



Designing a navigator and developing a classification of methods of art education and cultural studies

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Abstract

The study analyzes possible forms of designing basic educational programs of general education using the means of art education and cultural studies as the content of preventive and corrective activities in relation to children and adolescents. The article, based on theoretical analysis and conducted empirical research, for the first time offers the most complete classification of means of art education and cultural studies. The monomodal types of methods of art education and cultural studies are revealed (respectively, by type of art). Eight main types of art education and cultural studies are distinguished: musical creativity, dance art, literary creativity, theatrical art, fine arts, arts and crafts and audiovisual art. The study also presents multimodal (by instrument) types of methods of art education and cultural studies, which allowed the authors to distinguish the following types of creative activity as forms of implementing methods: excursion activities, art therapy, play methods, ethical methods and project methods. The technologies for designing modules (disciplines) within the framework of basic educational programs are disclosed.

Keywords: deviant behavior, culture, art, educational program

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INTRODUCTION

The relevance of the study is due to the need to design approaches for the prevention and correction of deviant behavior by means of art education and cultural studies. The importance and practical significance of the study are due to the need for a comprehensive analysis of Russian and foreign experience in the use of art and culture techniques in the prevention of deviant and delinquent behavior in adolescents and young people. The approaches of social and psychological correction of personality deviations are being generalized more and more actively in the scientific community [Akishina, Piryazeva, 2019, Cohen-Shalev, 1993]. The problems of deviations among adolescents and young people are common to all countries of the world [Children's Prison Arts Project (CPAP). Guiding juvenile offenders through visual and performing arts in Harris County]. The concept of positive development of young people recognizes the existence of certain developmental problems and the need to take into account social risks and psychological consequences for personality development [Goodnow, Wilkins, Dawes 1986, Kougjiali, Eliat, Liebling 2017].

The purpose of the study is to design an original typology and classification of methods of arts and aesthetic education and cultural studies for the correction of deviant behavior.

METHODS

The methodological basis of the study was formed by scientific concepts and provisions on the laws of the formation and development of personality; on building an effective model of pedagogical influence; on the modeling of pedagogical technologies in the impact on the object of teaching and education; on the nature and content of social and cultural norms.

RESULTS

The pedagogical approach is based on the concentration of attention on how a teacher in the field of arts or a cultural worker interacts with students and what techniques, methods and technologies are used.

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Table 1. Navigator on the methods and types of classification of art education and cultural studies (compiled by the authors)

Monomodal (by type of art)		Multimodal (by instrument)	
Methods of creative activity	Types of creative activity	Methods of creative activity	Types of creative activity
musical creativity	From 1 ... n	excursion activities	From 1 ... n
dance art	From 1 ... n	art therapy	From 1 ... n
literary creativity	From 1 ... n	play methods	From 1 ... n
theatrical art	From 1 ... n	ethical practices	From 1 ... n
fine arts	From 1 ... n	project methods	From 1 ... n
arts and crafts	From 1 ... n	-	-
audiovisual art	From 1 ... n	-	-

The best results are achieved in the case when their activity has a pronounced individual character of considering interests and needs. Researchers note that in the design of pedagogical approaches, the sociocommunicative roles of the teacher become important when teachers act in the form of mentors and tutors [Mikhalchenkova, et al. 2020]. Researchers C. Milbrath, C. O'Keeffe and K. Albertson note the importance of the perception of artistic and creative self-expression as new knowledge, as well as adaptation of the student to the standards of pedagogical influence [Milbrath. 1998, O'Keeffe, Albertson. 2016].

Researchers H. Smeijsters, J. Kim and H. Kurstjens write about the affective-spatial approach when teaching art and culture has not only a therapeutic effect but also creates affective spaces in which adolescents and young people create an atmosphere comfortable for prophylaxis and habilitation [Smeijsters, Kim, Kurstjens 2011, Taylor. 2008].

E. Taylor writes that the potential of art is realized at various levels from individual trajectories of self-expression and correction, creating conditions for collective creativity through appeals to the origins of culture, art and technologies of humanitarian education [Koptseva. 2020].

The classification of the types of methods of art education and cultural studies, carried out by us based on empirical analysis, makes it possible to distinguish two types: monomodal (according to the types of art) and multimodal (according to instruments).

Disclosure of the type of monomodal types of methods of art education and cultural studies (respectively, by type of art) allowed us to identify the following eight main types of art education and cultural studies: musical creativity, dance art, literary creativity, theatrical art, fine arts, arts and crafts and audiovisual art.

Considering in detail the classification of types of creative activity, the following types of musical activity are distinguished: playing musical instruments, composing, singing (individual and choral), arrangement, musical and visual arts, musical and poetic creativity, DJing and listening to music.

The second group of methods "dance art" includes the following types of creative activities: classic ballroom

dancing (waltz, tango foxtrot, etc.), ballet (romantic, classical and modern), Latin American dancing (samba, rumba, etc.), youth (street) dancing (rap, hip-hop, break-dance, etc.), modern dancing (strip-dance, jump-style, etc.), folk dancing (group types of national dances) and dance-movement therapy.

The third group of methods of creative activity consists of types of literary creativity, such as: writing essays and stories (storytelling), the art of artistic writing, fairy-tale therapy, literary games (a game of comparisons, metaphors, sound writing, rhymes, associations, etc.), scripting (theater performances, cartoons, etc.), composition in a given genre (notes, letters, short stories) and poetry (writing poetry on a given topic).

The fourth group of methods of creative activity consists of the types of theatrical art used, such as participation in theatrical performances, going to the theater, role-playing games/trainings using theatrical heroes, stage speech and stage movements and psychological theater (including for persons with disabilities).

The fifth group of methods of creative activity is a rich arsenal of fine arts methods. These are graphics (drawing, poster, engraving, woodcut, etching, aquatint, lithography, etc.), painting (watercolor, oil, mosaic, pastel, tempera, digital, airbrushing, etc.), sculpture and modeling (statue, bust, bas-relief, high relief, etc.), architecture of small forms (sketches, models of buildings, mini-models of technical devices, etc.), design of the environment (design, creativity), art photography, technical types of fine arts (computer graphics, media art, 3-D modeling) and graffiti (street art, spray art, 3D graffiti, stencil graffiti, street knitting).

To the sixth group of methods of creative activity, we include the following types of arts and crafts: sewing, knitting, embroidery, pottery, blacksmith's craft, carpentry, artistic carving, wood and fabric burning, weaving (bead weaving, vine and basket weaving, macrame, lace, etc.), painting (wood, stone, fabric, glass, toys and other products), decoupage (fabric, dishes, furniture, etc.) and scrapbooking (design of photo albums).

The seventh group is audiovisual art, and empirical research makes it possible to single out such types of creative activities as screen documentaries, multimedia forms of creativity, popular science and educational films, audiovisual advertising, video films, video channels, video interviews, video blogs and video trainings.

Multimodal (by instrument) types of methods of art education and cultural studies make it possible to single out the following types of creative activity as forms of implementation of methods: excursion activities, art therapy, play methods, ethical methods and project methods.

The first group of multimodal methods of art education and cultural studies “excursion activities” allows us to identify the following forms of implementation of this method: broadening horizons, thematic excursions, patriotic excursions and video excursions.

The second group of multimodal methods of art education and cultural studies includes art therapy, which consists of the following types of creative activities: fine arts therapy, theatrical art therapy, dance art therapy and music art therapy.

The most common types of creative activity include play methods, which are expressed in the following forms: psychological games (with elements of theatrical art, sociopsychological, antistress games with elements of music therapy, games for individual growth) [Daykin et al. 2017], psychological trainings (projective methods using artistic means), reflexive games (intellectual games and brainstorming with the use of artistic means), role-playing games (role-playing, figurative, game with rules, functional role-playing game, live action game, historical reconstruction), patriotic games (military-patriotic, national outdoor games, communication games (for communication, conflict resolution, team building, etc.), computer games (developmental, strategic, role-playing, etc.), folk games (King of the Dwarfs, Zarya-Zarynitsa, Eagle, Bundle Goes, etc.).

The ethical group of methods of art education and cultural studies includes the following types of creative activity: persuasion (parables, fables, fairy tales, and other emotional-figurative ways of communication), ethical story (with elements of literary creativity), ethical conversation (discussion, assessment, coaching), method of upbringing situations (creating life situations with elements of play, demonstration of episodes with moral collisions using the means of cinema) [Poliakova 2015] and examples to follow (demonstration of standards using means of cinema and literature).

In the last group of methods of art education and cultural studies, we can include project methods that are gaining the greatest activity in the educational process, including in the field of choosing types of creative activity to correct deviant behavior [Stukalova, Beregovaia. 2020]. In this group, the following types are distinguished: research projects, information projects, creative projects, social projects and volunteer projects.

CONCLUSION

Studies by numerous authors convincingly prove that the dynamics of sociocultural changes are significant. The growing gap between theoretical approaches and practice makes it necessary to search for and develop correct tools for working with adolescents. The results of numerous experimental studies carried out in many countries show that the use of art education and cultural studies has a stable corrective effect, sometimes not attainable by other educational means. Analysis of the existing experience of correction and resocialization of adolescents in various institutions also demonstrates the effectiveness of their use and the possibility of scaling and replicating. This allowed us to offer our own navigator in the methods and types of classification of art education and cultural studies. The novelty of the proposed classification of methods and types of artistic, aesthetic and cultural impact made it possible to identify the best examples of techniques and methods of appropriate impact on adolescents with deviating behavior and reveal the theoretical and methodological substantiation of the proposed typology in relation to Russian reality. This will ensure their implementation in the scientific and practical circulation of the Russian correctional pedagogy and art education.

ETHICAL ISSUE

Authors are aware of, and comply with, best practice in publication ethics specifically with regard to authorship (avoidance of guest authorship), dual submission, manipulation of figures, competing interests and compliance with policies on research ethics. Authors adhere to publication requirements that submitted work is original and has not been published elsewhere in any language.

CONFLICT OF INTERESTS

The authors declare no conflict of interest.

AUTHORS' CONTRIBUTION

All authors contributed to data collection, study design, data analysis, interpretation, and writing of this article.

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