The formation of professional competencies and artistic values among students of architectural and design specialties in the process of exhibition activities of the Art Museum of the South Ural State University

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Abstract. The article is aimed at studying the specifics of teaching students of architectural and design specialties. The author reveals the mechanisms of the formation of professional competencies and artistic values among students of architectural and artistic specialties. Much attention is given to the modern interactive teaching methods, that required to provide quality education, especially at creative disciplines. Such methods include relevant sociocultural practices that complement basic theoretical education and directly include students in the learning process. One of the most effective sociocultural practices is the museum and exhibition activities at the university. The article is devoted to determining the role of the Art Museum of the South Ural State University (SUSU) in educational activities as an actual sociocultural practice, complementing theoretical material. The scientific work gives a detailed analysis of the study, conducted in order to determine the amount of assimilated theoretical material by students of Institute of Architecture and Construction of SUSU. On the basis of the exhibitions the author carried out practical seminars to reveal the professional analytical potential of students of architectural and design specialties, to strengthen the gained knowledge and to form the basis for their own creative activity.

1. Introduction

In recent years, the quality of students' perception of the taught material has changed significantly. Compared with previous generations, there is a decrease in concentration, a deterioration in memory capacity. Students place more emphasis on the short-term perception of the visual range (the so-called “clip thinking”), than on understanding textual information [1].

Given all these factors, the modern learning process, especially at creative specialties, requires an integrated approach that combines sociocultural practices in addition to traditional teaching methods. These are forms of interaction between students and lecturers, complementing the leisure education system. They are organized at the university and aimed at the socialization of students, the construction of a value system. Among the sociocultural practices, a special place is occupied by the purposeful work of university museums, including the organization of art exhibitions [2-4]. To date, the question of the place of artistic culture in the process of professional training of youth is relevant and widely highlighted in the world and domestic scientific literature [5-18]. However, the study the
specifics of the formation of professional competencies and artistic values of students of architectural and design specialties requires additional analysis.

For a deeper study of the mechanisms of formation of professional competencies and art values among students of the Institute of Architecture and Construction of SUSU, a separate study was conducted. The museum and exhibition activities of the South Ural State University, one of the largest and oldest universities in the region (founded in 1943), were chosen as the basis for the study. The high value of this work, that it is aimed at all university students, while at the same time it is a powerful educational base for creative specialties: designers, architects [19-23].

During the existence of the SUSU Art Museum, more than 135 exhibitions were held, which were attended by about 120 thousand students. The main task of the SUSU Art Museum is to demonstrate the most significant works of the country and the native region within the walls of the university. Another important task is the accumulation the most significant works of the Ural masters at the university fund. Expositions were formed from the funds of leading museums in Russia and the South Urals. Some of them were held jointly with the Russian Academy of Arts, the State Russian Museum, the Nizhny Tagil Museum of Fine Arts, the Chelyabinsk State Museum of Fine Arts and the Yekaterinburg Museum of Fine Arts, the Nicolas Roerich Museum in Novosibirsk, the Union of Artists of Russia, and the embassies of the United States, Germany and the Czech Republic.

Among the most significant exhibitions it should be noted: “West European engraving of the 16th – 19th centuries. Portraits of natural scientists” from the collection of G. Otten; “The sea spreads wide” with Ivan Aivazovsky’s painting “Farewell” (1868); "The Madonna of Raphael from Nizhny Tagil" with the painting "Madonna del Popolo", attributed to the authorship of Raphael Santi (1509). Lecturers and students of the SUSU’s Institute of Architecture and Construction make a sizable contribution to the exhibition activities of the Art Museum. First of all, it is worth noting significant personal expositions of the Honored Architect of Russia, M. Mochalova: «Watercolor, drawing. An exhibition dedicated to the 60th anniversary of creative activity» (2004), «An anniversary exhibition dedicated to the 10th anniversary of the Department of Design and Fine Arts, dedicated to the memory of Professor M.P. Mochalova» (2012) and «Maria Petrovna Mochalova (1922-2010) – architect, artist, teacher» (2017). Besides the works of painting and graphics of the artist the exhibition included archival materials, texts, memoirs of contemporaries, and, most importantly, architectural projects of M. Mochalova. Thus, the exposition allowed visitors to consider the personality of Maria Petrovna from different perspectives – as an artist, architect and teacher.

Works of art located within the walls of the university and in its territory, together with the magnificent appearance of the university’s architecture, have a powerful educational and aesthetic impact on students, becoming for students of creative specialties also an object for professional study. Art exhibitions can be a good base for developing of the analytical abilities of designers and architects. In the course of practical exercises on the basis of students’ opinions, we can trace what part of the theoretical material they have memorized, comprehended and will be able to put into practice.

2. Methodology and research

The methodology is partly based on the Russian scientific works [24]. As the research material we chosen specially organized excursions for bachelors (1-4 courses) and masters (1-2 courses) of the Institute of Architecture and Construction of SUSU (2019-2020), their creative analytical essays based on visited exhibitions.

For the analysis of creative students’ essays based on visited exhibitions we developed different criteria: the number of students, the number of students, demonstrated ability to analyse works of art, the number of students, developed acquired professional competencies, the number of students, experienced increased involvement in artistic culture after the exhibition, the number of students, highlighted positive emotions after visiting exhibition. The results are presented in Table 1.

According to the obtained data, 81,96% of the students, participating in the study, in their essays showed obvious abilities to analyse works of art. 62,37% demonstrated the use of acquired professional competencies (analysis of composition, color and art techniques) based on the theoretical
base obtained during training at the university. Based on 74,23% of the works, we can conclude that visiting the university museum exhibitions contributed to involvement students in artistic culture. This indicator is of particular importance, since the immersion in the artistic culture of students of creative specialties contributes not only to the general development of the personality, but also directly affects at professional competencies. In the framework of the formation of artistic values, the emotional component is important. 85,05% of the essays contain vivid emotions of students caused by the visited exhibitions, which testifies not indifferent attitude to art.

Table 1. The selected criteria and the results.

| Bachelors (b)/Masters (m) | The number of students | The number of students, demonstrated ability to analyse works of art | The number of students, developed acquired professional competencies | The number of students, experienced increased involvement in artistic culture after the exhibition | The number of students, highlighted positive emotions after visiting exhibition |
|--------------------------|------------------------|---------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1b course                | 38                     | 33                                                            | 26                                                            | 25                                                                              | 31                                                                              |
| 2b course                | 46                     | 36                                                            | 27                                                            | 38                                                                              | 39                                                                              |
| 3b course                | 66                     | 51                                                            | 34                                                            | 50                                                                              | 55                                                                              |
| 4b course                | 19                     | 17                                                            | 14                                                            | 17                                                                              | 18                                                                              |
| 1m course                | 22                     | 19                                                            | 17                                                            | 11                                                                              | 19                                                                              |
| Total                    | 194 / 100%             | 159 / 81,96%                                                 | 121 / 62,37%                                                 | 144 / 74,23%                                                                   | 165 / 85,05%                                                                   |

As a result, all bachelors and masters of the Institute of Architecture and Construction of SUSU (2019-2020) were involved in the study. Students of 1 and 2 courses noted artistic techniques, analysed the composition, the golden ratio, singled out references to the works of outstanding masters (V. Van Gogh, P. Cezanne). Some students analysed in detail the technique of work, artistic techniques, noting new experiences and interesting artistic solutions for themselves. Some students demonstrated the intellectual baggage acquired during the lections of the history of art: the similarity of the seen works, their performance techniques with the works of such world-class painters as M. Vrubel, M. Chagall, V. Van Gogh, K. Malevich, A Matisse, R. Magritte, A. Russo. Bachelors of 3-4 courses and masters, analysing the technique and manner of writing of artists, use accumulated experience and mastered disciplines in more degree. Most students note that the works they saw broadened their artistic horizons and became an incentive for their own creativity. In their essays, some students showed themselves as potential artists and designers, offering their solutions both for individual works and for the exposition as a whole. Many students clearly grasped the symbolism inherent in the works and clearly described the emotional state conveyed by the exhibited paintings.

To clarify the degree of theoretical knowledge deepening the author conducted a special study by the means of survey of bachelors (1-3 courses). 40 students were asked to apply theoretical knowledge to analyse paintings. The acquired data divided into low, medium and high degree of theoretical knowledge in practice, the results are presented in Table 2.

The results showed that about half of students can demonstrate high degree of professional knowledge applying into practice (knowledge of genres – 45%, styles – 45%, technician – 65%). They described in detail all genres, styles and techniques of paintings. Many students described only some genres, styles and techniques of paintings (medium degree knowledge of genres – 35%, styles – 38%, technician – 28%). Students showed low (10%), medium (47%) and high (43%) degree of knowledge
material in analyse of painting’s strengths. Thus, the results indicate a high ability of students to apply professional knowledge into practice.

3. Conclusion
Based on all the data obtained, we can conclude that the process of exhibition activities of the Art Museum of the South Ural State University highly impact on formation of professional competencies and artistic values among students of architectural and design specialties. The study revealed that many students while analysing works of art, actively operate on the skills and knowledge acquired in the learning process. The results obtained indicate the following: the natural tendency for a high perception of artistic culture among students who have chosen the specialties «Architecture» and «Design» is supported by the knowledge gained, allowing students to qualitatively analyse works of art. Exhibitions within the walls of the university for many participants in the study became a motivational impetus in their own creativity, which indicates the high role of the art museum in the process of teaching specialties related to art. The results of study show that students experienced increased involvement in artistic culture after the exhibition, which in general contributes to the formation of a professional cultural identity.

Table 2. The degree of applying theoretical knowledge into practice.

|                           | Low degree | Medium degree | High degree |
|---------------------------|------------|---------------|-------------|
| Analysis of styles        |            |               |             |
| 1 course                  | 2          | 4             | 4           |
| 2 course                  | 2          | 5             | 7           |
| 3 course                  | 4          | 5             | 7           |
| All students              | 8 / 20%    | 14 / 35%      | 18 / 45%    |
| Analysis of genres        |            |               |             |
| 1 course                  | 2          | 2             | 6           |
| 2 course                  | 2          | 6             | 6           |
| 3 course                  | 3          | 7             | 6           |
| All students              | 7 / 17%    | 15 / 38%      | 18 / 45%    |
| Analysis of painting’s techniques | | | |
| 1 course                  | 1          | 2             | 7           |
| 2 course                  | 0          | 5             | 9           |
| 3 course                  | 2          | 4             | 10          |
| All students              | 3 / 7%     | 11 / 28%      | 26 / 65%    |
| Analysis of painting’s strengths | | | |
| 1 course                  | 2          | 4             | 4           |
| 2 course                  | 0          | 7             | 7           |
| 3 course                  | 2          | 8             | 6           |
| All students              | 4 / 10%    | 19 / 47%      | 17 / 43%    |

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