Designing basic educational programs using arts education and cultural studies

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Abstract
The study examines the issues of designing basic educational programs of general education using the means of arts education and cultural studies as the content of preventive and corrective activities in relation to children and adolescents. Based on theoretical analysis and empirical studies, the article reveals the basic principles of educational activity and provides standardized principles of educational activity – humanization, subjectivity, cooperation and practice orientation. The content of the principles reflects the fundamental approaches of pedagogical developmental and corrective influence, which makes it possible to build an educational process, considering the unity of interests of the individual and the student and the educational environment. The study states that the introduction of methods of arts education and cultural studies in the educational process allows integrating the cognitive resources of all disciplines into educational activities. The construction of the educational process based on a modular approach allows for the improvement of teaching methods in terms of the introduction of new methods of teaching academic disciplines using a wide arsenal of arts education and cultural studies. The technology of designing modules (disciplines) within the framework of basic educational programs is revealed. The study summarizes the need to solve design issues in the educational process, which contributes to the consolidation of knowledge gained during teaching and allows effectively using the potential of the individual, as well as creating conditions for the development of personality traits demanded by society.

Keywords: deviant behavior, culture, art, educational program

INTRODUCTION

The development of options for the design of basic educational programs of general education using the means of arts education and culture as the content of preventive and corrective activities in relation to children and adolescents who demonstrate difficulties in education are of high relevance and practical importance for specialized educational organizations (special correctional schools, specialized institutions of open and closed types, etc.).

The use of methods of arts education and cultural studies requires scientific substantiation and expertise within the framework of activities for the implementation of basic educational programs. These programs provide for the development of the content of the educational space aimed at achieving the results of the Federal State Educational Standard of basic general education and the implementation of universal educational actions as the main conditions for ensuring personal growth and successful mastering of knowledge of subject disciplines with an emphasis on the development of intellectual and creative abilities of students.

The purpose of the study is to identify issues of universal educational activities and generalize the standardized principles of educational activities.

METHODS

The methodological basis of the research was formed by scientific concepts and provisions on the laws on formation and development of personality; on deviant behavior of adolescents as an object and subject of preventive activities; on the nature and content of social and cultural norms and deviations from them; on enhancing the project activities of students as the basis

for their self-prevention; on the goals, content and methods of pedagogical prevention and correction of deviant behavior of adolescents and young people in educational institutions.

RESULTS

The complexity of the issues of correcting the deviant behavior of adolescents and the need to develop an integrated approach to the design of educational programs based on the use of standards and norms of humanitarian education is developed in the works of the following scholars: G.Kh. Voistinova, M.Yu. Soloshchenko and G.M. Kodzhaspirova [Voistinova, Soloshchenko 2013, Kodzhaspirova, Kodzaspirov. 2019]. Also important are the psychological and axiological aspects of research and analysis of the issues of building educational programs in the field of arts education and cultural studies, as written by E.M. Akishina and E.N. Piriazeva [Akishina EM, Piryazeva EN. Contemporary digital art as a factor in the creative development of personality]. The solution of the correction of personality deviations issues and the formation of the necessary preventive work in educational institutions are disclosed in the studies of P.Yu. Konotopov, T.A. Koptseva and M.V. Polyakova [Konotopov, Kulikova. 2005, Koptseva. 2020].

Numerous studies are devoted to functional tools for resolving pedagogical collisions when organizing preventive work with deviating adolescents, including in special educational institutions, for example, publications by V.V. Serikov, A.V. Stukalova, V.V. Konstatinov and V.I. Grachev [Grachev, 2020-Konstantinov, 2020. Serikov 1999. Stukalova, Beregovaya, 2020].

The complex of modern topical research forms a topical vector of research in the direction of the need for arts and cultural education, but does not always systematize the principles, approaches and technologies of multicultural education.

The principles of teaching are considered ideas that have a governing orientation and normative conditions for the conduct of the didactic process and its organization. They have the character of uniform guidelines, rules and norms that govern the course of the learning process. The principles of teaching are a complex of the most important requirements, subject to which an effective and high-quality formation of the educational process is ensured.

The main principles of educational activities can be:

1. The principle of humanization. It is fundamental in the process of pedagogical developmental and corrective influence. This principle is based on "the recognition of the infinity of a person's capabilities and their ability to improve, the individual's rights to freely manifest their abilities and beliefs, the affirmation of the human good as a criterion for assessing the level of social relations" [Kodzhaspirova, Kodzaspirov. 2019].

2. The principle of subjectivity. It allows building educational process, considering the interests, capabilities and abilities of the child and is the main means of organizing the educational process. The essence of this principle lies in the fact that "the leading link of any educational relations and pedagogical processes is to make the student with their specific characteristics and level of development" [Polyakova 2015]. One of its facets is the personification of the learning process, when information is supplied immediately through all channels of perception: visual, acoustic and tactile, which makes it easier to assimilate and assign information.

3. The principle of cooperation. This principle is aimed at organizing such a pedagogical process when a teenager with deviant behavior will always be assisted by the teacher in the event of any difficult situation with mastering a subject in a collaborative format. It allows the teacher to reduce the stress of the child in the group when learning new knowledge and increase their confidence. The essence of this principle is that "a child should not feel unloved, even if they do not study well. They should see the teacher as someone also interested in their development like themself, providing protection from ignorance and stress and allowing the child to overcome difficulties together with them" [Sotsialno-pedagogicheskaia podderzhka detei gruppy riska].

4. The principle of practice-orientedness. The need to implement this principle is due to the fact that "in the process of teaching subject disciplines, tasks with the practical content of teaching are of great applied importance" . The essence of this principle, when introducing methods of arts education and cultural studies in the educational process, is to demonstrate the applicability of knowledge in practical life and increase its significance for the personality of a teenager by providing additional visibility. The introduction of methods of arts education and cultural studies in class activities involves their use in almost all major categories of disciplines (mathematics, social science, natural science, humanitarian, philological, arts and labor teaching (technology) through the implementation of integrated modules of lessons [Kashekova, Kononova. 2019].

Thus, the design of modules (disciplines) within the framework of basic educational programs using the means and technologies of arts education and cultural studies involves the active use of methods of arts education and cultural studies in the basic educational process. This requires constant improvement of teaching methods in terms of introducing new methods of teaching academic disciplines with using a wide arsenal of arts education and cultural studies.

The modules (disciplines) are designed within the framework of the basic educational program and provide

for the possibility of using methods of arts education and cultural studies in all types of programs:

1) Program for the development of universal learning activities;

2) Programs for subjects, courses;

3) Programs for education and socialization, aimed at achieving the results of educational activities;

4) Programs for work with students with disabilities.

A typical program for the development of universal educational actions provides for the following set of types of universal educational actions:

1. Personal;

2. Regulatory, including self-regulatory;

3. Cognitive (including general educational and logical);

4. Sign-symbolic;

5. Communicative.

Each of the types of universal educational actions, in turn, presupposes a certain direction in the development of the competencies of the individual and includes a set of various operations on information using special methods and means.

The condition for the implementation of this work is the fulfillment of educational tasks by students in the process of education. Among them, the following types of system-forming tasks can be distinguished, necessary for the development of competencies and the achievement of educational goals and determining the content and nature of the educational process:

1) Research educational tasks – their solution will allow one to study objects, processes and phenomena in the surrounding world through active search and creative-cognitive activity. The inclusion of such tasks in the educational process contributes to the development of the necessary personality traits. The individuality of the process of acquiring research skills and development of key qualities is determined by basic personality traits.

2) Project educational tasks – their solution will allow for the formation of skills and abilities for the application of the obtained (subject and universal) knowledge in relation to objects of the real world by gaining empirical experience. It is planned to include assignments for mastering project practice methods and project management standards.

The solution of design tasks in the educational process contributes to the consolidation of the knowledge gained in the course of research activities, allows for the most effective realization of the existing potential of the individual and creates conditions for the development of personality traits demanded by the society [Sitnikova. 2019].

3) Social learning tasks will allow adapting the behavior of the subject in the processes of joint research project activities in accordance with the requirements of the harmony of interpersonal relationships, communication goals and community of interests. It is supposed to include tasks for mastering the methods of interpersonal communication and successful self-realization.

The inclusion of social tasks in the educational process contributes to the development of communication skills and a variety of social roles, as well as the use of an arsenal of social behavioral roles, and forms of communication to achieve educational goals.

4) Semantic educational tasks will allow the subject of the educational process to master the standards of behavior and comprehend the content and dynamics of development of objects of the surrounding reality, thereby, voluntarily and consciously assimilating general cultural and civilizational values. This presupposes the inclusion of tasks for mastering the methods of reflection and understanding what is happening, self-determination and implementation of a conscious choice of tools and forms of cognition and trajectories of individual development and professionalization.

The inclusion of such tasks in the educational process contributes to the development of skills of target and value orientation and the formation of a culture of attitudes towards living and inanimate objects of the surrounding world. At the same time, the nature of the relations realized in the course of solving research, design, communication and semantic tasks is determined by the way of self-realization of subjects and the principles laid down in the educational process.

The analysis of the content of the model of a systematic, reference approach to the educational process allowed us to identify the patterns of the process of implementing universal educational actions:

- The set of scientific, educational and educational-project tasks within the educational process allows creating conditions for the implementation of regulatory educational actions;
- The totality of situational-creative and value-orientational tasks allows creating conditions for the implementation of personal actions in the educational space of the lesson;
- The combination of educational and project tasks and situational and creative tasks allows creating conditions for the implementation of cognitive (logical) actions.

In general, the implementation of a set of regulatory and personal actions allows one to achieve personal results in general education (considered as a set of learning and educational activities).

The types of system-forming tasks are extremely important for the development of social competencies in adolescence. Therefore, when designing a program for the development of universal educational actions in the case of adolescents with deviant behavior, it should be equipped with special techniques for designing targeted actions to develop social competencies.

CONCLUSION

Universal competencies are aimed at solving communication issues of personality development, helping students to identify and formulate their needs, as well as in self-determination of the individual, by instilling skills for introspection and expert assessment of their actions and their consequences in the process of joint practice.

An orderly, systematic process of applying the teacher's efforts in the implementation of universal educational actions will significantly increase the transparency and controllability of the educational process. This will make it possible to give it a clearly goal-oriented and controlled character in the process of transforming the subject and mastering key skills.

Thus, the composition and content of educational tasks determine the success of the process of forming the basic and key competencies of the individual in the educational process.

Hence, the main requirements must be imposed precisely on the composition and content of educational tasks, linking the effects of their solution with the basic and key competencies provided, for example, within the framework of arts and cultural education.

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