THE METHODICAL ASPECTS OF DISTANCE LEARNING FOR ART'S EDUCATIONAL PROGRAMMES

Meruyert Zhanguzhinova
T. K. Zhurgenov Kazakh National Academy of Arts, Kazakhstan

Sangul Karzhaubaeva
T. K. Zhurgenov Kazakh National Academy of Arts, Kazakhstan

Kabyl Khalykov
T. K. Zhurgenov Kazakh National Academy of Arts, Kazakhstan

Orynbasar Zhanbirshiev
T. K. Zhurgenov Kazakh National Academy of Arts, Kazakhstan

Timur Koesov
T. K. Zhurgenov Kazakh National Academy of Arts, Kazakhstan

Abstract. *The article discusses the problem of methodical aspects integration in distance learning for Art's educational programmes in Higher Educational Institutions (HEI). The relevance of research reflects the quarantine measures for the non-proliferation of coronavirus infection Covid19 in Art's universities of Kazakhstan in current state of distance learning. The novelty of the research is the implementation of educational policy according to the Kazakhstani state program within the conditions of distance learning. The aim of research is to reveal the methodological aspects for training Art students within distance learning in accordance with the topical problems in education, based on the new technologies and methods of digitalization. Primary methods of research are based on Case studies, which include theoretical review of the practical application of the MOODLE platform into distance learning. The result of the research is disclosure of the experience of the Art's teachers in conducting the study process within the framework of distance learning technologies (DLT). The research illustrates the example of study process of the Department of Scenography of T. K. Zhurgenov Kazakh National Academy of Arts based on the bachelor educational programs: Stage decoration, Multimedia scenography, Film and TV director, Stage costume, Theatrical makeup.*
Keywords: *Art, Covid19, Distance Learning, Educational Programmes, Formation of Professional competence (FPC), MOODLE platform.*

Introduction

The topicality of research is conditioned by modern challenges of distance learning in all levels of education in terms of restrictions from Covid19 coronavirus infection in global world.

The aim of research is to reveal the methodological aspects for training Art students within distance learning in accordance with the topical problems in education, based on the new technologies and methods of digitalization. The goal of the higher school of Kazakhstan is to meet the new requirements of innovative education, integrated with research activities, interdisciplinarity, close connection of study process with industrial consumers, and demand in the labor market.

Primary methods of research are based on Case studies, which include theoretical review of the practical application of the MOODLE platform into distance learning.

The base of research are bachelor educational programs of Art: Stage decoration, Multimedia scenography, Film and TV director, Stage costume, Theatrical makeup at Department of Scenography of T.K. Zhurgenov Kazakh National Academy of Arts.

The strategy of educational modernization, which will be implemented on the basis of scientific and technological acceleration (President of the Republic of Kazakhstan, 2014).

The global challenges of 2020 have set new tasks for educational institutions of all levels to introduce distance learning. In connection with the large-scale quarantine for the non-proliferation of the coronavirus infection Covid19, the universities of Kazakhstan decided to switch from full-time education to distance education.

Methodology

The type of research methods are Thematic Cases studies based on introduction into the study process of the methodological aspects of distance learning in educational programs of Art. The methods of analysis based on qualitative research in SPSS: descriptive statistics (mean). The methodological basic of research is contain official international, state and educational rules for educational institutions in Republic Kazakhstan as paradigm of the methodical aspects of distance learning for art's educational programmes.

The research process consist four stages: forming, storming, norming, performing. The research tools include documentation review, data collection procedure based on extensive facilities for analysing qualitative data. Some of optional modules have been collected into the forms of explanation, understanding or interpretation of the Formation of Professional competence of

students upon the Art Educational Programmes were invested. For samples of Distance Learning technologies and resources of Scenography' educational programs the description is given.

The data collection procedure is conditioned by the Rules for organizing the educational process in distance educational technologies (DET) were approved in T. Zhurgenov KNAA (Minister of Education and Science of the Republic of Kazakhstan, 2015). The adaptation of distance learning technologies (DET) for the development of educational programs by students in accordance with the academic calendar is implemented on the principles of modernization of consciousness - openness, pragmatism and competitiveness (President of the Republic of Kazakhstan, 2017). In accordance with the principles of the Bologna Declaration, the competence-based approach is integrated with the credit system of training in modular educational programs to individualize the student's direction of study (International Bank for Reconstruction and Development, 2010). Within the framework of the Improving the Quality of Education (Prime Minister of the Republic of Kazakhstan, 2019; 2020) at the Kazakh National Academy of Arts named after T. K. Zhurgenov, a distance learning system was introduced and methodological recommendations were developed for filling out assignments in the MOODLE system (T.K. Zhurgenov Kazakh National Academy of Art's, 2020).

In the context of the distance learning system, the key goals of the State Program are being implemented (T.K. Zhurgenov Kazakh National Academy of Art's, 2020):

- providing a safe and comfortable learning environment;
- introduction of an updated system for assessing the quality of students, teachers and educational organizations based on best practices;
- scientific infrastructure is being modernized and digitalized;
- the effectiveness of scientific developments increases and integration into the world scientific space is ensured.

Results and Discussion

The research is oriented onto finding new results of implementation Case study methods for Distance Learning upon Educational Programmes of Art. In the discussion is disclose the necessity to find optimal effective solutions for forced life situation within a limited time. The specific of application of Case study methods for Art' Educational Programmes based on Formation of Professional competence of students with practical oriented approach of study, is not matching with traditional distance learning study process. Thus, the condensed terms of Covid19 restrictions forced to accept the case solutions:

1) research of the proposed situation (case) of Covid19 quarantine all over the world;
2) collection and analysis of missing information of digitalization study process upon practically-orientated Art' Educational Programmes;
3) discussion of possible solutions to the problem with using several Distance Learning platforms (Moodle, Platonus, Zoom, Skype, Microsoft teams, Google);
4) working out the best solution adaptable for practically-orientated Art' Educational Programmes.

Improving the quality of education and providing the future of Kazakhstan with highly qualified personnel who can effectively integrate in the changed conditions of the global market, mastering the best foreign standards and technologies, is possible only if the educational process in distance educational technologies in universities is modernized (Mukhametkaliev, 2011).

The tasks of the innovative development of education in Kazakhstan dictate the need to introduce teaching methods and technologies in universities, which allow introducing the achievements of science and production to improve the quality of education in universities. In an overview and statistical analysis of global trends in various sectors and regions, the World Bank defined knowledge as "the heart and mind of economic development" (International Bank for Reconstruction and Development, 2010).

To implement innovations in education, it is necessary to revise the content of knowledge, the application and mastery of the methodology of this knowledge, as well as practical skills based on the implementation of Digital Educational Technologies (DET) into the theory and practice (Aminov, 2004). It becomes obvious that for effective activity in the modern conditions of the transit period, the personnel training system must modernize the goals of education, content, technologies, approaches, didactic principles, methods and forms of education (Zhanguzhinova, 2020)**.**

A part of the technologies and resources acceptable for the university of Art's recommended by the Ministry of Education and Science of Republic of Kazakhstan for DET will consider below (Minister of Education and Science of the Republic of Kazakhstan, 2015), Which are used in the preparation of students in educational programs of Scenography.

Technologies and Resources of Scenography' Educational Programs

KazNAA named after T.K. Zhurgenov providing the educational services on the Distance Learning System (DLS) MOODLE - *an educational portal* - a system-organized, interconnected set of information resources and Internet services, containing administrative-academic and educational-methodological

information, which allows organizing the educational process in DET (T.K. Zhurgenov Kazakh National Academy of Art's, 2020).

MOODLE contains *online proctoring* - a system of identity verification and confirmation of the results of passing online exams (T.K. Zhurgenov Kazakh National Academy of Art's, 2020).

Conducting all types of classes (lectures, seminars, tutorials) is carried out through a massive open online course (MOOC) - a training course with massive interactive participation using e-learning technologies and open access via the Internet (T.K. Zhurgenov Kazakh National Academy of Art's, 2020).

- The specifics of the professional training of students in educational programs of Scenography includes multimedia resources - a complex of hardware and software tools that allow the user to work with heterogeneous data (graphics, text, sound and video) (Zhanguzhinova, 2020).
- The overwhelming majority of disciplines of educational programs of Scenography contain digital educational resources (DER) - these are didactic materials on the studied disciplines that provide training in an interactive form: photographs, video clips, static and dynamic models, objects of virtual reality and interactive modeling, sound recordings and other digital educational materials (Glossary…, 2006; Zhanguzhinova, 2020).
- All disciplines of educational programs Scenography contain Digital content - information content of digital educational materials (texts, graphics, multimedia and other informational content) (Zhanguzhinova, 2020).
- The approaches and didactic principles of educational programs of Scenography will consider below.

**Approaches and Didactic Principles of Scenography'
Educational Programs**

The study of the methodological experience of the teachers of the Department of Scenography made it possible to identify approaches in teaching: *creative activity, practicaly-oriented, Art competence-based, modular*, including didactic principles, which will be disclosed below (Mukhametkaliev, 2011; Omirbaev, 2014; Zhanguzhinova, 2020).

The creative activity approach is based on taking into account the leading role of creative activity in the process of Art characteristics formation, its internal structures based on internal factors (Zhanguzhinova, 2020; Coghlan, Brannick. 2005).

The practically-oriented approach indicates the priority of the goal of practical skills development in Art educational process; (International Bank for Reconstruction and Development, 2000; Minister of Education and Science of the Republic of Kazakhstan, 2015; Zhanguzhinova, 2020).

The Art competence-based approach The formation of the study process as a dynamic system is conditioned by interrelated components (subjects of the pedagogical process, educational content, material base (technical means, tools) (Zhanguzhinova, 2020).

The modular approach to training students for educational programs of Scenography is an actual concept of organizing the content of modular educational programs is aimed at mastering certain competencies (Minister of Education and Science of the Republic of Kazakhstan, 2015; Zhanguzhinova, 2020), described in the form of learning outcomes (Glossary…, 2006; International Bank for Reconstruction and Development, 2010; Minister of Education and Science of the Republic of Kazakhstan, 2015; Tuning Educatioal…, 2000).

The activation of problem teaching methods in educational programs of Scenography will be disclosed below.

Activation of Problematic Teaching Methods in Educational Programs of Scenography

In the context of the organization of the educational process in DET, problem-based learning is a key way of organizing the activities of students to obtain information by solving theoretical and practical problems in the problem situations that arise due to the force. The activation of problem-based learning in DET contributes to the active interaction of students with the problem-presented content of education, during which they become familiar with the objective contradictions of scientific knowledge and ways to solve them.

The use of approaches: activity-based, personality-oriented, competence-based, modular, including didactic principles, helps students learn to think, creatively assimilate knowledge. The following are the principles of teaching in educational programs of Scenography:

1. The *active teaching methods* that contributed to the formation of:
   – pedagogical interaction (students, teachers, employers);
   – value attitudes and interest in the profession, stimulating, communicative, heuristic, cognitive knowledge, skills, attitudes of students;

    – manifested in the forms of work: lectures, special course, information, discussion, conversation, course project, master classes, studio work;

2. *The problematic methods* aimed at:

    – simulation of a real situation / role interpretation for the design of creative proposals / solutions, know-how, a bank of ideas, brainstorming based on the topics of the Modular educational program;

    – formed: author's style, research, conceptual, pedagogical, production-technological, activity-practical, variable, interdisciplinary, project knowledge, skills, attitude of students;

    – manifested in the forms of work: individual / group lessons / trainings, self-education, project, portfolio, reproduction, interpretation, application of new information-interactive on-line technologies, Internet resources, module, practical lessons, student independent work, specialized training, educational industrial training, practice;

3. *The demonstration methods* focused on:

    – statistical, conceptual generalization, statement of facts and learning outcomes of students based on the Methodology;

    – for the formation of: systemic, statistical, rational, predictive knowledge, skills, attitudes of students;

    – manifested in the forms of work: presentation, fashion show, performance, defile, exhibiting, demonstration, exam, control task, final / midterm control, verification, questioning, testing, certification, monitoring (Zhanguzhinova, 2018).

The identified methods of organizing the pedagogical process are reflected in Table 1:

Table 1 **Scheme of Methods of Shaping Professional Competence of Students Enrolled in Scenography' Educational Programs** *(Zhanguzhinova, 2018)*

Active methods	Problem methods	Demonstration methods
Familiarize with information	Develop motives of students	Form knowledge of students
Reveal the theoretical and practical basis of the Methodic	Disclose the content of MEP	Develop skills of students
Form of Professional competence of specialists	Form practical students' skills	Form a relationship of students

On the basis of the identified methods, below are the forms of organizing the pedagogical process in educational programs of Scenography.

Educational Forms of the Organization of Pedagogical Process for Scenography' Educational Programs

The study of the theoretical and practical foundations of the Methodology of educational programs of Scenography revealed the forms of work in the study:

- *lectures* - based on the exchange of information, discussions and discussion of the problem on the topic of the Modular educational program;
- *course project* within a module - based on the Modular educational program;
- *practical classes* - focused on profile, educational and production training and practice, as well as self-education of students and the use of new information technologies;
- *portfolio* - systematizing and visually demonstrating the results of the student's project and his interpretation of the concept on modeling a real situation;
- *presentation* - demonstrating the practical results of the completed project (models) in the material as part of the performance, exhibiting;
- *control (midterm / final)* - aimed at identifying the results at different stages of training in order to determine the learning outcomes based on the assessment, as well as to identify the levels of professional competence of students.

The study of the methodological experience of the teachers of the Department of Scenography made it possible to determine that the forms of work contribute to the implementation of all types of activities of students in educational programs of Scenography in study process.

The research revealed the methods and forms in the organization of the pedagogical process of the Department of Scenography (Zhanguzhinova, 2018) *(see Table 2.)*.

Thus, the Methods and forms of organizing the pedagogical process in educational programs of Scenography have their own specifics in connection with the formation of the professional competence of bachelors of Art, based on the types of activities (Zhanguzhinova, 2018). All technologies, approaches, methods and forms of organizing the pedagogical process are structured in accordance with the Rules for organizing the educational process for distance educational technologies (Legal information…, 2015).

Table 2 **Methods and Forms of the Organization of Pedagogical Process in Scenography'**
Educational Programs *(Zhanguzhinova, 2018)*

Traditional methods	Methods of Formation of Professional competence	Forms of work
Verbal – form theoretical knowledge of students	*Active* – are the basis of cogni- tive activity of specialists	*Lectures* – based on verbal meth- ods
Project – form project knowledge of stu- dents		*Course project* – is the basis of de- sign and active methods
Cognitive – form the motivation of stu- dents	*Problem* – develop the profes- sional skills of specialists	*Practical classes* – are based on cognitive, problematic, organiza- tional-management, practical methods
Organizational and managerial – are the basis of practical activities of students		
Practical – form the skills of students		
Demonstration – form the attitude of stu- dents	*Demonstration* – form of the Professional competence of spe- cialists	*Portfolio, presentation, control (boundary / final)* – are the basis of demonstration methods

The photo report on conducting DET classes for educational programs Art (Scenography) along five educational trajectories - Stage decoration, Multimedia scenography, Film and TV production designer, Stage costume, Theatrical makeup presented below on Figure 1.

Stage decoration
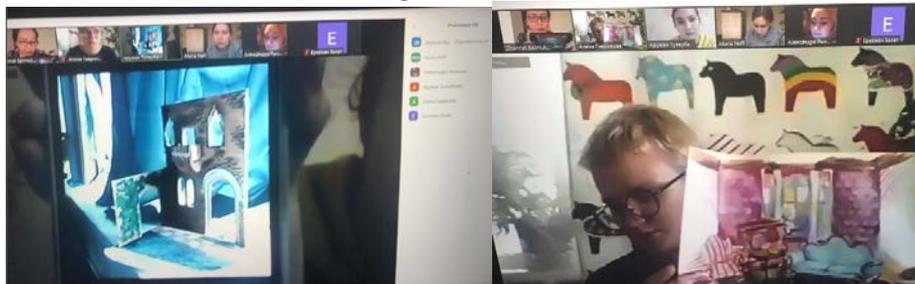
Multimedia scenography

Film and TV production designer
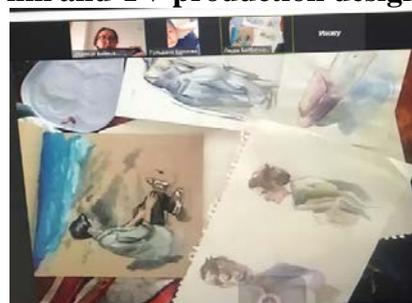
Stage costume
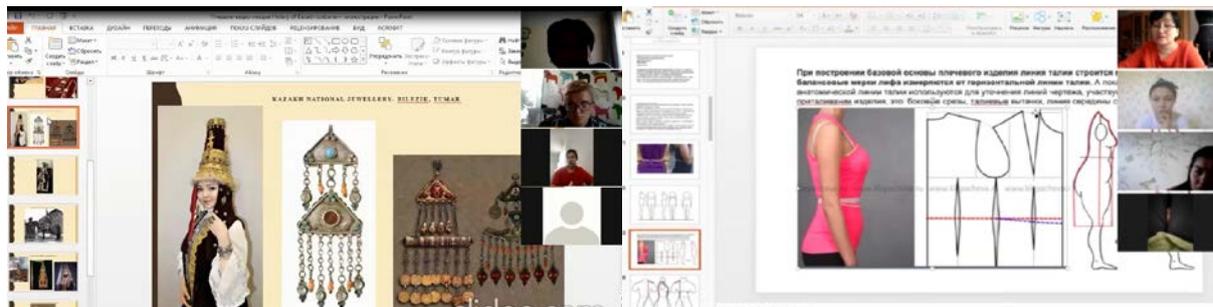
Theatrical makeup
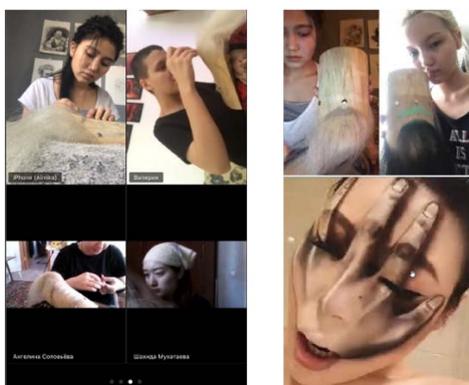
Figure 1 ***The Conducting DET Classes for Educational Programs of Art***

Conclusion

The integration of methodological aspects into distance educational technologies on the example of the Department of Scenography of the Kazakh National Academy of Arts named after T.K. Zhurgenov on the preparation of bachelors of Art in educational programs Scenography on five educational trajectories - Stage design, Multimedia scenography, Film and TV production designer, Stage costume, Theatrical make-up is shaped by Case studies' stages:

1. The formation stage, based on wide analysis define the goals, and orientates and structuring means of achieving them.
2. At the storming stage, hypotheses are put forward and a confrontation arises, reveal the existing contradictions, help to reveal the balance, due to the deep research of problem.
3. At the standardization stage the immediately collected information, structuring organizational principles of work, arranges interaction between students and teachers, for the result of convenient interaction.

4. The performing stage based on a well-designed, visually informative and qualitative presentation with clearly formulated objectives for the Art educational programs helps to formulate the conclusions and recommendations.

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