus on mastering the chosen specialty.

This article presents the experience of implementing a project titled "Master's heritage" held in December 2025. The objectives of the project were as follows: summarizing and systematizing knowledge about descriptive texts, practicing the skill of writing descriptive texts, acquaintance with the works of Omsk artist G.P. Kichigin, developing general cultural competence among future artists of traditional applied art. The relevance of the project was due to the fact that many first-year students had little or no familiarity with the work of Omsk artist G.P. Kichigin, lacked information about his professional biography and pedagogical practice.

General cultural competence, according to A.V. Khutorskoy's definition, represents a set of knowledge, skills and life experiences related to national and global culture characteristics, spiritual and moral values, as well as cultural

foundations of family, social and public phenomena and traditions. It includes understanding the role of science and religion in human life and their impact on the surrounding world, organizing leisure time and free time management skills, as well as experience in comprehending scientific worldview expanding towards culturological and universal elements [2, p. 134].

The level of general cultural competence can be assessed based on the following criteria:

- cognitive (the degree of mastery over knowledge concerning culture, history, traditions and social norms);
- praxiological (ability to apply cultural knowledge in diverse communication contexts);
- axiological (awareness of the importance of respectful and tolerant attitudes toward cultural phenomena) [4].

Developing general cultural competence is facilitated by historical-cultural approaches in teaching, interactive learning methods, taking inter-disciplinary connections into account while studying themes and engaging in project-based activities [6].

In accordance with the stated goals, implementation of the project “Master's heritage” took place in four stages. The first stage involved a Russian language lesson where learners were tasked with becoming acquainted with the work of G.P. Kichigin and composing a text reflecting emotional response to one of the artist's paintings using specific criteria provided by the educator (Figs. 1⁸³, 2).



Figs. 1, 2. A Russian language lesson at the Siberian institute for traditional applied arts within the memory action dedicated to G.P. Kichigin

Each student completed the left column of the questionnaire for participants in the memory action dedicated to G.P. Kichigin before the start of the class. This questionnaire contains five questions reflecting the level of development of general cultural competence (Table).

⁸³ Figs. 1-4. Photo by the author of the article.

Table

Questionnaire for participants in the memory action dedicated to G.P. Kichigin's
legacy “Master's heritage”
Student _____ (..... class)

N	<i>Questions</i>	<i>Response prior to conducting the action</i>	<i>Response after conducting the action</i>
1	What do you know about G.P. Kichigin?		
2	Are you familiar with his works?		
3	Which painting by the artist did you cover in your essay and why?		
4	How is G.P. Kichigin's pedagogical activity connected with the Siberian institute for traditional applied arts?		
5	Have you told anyone about your participation in this event?		

Responses to the first two questions reflect the level of knowledge about the artist, i.e., the cognitive indicator of general cultural competence; the third question demonstrates the ability to apply cultural knowledge in different communication situations, corresponding to the praxiological indicator; responses to the fourth and fifth questions show awareness of the significance of respectful and tolerant attitude towards cultural phenomena, characterizing the axiological criterion of general cultural competence.

At the initial stage of the project, out of 20 first-year respondents, 16 answered “nothing” to the first survey question. Four students provided the following answers: “Omsk artist, I don't have detailed knowledge of his works”, “Familiar with techniques, plots”, “He lived in Omsk”, “Famous artist”. Thus, 80% of respondents had no idea about the creativity of the Omsk painter, indicating the need to develop students' general cultural competence. Underdevelopment of general cultural competence hinders students' personal growth and reduces overall effectiveness of the educational process [7].

The second stage of the project involved checking essays and selecting textual fragments that formed the basis for further work by the initiative group of students, as well as posting updates about the event in the official VKontakte group of the Siberian institute for traditional applied arts and in the informational channel “Siberian colours” via MAX messenger app.

The third stage of the “Master's heritage” project was carried out by a group of first-year students who recorded audio files for a future video clip based on selected fragments from the essays and collected necessary photographic material (Fig. 3). Then they developed a compositional concept for the video material,



Fig. 3. First-year initiative group: E. Nevorotova and V. Khismatova

performed editing including subtitles addition. Participant feedback served as sources for video editing. As a result, the product of the “Master's heritage” project – a video clip – was created (https://vk.com/video-73434634_456239323).

The fourth stage of the project was conducted considering that the group of first-year students participated in all previous stages and by this point was ready to fill in the right-hand column of the participant questionnaire, as well as evaluate the content of subsequent events of the campaign. Out of 20 first-year students participating in the control phase, all respondents fully answered the questions, which is reflected in the histogram of results from the control stage of the project (Fig. 4).

Typical student responses are characterized by thoughtfulness and completeness. Analysis of respondent answers regarding the most memorable works mentioned after classes revealed frequent references to pieces such as: “Carrying the easel”, “Nastya”, “Rain on Lyubinskoy”, “Liza”, “Fortune-telling”, “Gate”, “Patience of paper”, “Siberian dreamer”, “When the screen goes dark” and “Grandfather's photo. Shadow of quiet happiness”.

In responses to the question about the canvas discussed in the essay and reasons for its selection, there was noted a deep understanding of the theme presented by the artist.

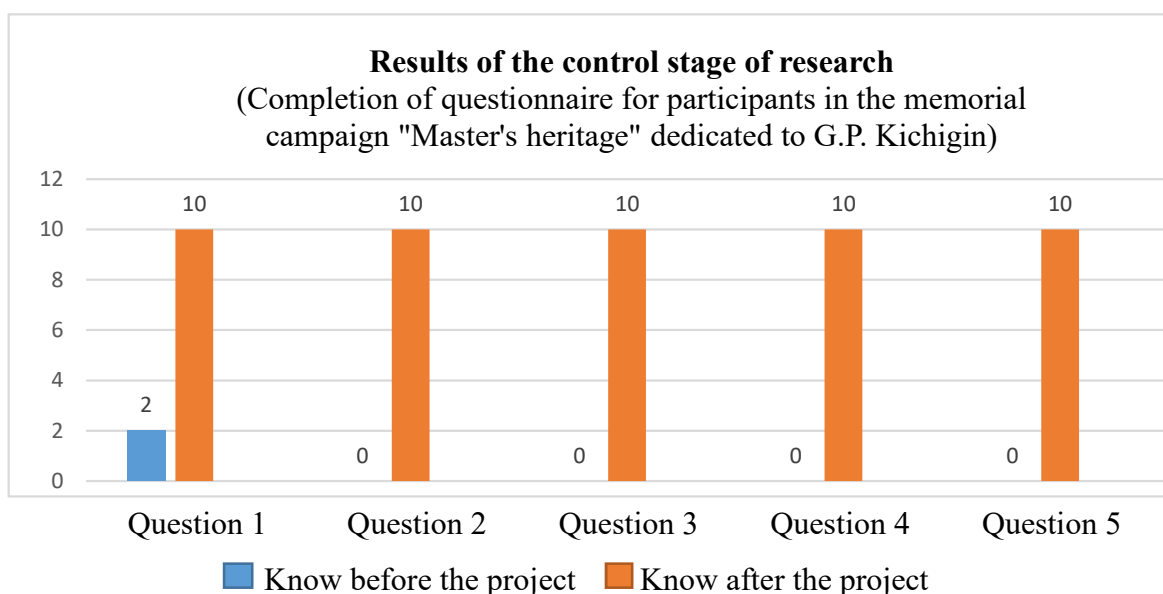


Fig. 4. Histogram reflecting results of the control stage of research on the level of general cultural competence among first-year students at the Siberian institute for traditional applied arts

Responding to the question about the connection between G.P. Kichigin's pedagogical activity and the Siberian institute for traditional applied arts, students pointed out that many teachers at this institution studied under him at the Omsk state pedagogical university, the group supervisor is his pupil and the deputy director completed her final qualification work under his guidance.

Students informed educators, fellow students, relatives, friends and acquaintances about the memorial event honoring G.P. Kichigin, sharing details

about the artist and his paintings. Additionally, suggestions were made for future events within the framework of the memorial campaign dedicated to G.P. Kichigin. These included – organizing exhibitions of his works accompanied by guided tours and meetings with like-minded individuals; reproducing the image of the artist and his works in monument form; preparing and creating a documentary film about his biography and key stages of artistic creation, as well as about his pupils; launching an interactive online gallery featuring his works; conducting excursions along locations depicted in his paintings throughout Omsk; establishing a memorial studio; installing a commemorative plaque on G.P. Kichigin's residential building; holding a scientific conference devoted to his artistic legacy; publishing a collection of studies and memoirs about his activities; hosting an annual art competition celebrating Omsk and its cultural heritage.

Ideas proposed by students hold potential for practical implementation and may contribute to fostering a creative environment in the city of Omsk.

The outcomes of the implemented project “Master's heritage” were presented at the regional stage of the XX All-Russia talent youth competition “National treasure of Russia”; the works won first place in the category “Cultural heritage and contemporary art”, securing the opportunity to represent Omsk region at the federal level.

Skills acquired during training in creative exploration serve as a guarantee of professional advancement, a condition for personal development and the capacity to address non-standard challenges [1]. Implementation of the "Master's Heritage" project within the memory campaign dedicated to G.P. Kichigin during Russian language classes became a significant step in forming general cultural competency among first-year students at the Siberian institute for traditional applied arts, contributing to their professional and civic development within the context of general education preparation.

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