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Designing the structure of the core professional educational program in higher education in the field of traditional art crafts

Abstract. The variety of life scenarios, the weakening of traditional channels of knowledge transfer created objective prerequisites for the development of new methodological approaches to the training of specialists. The modernization of the higher education system in Russia, within the framework of the updated federal state educational standards of the new generation (Federal State Educational Standard (FSSES) of Higher Education 3++), provided universities with unprecedented freedom in designing the structure of educational programs and training.

The article discusses the urgent problem of using various approaches to designing the structure of educational programs in the field of traditional art crafts.

The purpose of the article is to analyze the approaches to designing the structure of the main professional educational program of higher education “Modeling with artistic embroidery” (field of study 54.03.02 Decorative and applied arts and folk crafts), to identify its features and development trends, taking into account the requirements of Russian legislation and labor market requests.

Analysis of approaches to designing the structure of the main professional educational programs in the field of traditional art crafts made it possible to theoretically substantiate and propose ways to implement variable and individual approaches in the development of the educational program “Modeling with artistic embroidery” in this direction.

Key words: traditional art crafts, the core professional educational program, design of the structure of educational programs, individualization of training, individual educational trajectory.

Russian education is undergoing a period of transformation and the search for new priorities. Under these conditions, the task arises to create a personnel training system that would expand an individual’s capabilities in making a conscious choice of their individual educational trajectory and life path. This is facilitated by objective prerequisites: the diversity of life scenarios and the weakening of traditional mechanisms for knowledge transfer.

The modernization of higher education in Russia, carried out within the framework of the updated Federal State Educational Standards of a new generation (Federal State Educational Standard (FSSES) of Higher Education 3++), provides universities with significant freedom in designing the structure of the content of core professional educational programs. The design of the structure of core professional educational programs implies the development of a set of documents regulating the content and organization of the educational process during their implementation.

According to subpara. 1 of Art. 12 of the Federal Law “On Education in the Russian Federation”, “the core educational program (Core Educational Program (CEP), educational program) is a set of characteristics of the learning process (scope, content, planned results), organizational and pedagogical conditions and forms of assessment. These include the curriculum, the academic calendar, work programs for disciplines, assessment and methodological materials, as well as the work program for upbringing and the calendar plan for educational work” [12]. The CEP is a key document defining the specifics of training and education. It can be constantly improved to meet the needs of the regional labor market, as well as the traditions and achievements of the scientific and pedagogical school of a specific university.

The issues of designing and structuring educational programs have been addressed by L.G. Smyshlyaeva [19], S.D. Karakozov and co-authors [5]. In the field of traditional art crafts, V.F. Maksimovich [6] pays special attention to the design of educational programs, proposing a systematic approach to studying this sphere – from preschool education to higher education.

An educational program, as a pedagogical system, requires adherence to a number of design principles:

- personal priorities: focus on personality development;
- diagnostic goal-setting: clear definition and assessment of goals;
- staged learning: gradual mastery of the material;
- self-development: stimulation of independent learning;
- productivity: focus on achieving concrete results;
- systematicity: a holistic approach to program design;
- reflectivity: awareness and analysis of one's own learning process;
- multifactoriality: consideration of various influencing factors [2].

Yu.G. Tatur identifies systematicity and self-development as the basic principles; A.M. Novikov [8] adds to them hierarchy, integrity, communicativeness, historicity and necessary diversity.

Higher education in the field of traditional art crafts holds a special place in the system of vocational training, as the implementation of educational programs in this area is characterized by a pronounced practice-oriented approach. It presupposes the use of practical teaching methods, which, in turn, requires special approaches to designing the structure and content of educational programs.

As an example of designing a Core Educational Program (CEP), one can analyze the field of study 54.03.02 Decorative and applied arts and folk crafts. According to subpara. 1.4 of the Federal State Educational Standard (FSSES) of Higher Education 3++, “the content of higher education in the field of study is

determined by the bachelor's program, which is developed and approved by the University independently" [15].

The aim of the research is to analyze various approaches to designing the structure of educational programs in the field of traditional art crafts, implemented at the Russian university of traditional art crafts. The goal is to identify their specific features and development trends in accordance with the requirements of educational standards and the needs of the labor market.

In the context of this research, the analysis of existing approaches to designing the structure of educational programs in the field of traditional art crafts, taking into account their specifics and the requirements of modern standards, is a relevant task. This will allow not only to characterize the current educational models but also to propose ways to improve them, aimed at training highly qualified specialists capable of combining a deep knowledge of traditions with mastery of innovative technologies.

An analysis of the requirements of the FSES HE 3++ for the field of study 54.03.02 Decorative and applied arts and folk crafts, which grants universities academic freedom in determining specializations, types of professional activities, and the content of discipline blocks, allows for the identification of the main vectors for designing the structure of educational programs: *comparative, legal-regulatory, competency-based, profile-oriented, variable and individual*.

A *comparative analysis* of the content of the Federal State Educational Standards of 2016 (no longer in force) [13] and 2020 [15] allows us to trace the evolution of the process of designing the structure of educational programs and establish the following:

- the distinction of typological program models, which defined the division into academic and applied bachelor's degrees in the 2016 edition;
- the transition to a unified bachelor's program with variable types of professional tasks in the 2020 edition;
- a change in the structure of competencies: from general cultural (GC), general professional (GP) and professional (PC) competencies according to the 2016 Federal State Educational Standard, to universal (UC), general professional (GP) and professional (PC) competencies (as an element of harmonization with master's programs) in the 2020 Federal State Educational Standard 3++;
- differences in the "Practices" section: fixed types of practical training in the 2016 standard [13], versus a flexible choice of practice types from recommended options and the possibility of introducing additional types in the 2020 standard [15];
- a change in approaches to the profiling of educational programs: the profile was defined by the type of activity in the 2016 standard [13], whereas in the 2020 standard, the profile can be oriented towards the field of activity, the type of tasks or the objects of activity [15].

The transition to the FSES HE 3++ (2020) indicates a move away from the standard bachelor's degree model ("academic/applied" bachelor's degree) in favor of a more flexible program customization to meet the specific demands of stakeholders and the capabilities of the university.

The regulatory-legal approach to designing the structure of the core professional educational program in accordance with the FSES HE 3++ for any bachelor's degree program establishes a rigid macrostructure of the program, consisting of three blocks:

Block 1 "Disciplines (Modules)" – a volume of at least 180 credit units;

Block 2 "Practical training" – a volume of at least 30 credit units;

Block 3 "State Final Attestation" – a volume of 6–9 credit units.

The regulatory approach mandates the inclusion of disciplines in the program, such as Philosophy, History, a Foreign language, Life safety, as well as Physical education and sports (2 credit units + 328 academic hours of elective disciplines) [15].

This approach to designing the structure of an educational program ensures the unification of the educational space and the fulfillment of requirements for the basic training of graduates, regardless of the specific university.

The competency-based approach, which defines the types of tasks and learning outcomes, allows for a move away from a rigid qualification characteristic in favor of a competency model. Universities are provided with a list of types of professional activities for which a graduate can be prepared: research, artistic, design, information-technological, organizational-managerial and pedagogical [15]. Furthermore, the competency-based approach is implemented through the formation of three groups of competencies: universal (UC) – unified for all fields of study; general professional (GP) – defining the foundation of artistic education; professional (PC – established by the university independently, based on the selected types of tasks and professional standards.

The development of professional competencies, which the university establishes independently, requires that, if available, they be based on the relevant professional standards. In this process, one or more generalized labor functions (GLFs) are fully or partially extracted from each selected professional standard. The learning outcomes must be aligned with the chosen GLFs, which ensures that the educational process is directed toward the formation of competencies for specific activities within a defined professional field [11].

According to subpara. 1.11 of the FSES HE 3++ for the field of study 54.03.02 Decorative and applied arts and folk crafts, graduates can carry out professional activities in the following areas: 01 Education and Science (in the spheres of: preschool, primary general, basic general, secondary general education; vocational training; additional education for children and adults; and scientific research); 04 Culture, Arts (in the spheres of: decorative and applied arts and folk crafts; fine arts; cultural and educational and artistic-creative activities) [15].

When designing the structure of an educational program, for example, the results of training students for pedagogical activities are correlated with the general labor functions of a teacher (pedagogical activity in the sphere of preschool, primary general, basic general and secondary general education) (tutor, teacher) [14], a teacher of additional education for children and adults [17] and a teacher of vocational training and secondary vocational education [18]. The results of training for scientific activities are aligned with the labor functions of a specialist in research

and development [16], whereas artistic and creative activities do not have a direct reflection in the Professional Standard 04 “Culture”. Thus, for example, a graduate who has completed the educational program “Modeling with artistic embroidery” within the field of study 54.03.02 Decorative and applied arts and folk crafts is prepared to perform labor functions in accordance with the functional map of the type of professional activity, as stipulated by professional standards and the Unified Tariff and Qualification Directory for Workers (UTQD), the list of which is correlated with the field of professional activity (Table).

Table

The List of professional standards and the UTQD correlated with the FSES HE

No	Professional Standard Code / UTQD	Name of the Professional Activity Area. Name of the Professional Standard
04.00.00 Culture and Art		
1	04.002 Culture	Not provided for
2	UTQD 2024, Issue No. 46	Resolution of the Ministry of Labour of the Russian Federation No. 47 of July 3, 2002 “On the Approval of the Unified Tariff and Qualification Directory for Workers’ Jobs and Trades (UTQD)”, 2024 Issue No. 46, Section “Sewing Production”, Trade: Female Embroiderer
01.00.00 Education		
3	01.001 Teacher in the field of preschool, primary, basic general and secondary general education (educator, teacher)	Order of the Ministry of Labour and Social Protection of the Russian Federation No. 544n of October 8, 2013 “On the Approval of the Professional Standard ‘Teacher (Pedagogical activity in the field of preschool, primary general, basic general and secondary general education) (educator, teacher)’”
4	01.003 Teacher of supplementary education for children and adults	Order of the Ministry of Labour and Social Protection of the Russian Federation No. 652n of September 22, 2021 “On the Approval of the Professional Standard ‘Teacher of supplementary education for children and adults’”
5	01.015 Vocational Education and Training (VET) Teacher	Order of the Ministry of Labour of Russia No. 136n of March 21, 2025 “On the Approval of the Professional Standard “Teacher of vocational education and training (VET)””
40.00.00 Universal Professional Activities in Industry		
6	40.011 Research and Development (R&D) specialist	Order of the Ministry of Labour and Social Protection of the Russian Federation No. 121n of March 4, 2014 “On the Approval of the Professional Standard ‘Specialist in Research and Development (R&D)’”

In designing the structure of the educational program, the following problem was identified: it is necessary to justify the selection of generalized work functions in the field of culture and art by correlating them with the corresponding work functions of the Unified Tariff and Qualification Directory for Workers’ Jobs and Trades, as well as to develop indicators for achieving professional competencies and plan learning outcomes.

This approach allows for a variable structure of the curriculum. For example, if a university chooses an additional pedagogical type of tasks, the number of

psychological and pedagogical disciplines in Block 1 “Disciplines” increases and Block 2 “Practice” includes a production pedagogical internship [9]. If, however, the priority is given to artistic and design activities, the focus shifts to design and technological disciplines²⁴.

In designing the structure of educational programs, *system-activity-based, modular and integrative (integrative-developmental)* approaches are also applied.

The system-activity-based approach is defined in science as “a specific method for the systemic organization of a holistic educational process as a unity of different types of students' activities...” [21, p. 149]. The design of university graduate requirements should be based on a connection with their future professional field of activity. The system-activity-based approach defines the logic for designing qualification requirements for graduates.

The modular approach means that a bachelor's degree program must be formed from mandatory modules (or disciplines/courses), which are focused on competency development and define the core of the training in its field, as well as from optional modules that allow for setting the depth and focus (profile) of the education.

The profile-oriented approach (specialization, focus) is defined by subpara. 1.13 of the FSES HE 3++: “When developing a bachelor's program, the University establishes the focus (profile) of the bachelor's program, which either corresponds to the field of study as a whole or concretizes the content of the bachelor's program within the field of study by orienting it towards: the area(s) of professional activity and/or the sphere(s) of professional activity of the graduates; the type(s) of tasks and professional activities of the graduates; and, if necessary, the object(s) of professional activity of the graduates or the area(s) of knowledge” [15].

Despite the unification of the name of the field of study, in practice, a profile-oriented approach is widely used. The university has the right to establish the focus (profile) of the program, which concretizes the content of the training.

According to an analysis of implemented higher education programs in the field of decorative and applied arts and folk crafts, conducted at 43 higher education institutions of the Russian Federation, a diversity of profiles and focuses within the field of study 54.03.02 Decorative and applied arts and folk crafts has been established. This, in turn, leads to differences in the content of the educational process, as well as in the approaches to forming the structure of educational programs and their implementation [10, p. 267]. At the same time, it is only at the Russian university of traditional art crafts that the widest range of educational programs is implemented, with profiles based on specific art forms: “Modeling with artistic embroidery”, “Modeling with artistic lace-making”, “Kholmogory artistic bone carving”, “Jewelry art”, “Nizhny Tagil decorative painting”, “Modeling with artistic fabric painting”²⁵.

²⁴ Curriculum of the educational program “Modeling with artistic embroidery” – URL: https://www.vshni.ru/doc/up/54.03.02_24mhv.pdf (date of access: 03.01.2026).

²⁵ Information about the educational program at the Russian university of traditional art crafts. – URL: <https://www.vshni.ru/sveden/education> (date of access: 03.01.2026).

This approach fundamentally changes the structure of the curriculum's variable component. Such invariant disciplines as drawing (academic, decorative), painting (academic, decorative), art history and the theory and history of traditional art crafts are supplemented in content with specialized courses, for example, in the art of embroidery or jewelry art. Thus, the program's structure and its substantive content are linked to a specific type of traditional art crafts and its regional-historical, artistic and technological characteristics.

Among the approaches to designing the structure, the *variative approach* holds a special place. The application of the principles of variability and individualization is crucial in designing the structure of educational programs. The problem of variability and individualization becomes particularly relevant for fields of study in the arts, such as 54.03.02 Decorative and applied arts and folk crafts. In this field, the creative component, personal vision and the uniqueness of the future specialist's "performing style" play a defining role. The design and formation of an educational program for the field of study 54.03.02 Decorative and applied arts and folk crafts must take into account not only the requirements of the Federal State Educational Standard of Higher Education (FSES HE), but also the need to develop the individual creative abilities of each student.

The term "variability" means the ability to form variations and introduce changes to the elements of a system while preserving its foundation [22, p. 55]. In the educational sphere, variability is understood as a diversity of educational programs, types and kinds of educational institutions, methods of organizing instruction and the flexibility of content and pedagogical technologies used [3]. Modern pedagogy considers variability to be one of the fundamental principles for the development of educational systems.

Many researchers define the variative approach as a socio-pedagogical phenomenon aimed at implementing individual learning trajectories and expanding opportunities for personal self-development. Variability, in the context of this definition, is manifested in the diversity of educational programs, curricula, forms of organizing the educational process and pedagogical technologies [7]. The semantic dominant here is diversity and the provision of choice for both the teacher and the student.

According to the author of the concept of variative education, A.G. Asmolov, variative education significantly expands the possibilities for various levels of content, approaches, methods, ideas and textbooks in teaching. Its purpose is for a person to become acquainted with culture by mastering ways of thinking that make it possible to build a world civilization [1].

An analysis of the scientific literature allows us to identify the following aspects of variability:

- variability as a direction for the development of the education system, its adaptive response to new socio-economic conditions;
- variability as a property of a system to provide students with a diversity of qualitatively specific and attractive educational trajectories;
- variability as a didactic principle for selecting content and structuring the educational process.

Another approach to designing the structure of educational programs is the *individual approach*.

The Pedagogical Dictionary provides the following definition: an individual approach is an important psychological and pedagogical principle, according to which educational work takes into account the individual characteristics of each student [4, p. 177].

In the context of higher education, the individual approach (individualization) is ensured by the presence of a variable part of the curriculum and elective disciplines. This allows a student to build their own unique route within the framework of the profession being studied.

The variative and individual approaches in designing the structure of educational programs are closely interconnected, which is manifested in several aspects:

- development and selection of elective disciplines: the current standard requires the implementation of elective disciplines in a volume of at least 30% of the program's variable part [15]. This allows students to independently shape their educational trajectory. For example, to choose between "Fundamentals of research work in the field of traditional art crafts" and "Fundamentals of scientific activity"²⁶;
- formation of individual study plans, which allow for the possibility of accelerated learning, for example, in the context of continuing education within the established timeframes;
- development of a network-based form for implementing educational programs, taking into account the involvement of resources from cultural organizations, museums and enterprises of folk art crafts for the implementation of practical training.

Foreign experience as an alternative approach to designing the structure of educational programs allows for identifying a balance between practical skills and theoretical training. In Western practice, the structure of programs is often less regulated and more focused on interdisciplinarity and the conceptual development of the artist. In contrast, the Russian approach (especially for the field of study 54.03.02 Decorative and applied arts and folk crafts) has historically maintained a more pronounced technological and practical component, which is its competitive advantage in preserving traditional art crafts.

In designing the structure of the educational program "Modeling with artistic embroidery" within the field of study 54.03.02 Decorative and applied arts and folk crafts, and based on the already developed principles of systemacity, integrity, hierarchy, multifactoriality, continuity and staged progression, taking into account the level of the Core Educational Program (CEP) content, a curriculum was developed. This curriculum includes an invariant (core) part, which corresponds to the Federal State Educational Standard of Higher Education (FSES HE), and a variable part, which is formed by the participants in educational relations. Among the disciplines of the variable part are: "General composition", "Technical drawing",

²⁶ Curriculum of the educational program "Modeling with artistic embroidery" – URL: https://www.vshni.ru/doc/up/54.03.02_24mhv.pdf (date of access: 03.01.2026).

“Technology and materials science in artistic embroidery”, “Mastery in artistic embroidery”, “Garment construction with artistic embroidery”, “Garment modeling with artistic embroidery”, “Creative internship”. The designed structure of the educational program also provides the opportunity to choose topics for final qualifying works that correspond to the creative interests of the students.

The individual approach in designing the structure and implementing an educational program is ensured by introducing multi-level education, which allows students with varying levels of preparation to master the material along an individual learning trajectory. This involves using various forms of organizing classes, such as master classes, plein-air sessions, creative laboratories and individual consultations.

A special role in designing the structure of educational programs and organizing the educational process is assigned to the principle of continuity of education (the continuation of studies in a higher education program after completing a secondary vocational education program in an identical profile). The individual learning trajectory and the specificity of designing the educational program’s structure ensure the application of differentiated assignments that take into account the students’ level of preparedness and creative abilities, as well as the use of project-based methods that stimulate independence and the expression of individuality. An individual educational trajectory for each student is the result of integrating the variative and individual approaches.

For educational programs in the field of traditional art crafts, including the “Modeling with artistic embroidery” program, building an individual trajectory involves:

- diagnostics of initial artistic abilities, preferences for types of traditional art crafts and the planned sphere of professional activity;
- joint design (student + teacher) of an individual study plan, which includes the selection of special disciplines, electives and internship placements;
- regular monitoring and correction of the trajectory depending on the student’s academic achievements and changes in professional interests;
- creation of a portfolio of creative works that reflects the individual’s style and the dynamics of their professional development.

The design of the structure of educational programs in the field of traditional art crafts is carried out under the influence of several methodological approaches and their synthesis. The variative and individual approaches are not alternative, but complementary strategies that respond to the challenges of modern society and the labor market. Variability creates the necessary conditions (a diversity of content, forms and methods), while the individual approach ensures the targeted nature of pedagogical influence and the development of each student’s creative uniqueness.

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