



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898476*

RFC: ATII20618V12

**Revista Dilemas Contemporáneos: Educación, Política y Valores.**

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

**Año: VI**

**Número: Edición Especial**

**Artículo no.:1**

**Período: Diciembre 2018.**

**TÍTULO:** Principios de realización del modelo educativo multicultural de la República de Tatarstán en las Bellas Artes.

**AUTORES:**

1. Lyajsan H. Kadyjrova.
2. Elmira G. Akhmetshina.
3. Timur R. Kadyjrov.
4. Igor A. Peremislov.

**RESUMEN:** El artículo aborda el desarrollo de un complejo educativo y metódico sobre las Bellas Artes para las clases iniciales de escuelas integrales de la República de Tatarstán y su implementación en el "Modelo Educativo Policultural como base de formación", en el proyecto "Identidad civil rusa de estudiantes de escuela integral". Esta idea se define por un problema de concienciación del niño como portador de la cultura nacional en la preservación del interés, la tolerancia y el respeto por el arte y la cultura de otras personas, así como por la orientación a las tradiciones culturales y artísticas nacionales y mundiales, tomándose como base "Tatarstán-Rusia-mundo", el cual brinda la oportunidad de comprender que él es un ciudadano de su patria y del mundo.

**PALABRAS CLAVES:** educación, Bellas Artes, educación policultural, educación artística, modelo educativo policultural.

**TITLE:** Principles of realization of the Polycultural Educational Model of the Republic of Tatarstan in the Fine Arts.

**AUTHORS:**

1. Lyajsan H. Kadyjrova.
2. Elmira G. Akhmetshina.
3. Timur R. Kadyjrov.
4. Igor A. Peremislov.

**ABSTRACT:** The article addresses the development of an educational and methodical complex on Fine Arts for the initial classes of comprehensive schools of the Republic of Tatarstan and its implementation in the "Polycultural Educational Model as a training base", in the project "Russian Civil Identity of integral school students". This idea is defined by a problem of awareness of the child as a carrier of the national culture in the preservation of interest, tolerance and respect for the art and culture of other people, as well as by the orientation to national cultural and artistic traditions and worldwide, taking as a basis "Tatarstan-Russia-world", which provides the opportunity to understand that he is a citizen of his homeland and the world.

**KEY WORDS:** education, fine arts, polycultural education, art education, polycultural educational model.

**INTRODUCTION.**

Education globalization processes, where "self-realization and self-development become the main requirements" (Karkina, S.; Fajzrahmanova, L.; & Gluzman, A., 2017) and growth of national consciousness make ambiguous impact on modern children, promoting formation as civil and ethnic identity and tolerance in communication and feelings of rejection and even hostility (that, unfortunately, not a rarity) to "others" and unlike themselves.

Unilateral orientation of parents and teachers only on intellectual development of the child to the detriment of its artistic and creative development is alarming. In modern conditions, "exponential complication of system of the social and economic relations, leading to the emergence of a number of the conflicts of the present, many of these conflicts could be solved through recognition of the high importance of a spiritual component of training and education of younger generation" (Deputatova, Anastasiya; Emanova, Juliana; Mikhail Yao., 2016).

It is possible to solve problems of training of youth for cross-cultural interaction in the conditions of the difficult public relations of the modern world; in our opinion, at a solution of the problem of polycultural education, as today in education, the balanced policy considering "state Russian interests and national and cultural features of the people living in its territory" (Karpova, E.M., 2003) is necessary.

In many countries, polycultural education is based on the ideas of multiculturalism within which each person is considered as the bicultural personality who is, on the one hand, the carrier of values of the cultural community with another - the representative of national culture (Kymlicka W., 1995). Preservation and enrichment of the Russian culture and a cultural and historical originality of the people inhabiting it and the CIS countries<sup>1</sup> is relevant for Russia. As the Russian civilization, as a rule of polyethnic and polycultural development of system, "polycultural education is an important part of strategy of cultural development of the country" (Klyugina O.A., Stolyarchuk L.V.).

As shows experience, the optimum strategy of polycultural education is possible only when forming the so-called "dialogue cultural pluralism" (Kukushin V.S., 2001), when students through knowledge of cultural identity of the people join cultural and historical traditions of other people. At the same time, the ethnocultural heritage of the people of the Russian Federation is broadcast in the all-Russian and world cultural and civilization context on the general formula "the region-Russia-the world".

---

<sup>1</sup>Commonwealth of Independent States (CIS) is an alliance of former Soviet republics formed in December 1991 that includes Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russian Federation, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

**Methods.**

The coordinated work of the Republic of Tatarstan, the Republic of North Ossetia and the Chechen Republic became the pilot draft of the comprehensive program of development of polycultural education in the Russian Federation. Implementation of the project is carried out step by step, during 2010-2020 and includes the following events:

- *2010*: creation of experimental polycultural educational models of 1 class of comprehensive school and younger group of preschool educational institution in the above-stated republics; primary approbation of models of polycultural education on the example of 1 class of comprehensive school; preparation and creation of experimental systems of polycultural education in the above-stated republics.

- *2011-2013*: consecutive deployment of experimental educational models initial (1-4 C.) and preschool education.

- *2014-2018*: consecutive deployment in the Republic of North Ossetia, the Republic of Tatarstan, the Chechen Republic of experimental educational models of the incomplete general education (1-9 C.).

- *2019-2020*: consecutive deployment in the Republic of North Ossetia, the Republic of Tatarstan, the Chechen Republic of experimental educational models of the full general education (1-11 C.) (Materials of the All-Russian seminar, 2009).

It agrees the actions of "The comprehensive program of development of polycultural education in Russia" planned within realization in the Republic of Tatarstan (RT) since the year 2010, the "Polycultural Education as Basis of Forming the Russian Identity of Students of Comprehensive School" project started; experimental platforms in 50 educational institutions (Kazan, Naberezhnye Chelny, Bugulma, Almetyevsk, Zelenodolsk, Kukmor, etc.) were created; approbation of concepts and models of polycultural education began to be carried out. Development of an educational and methodical complex on the fine arts for the educational organizations of the primary general education of RT (along with other disciplines from the Polycultural Educational Model series)

became one of points of implementation of the project. The educational and methodical complex "The Fine Arts at Elementary School" consists of the experimental program, textbooks (in the Russian and Tatar languages) and methodical grants for teachers.

**The main idea of the developed educational and methodical complex within the system of polycultural education.**

Education is defined by a problem of forming consciousness of the child as carrier of national culture when maintaining tolerance and interest in art of other people. It is possible to tell that the project is aimed at a solution of the problem of development of polycultural art education and education taking into accounts the historical and cultural communications which developed in the Republic of Tatarstan.

The experimental program is calculated on 134 hours and provides sufficient training of younger school students for continuation of education at the following steps of system of continuous education in the field of the fine arts.

The program is aimed at forming the creative person on the basis of national cultural tradition, heritage of the Russian and world culture, and the emotional and valuable attitude toward art mediated by own art experience and to the world around.

The complex of the tasks, major for modern art education, is reflected in the program: familiarizing with values of domestic and foreign culture, the best models of amateur and folk arts, classical and modern art; acquisition of art language of the fine arts for expression of the personal relation to the world around phenomena in products of graphic activity; development of ability of art perception of realities of surrounding reality; development of the basic principles of creation of an artistic image; mastering terminology of the fine arts; education of moral qualities of the personality; development of teamwork; and forming national and cultural and civil identity in the context of modern world consciousness (Akhmetshina E.G.; Kadyjrova L.H. 2017). Objectives will be to be implemented

through synthesis of arts and crafts and realistic types of the fine arts in the maintenance of art education and education.

The experimental program is developed taking into account the main requirements of FGOS of the second generation, realizes system and activity approach in training of younger school students in the fine arts and is constructed according to the concept of development of polycultural education. Training happens in the consecutive natural movement from familiar and close to unknown and to other, that is from studying of traditions and art of the native people, ethnos to knowledge and understanding of art and the culture of Russia, and then, to acquaintance to universal, world culture and art. The main emphasis is placed on national arts and crafts of Tatarstan, including studying of a national ornament, clothes, ware, a national toy, etc., and also much attention is paid to works known and little-known (but from it not less talented) the artists of the Republic of Tatarstan working in various directions and technicians.

The design of the experimental program in the fine arts for elementary school consists of the following blocks:

1 class - The main basic data on fundamentals of the fine arts (on the example of studying of traditions and art of the Tatar people, art and the culture of Russia and acquaintance to universal, world culture and art).

2 -3 class - Working off of skills of work with various art materials and means of expression of the fine arts (on the example of studying of national crafts of Tatarstan, Russia and heritage of art masters of people of the world).

4 class - Increasing knowledge of the fine arts, fixing of skills of work with various art materials and tools (on the example of studying of traditions and art of the Tatar people, art and the culture of Russia, universal, world culture and art).

The developed textbooks are focused on formation at younger generation of feeling of respect for cultural heritage, first of all (that is important) the Republic of Tatarstan. It is well-known that the person understanding and appreciating culture and art of the people will treat also tolerantly and cultural heritage of other people.

Perception of art, laws under which it is under construction, through acquaintance to art of the native land which closely and is clear is formed much easier and is more available to understanding of children of younger school age. Studying of national culture and art, culture and art of the people of our country and world on the basis of accounting of ethnoregional, age, specific features of students, is a good incentive of spiritual and moral, intellectual and moral and ethical development of the personality and citizen.

In contents of textbooks use of rather wide range of evident material is supposed (it should be noted that all works by artists and national masters used for acquaintance of younger school students are selected taking into account age features of their perception), but it does not mean at all that children have to remember everything from the first lessons. Here, first of all, the principle of development of abilities of understanding and interpretation of cultural heritage of the past with the prospect of updating of the found experience in own art and creative practice is important. Also essential aspect of the developed program, in our opinion, is inclusion in contents of textbooks of house creative tasks and observations with attraction to their performance of parents.

This experimental program provided the following types of occupations: thematic drawing; painting as basis of comprehension of laws of color harmony; graphics and ways of its expressiveness (language of a point, line, stroke, spot); applique; molding as one of types of a sculpture and basis of development of volume and spatial thinking of children; short digression to history of the fine arts; acquaintance to national arts and crafts in all its manifestations; and initial acquaintance to design. The program contains also some fact-finding subjects connected with computer literacy (acquaintance to simple methods of drawing on the computer by means of the Paint program). Their

task is to acquaint school students with the computer as the tool for the image supplementing other means.

Practically in each lesson of the developed textbooks examples of performance of tasks by children, that is children's works, are given.

It should be noted, that in the developed methodical grant for teachers we tried to avoid whenever possible development of the detailed scenario of each lesson, having left this parameter of educational and methodical activity entirely to the artist-teacher. It is connected with the fact that as practice shows, each teacher in the conditions of concrete educational process will introduce anyway certain amendments in process of training according to gender, national and other peculiarities of structure of this or that class.

### **Results and discussion.**

As a result of training of younger school students in the fine arts in the complex developed educational methodically, they will create bases of art culture: ideas of specifics of the fine arts; initial concepts about expressive opportunities of language of art; need for art creativity and for communication with art. Will develop: figurative thinking, imagination and art taste; ability to analyze, give an esthetic assessment to works of art and to express the relation to events and the phenomena of the world around, to the nature, the person and society; educational and creative abilities; and ability to embody artistic images in various forms of art and creative activity. Besides, school students will seize practical skills in perception of works of plastic arts and in different types of art activity: the drawing, painting, arts and crafts, a sculpture, art designing, that is the important base for development of the creative person (Petrov N.Y. 2015); also, this will teach to apply the gained knowledge, skills when performing art and creative tasks.

Thus, school students not only seize theoretical knowledge of genres, features, laws and regularities graphic and arts and crafts, but also get acquainted with a large number of manual operations and learn to create beautiful and useful products the hands.

The developed educational and methodical complex on the fine arts is developed for the RT elementary school according to FGOS, realizes system and activity approach and is developed according to the concept of development of polycultural education. The project is aimed at a solution of the problem of development of polycultural art education and educations taking into account the historical and cultural communications which developed in Tatarstan.

## **CONCLUSIONS.**

The complete innovative rule of modern full polycultural education, which gradually becomes an integral part of the general strategy of cultural development, is aimed at forming content of training and education within uniform state standard according to a design of the Russian identity; at the same time, the ethnocultural heritage and the national cultures of the people of Russia are broadcast in a wide all-Russian and world cultural and civilization context on the general formula "the region-Russia-the world".

Realization of polycultural educational model means of the fine arts act as the main conditions: expansion of knowledge of younger school students of the fine arts of the people taking into account a regional component, awakening of interest in art creativity of other people, the adoption of polycultural social and psychological orientation, forming installation on cultural relativism in the course of international communication.

One of important problems of education at the present stage is forming the identity of the new person, the carrier of the humanistic, and tolerant ideas in the system of the interethnic relations. The significant role in the solution of this problem belongs to educational institutions as to the most important institutes of socialization of the personality. The condition of the interethnic relations in educational institution is mirror display of the general situation in society.

At implementation of the "Polycultural Educational Model as Basis of Forming the Russian Civil Identity of Students of Comprehensive School" project, the Ministry of Education and Science of the Russian Federation will receive the approved model of polycultural education (on the example of

discipline "Fine arts"), directed, first of all, to decrease in risks of the international conflicts and its distribution in regions of the country as students will be brought up "in the spirit of the world, tolerance, and humane international communication" (Makayev, V.V.; Malkova, Z.A.; Suprunova, L.L., 1999).

The Ministry of Education and Science of RT will receive the textbook model developing the national culture and national language of the republic, and participants of educational process of the republic will receive one of options of realization of FGOS as a component of the list of educational programs for rendering of services in the field of education as textbooks are developed taking into account requirements of FGOS of the second generation, and are directed to use of activity and problem approaches in training of younger school students in the fine arts.

#### **Acknowledgements.**

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

#### **BIBLIOGRAPHIC REFERENCES.**

1. Akhmetshina E.G., Kadyrova L.H. (2017). Pedagogical approaches in the system of development of artistic culture of the person. - Revista San Gregorio, No. 20, Special Edition. December (188-193), ISSN: 1390-7247; eISSN: 2528-7907. - R.189-193
2. Deputatova Anastasiya, Emanova Juliana, Mikhail Yao (2016). Influence of art technologies on motivation of school students to studying world art culture//Modern Journal of Language Teaching Methods. 10, P. 59-64
3. Karkina, S.; Fajzrahmanova, L.; & Gluzman, A. (2017). Subject-Oriented Approach in the Professional Forming the Future Music Teacher. Journal of History Culture and Art Research, 6(4), 1071-1077. - P.1072

4. Karpova E.M. (2003). Polyculturalism as a factor of development of the identity of the child in temporary association.//Social and pedagogical activity: problems and prospects. / Under the editorship of N.F. Basov. Kostroma.
5. Kymlicka W. (1995). Multicultural Citizenship. Oxford.
6. Klyugina O.A., Stolyarchuk L.V. Polycultural environment of forming school as resource of development of valuable and semantic student competence.  
<http://schooloftomorrow.ru/content/articles/index.php?article=28720>
7. Kukushin V.S. (2001). Education of tolerance of the personality in polycultural society. A grant for the teacher. - Rostov-on-Don: Gingo,- 404 pages.
8. Materials of the All-Russian seminar "Polycultural educational model as basis of forming the Russian identity of students of comprehensive school". - Vladikavkaz, 2009
9. Makayev V.V., Malkova Z.A., Suprunova, L.L. (1999). Polycultural education - a current problem of modern school / V.V. Makayev, Z.A. Malkova, L.L. Suprunova//Pedagogics. No. 4. - Page 3-10.
10. Petrov N.Y. (2015). Variety of Aspects of Researches of Graphic Activity as Pedagogical Problem. / Mediterranean Journal of Social Sciences. - Rome-Italy: MCSER Publishing, Vol 6. - No 1. - S2-ruble.96-98.

#### **DATA OF THE AUTHORS.**

1. **Lyajsan H. Kadyjrova.** Kazan Federal University. Email: [lesia5614@mail.ru](mailto:lesia5614@mail.ru)
2. **Elmira G. Akhmetshina.** Kazan Federal University.
3. **Timur R. Kadyjrov.** Kazan Federal University.
4. **Igor A. Peremislov.** Argosy University.

**RECIBIDO:** 2 de noviembre del 2018.

**APROBADO:** 21 de noviembre del 2018.