Distance technologies in the context of personalization of competence training of bachelors of art and pedagogical direction

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Abstract

The article discusses the features of personalization of the competence training for bachelors of art and pedagogical direction. Four characteristics of the essence of the personalization for the educational process are presented. Personalization of bachelor's degree training in the art and pedagogical direction is an unique way for a person to master and appropriate the richest potential of artistic culture. The potential of distance technologies has been identified, which contributes to the personalization of the competence training of bachelors of art and pedagogical direction. Firstly, distance technologies activate the subject position of the student. In the behavioral aspect, a bachelor of art and pedagogical direction, entering the position of the subject, must build his own educational trajectory, and in the sense-forming aspect, he must build his own relationship with the world of art. Secondly, they enhance the openness of the educational process. Thirdly, they actualize such personality qualities as initiative and creativity.

Keywords: Personalization; distance technologies; e-learning; competence training.

1. Introduction

In the XXI century, the priority vector of modernization of higher education is the implementation of a personality-oriented orientation, the activation of the processes of self-determination of students: self-determination, self-knowledge, self-realization. Many researchers argue that today this trend should receive a new impetus. It is not enough just to turn to the personality of the student, it is important to create conditions so that a person can turn to himself, make a conscious free choice, form a new reality in which he recreates himself (Bondarevskaya, 2000; Grachev, 2005; Grachev, 2006).

The following methodological guidelines contribute to the creation of an optimal personality-oriented education system: the principles of subjective, project, active, contextual types of learning, etc. (Bondarevskaya, 2000; Dede, 2008; Serikov, 2010). In our study, personalization serves as a methodological basis, which contributes to the activation of the personal-subjective position of students and teachers and thereby the formation of their professional competence, the implementation of the processes of selfhood and the development of their personality.

The term "personalization" is used ambiguously in modern literature. "Personalization", originating from the word "persona" ("persona" - "personality"), indicates belonging to a person or a focus on her. The term "personal" is interpreted as personal, inherent, concerning or belonging to an individual or an individual – "personal invitation", "personal computer", "personal profile", etc. (Petruneva, 2011). In this context, "personalization" is considered as the process of transformation of an object, its transformation in accordance with the characteristics and needs of a certain person. Today, there is a place for personalization of language and speech, technical devices, information space, environment, and so on, where a person "adjusts" elements of the surrounding reality, thereby ensuring comfortable and effective interaction with them (Grachev, 2005; Petruneva, 2011). Of course, personalization is realized in conditions of variability, which gives the individual the opportunity to choose.

2. Theoretical Framework

Based on the theoretical analysis of studies devoted to the essence of personalization in education, such scientists as (Grachev, 2005; Petrovsky, 1996) etc., we have identified the following characteristics: firstly, personalization is a process that has a mega-goal, which lies in the importance and necessity of the formation of the personality of each individual (participant in the educational process), the development of personal functions, satisfaction of the need to be a person and personal self-realization; secondly, it is the process of formation of a unique personality and individuality, the development of the author's position in relation to society and his own life through self-initiated and responsible transformation of the surrounding reality, in particular, elements of the educational system and the building

of individual development trajectories; thirdly, it is an interdependent process of exteriorization of the characteristics of a particular personality into the external reality, directly into the educational process, as a result of which there is an impact and transformation, either of its certain components, or of the personalities of other individuals, that is, there is an expedient transformation and diversification of the learning process, and the reverse process of interiorization, i.e. borrowing from the sphere of public relations and public experience of personally important elements of socialization; fourth, it is the process of manifestation, presentation, translation of one's individuality to other personalities; the implementation of adjustments to one's "self-image" in order to be in demand, competitive, contribute to culture and social processes and self-actualize (Bartolome et al., 2018; Mishina et al., 2019).

We have revealed and proved that it is the personalization of the competence training of bachelors of the artistic and pedagogical direction that increases the effectiveness of their education and personal development, in general. The competence-based artistic and pedagogical training of bachelors is a unique way for a person to master and appropriate the richest potential of artistic culture, to search for an individual way of self-expression in independent, artistic creativity; to acquire personally significant mechanisms by needs, goals, motives, values, vectors of self-development through the emotional and sensual sphere (Mishina et al., 2020).

In pedagogical science, it is proved that individual differences of students determine the process of cognition, development and competence formation (Bondarevskaya, 2000; Clarin, 2000). Today, we should not just take this circumstance into account, but we should help ensure that the bachelor becomes a co-author, the subject of his competent artistic and pedagogical training. A bachelor of art and pedagogical direction should clearly see the purpose of the formation of all components of competencies, be aware of the need for a particular stage of training for their competence and personal development.

Thus, based on the studied material, we will reveal the main provisions of the personalization of the competence training of bachelors of the artistic and pedagogical direction: firstly, personalization assumes that the development of competencies is an integral component of the professional and personal formation and self-realization of bachelors; secondly, personalization is carried out through the awareness by bachelors of the need to form a unique experience in the field of art pedagogy, which is possible through the proactive design of individual educational routes and routes of self-realization; thirdly, personalization is actualized in the process of manifestation by bachelors of their subjectivity through inclusion in mutually enriching interpersonal communication, dialogue, cooperation, co-creation, primarily with representatives of art pedagogy; fourth, personalization is an expedient transformation and diversification of the learning process, in which the potential for personal development is activated in accordance with its individual characteristics, which is especially

important and relevant, because the structure of artistic and creative activity does not fit into the format of one-time emotional and cognitive acts.

At the dawn of the discussion of the issues of personalization and individualization in education there was a belief that these ideas could be fully implemented if a certain level of e-learning and distance technologies were achieved.

In the Federal Law "On Education in the Russian Federation", distance learning technologies are understood as "educational technologies implemented mainly with the use of information and telecommunication technologies with indirect (at a distance) or not completely mediated interaction of a student and a teaching staff" (Federal Law, 2012) Distance technologies make it possible to realize the accessibility of education for different segments of the population, regardless of the place of residence of the student and his state of health.

3. Materials and Methods

Before proceeding to the empirical stage of our research, we identified the potential of distance learning technologies in the context of personalizing the competence-based artistic and pedagogical training of bachelors. Next, we will unlock the potential through the main three positions.

1.Distance technologies strengthen the subject position of the student. In the behavioral aspect, a bachelor of art and pedagogical direction, entering into the position of a subject, must build his own educational trajectory, and in the sense-forming aspect, he must build his own relationship with the world of art, "... and without losing his identity, see and comprehend the artistic world in its many differences, logics and cultural practices and "skip" its content through his inner world" (Kolbysheva, 2020). Remote technologies create a variable environment for designing their own learning trajectories.

The development of educational material using remote technologies presents the following opportunities: mastering the material at an individual pace; varying the amount of information being assimilated, the possibility of choosing additional material, control and evaluation tasks, obtaining objective information and using multimedia to perceive it in various formats (text, visual, auditory, etc.).

2.Distance technologies enhance the openness of the educational process. Today, this property correlates with the recognition of the fact that a person is also an open system. Realizing himself as an unchangeable given, he cannot fully realize his creative potential, turn to his uniqueness, identity (Skvortsov, 2009). This requires special conditions. And today such conditions can be remote resources: electronic educational courses, educational portals, electronic textbooks and books, on-line and virtual museums and exhibitions, professional chats and forums, etc. They, in turn, have the following properties: integrativity

presentation of various information formats: visual, auditory, verbal, animation, virtual, hypertext, etc., combining various types of activities: reproductive, productive, research, etc.; intersubject – provide opportunities for intersubject integration of information within a single resource; variability - contain the necessary volume to select various opportunities for personalization of educational and creative work: the level of complexity of the work, the mode and procedure for performing actions, reporting forms, etc.; efficiency - content updates occur in accordance with changes in objective reality.

3. Remote technologies actualize such personality qualities as initiative and creativity. It is these characteristics that form the basis of the future professional activity of bachelors of art and pedagogical direction: interpretation of phenomena, facts and works of art culture, search and implementation of extraordinary solutions to standard and non-standard professional artistic and pedagogical tasks, critical attitude to the circumstances and realities in the world of art and society.

The core of the personalization of the competence training of bachelors of the artistic and pedagogical direction is the initiative and creative design of individual routes of theoretical, practical, communicative, performing, evaluative development.

The empirical stage of our research was to test the effectiveness of the identified theoretical positions. The core of bachelor's training in the art and pedagogical direction is the art criticism competence. We monitored the level of development of this competence. In this regard, we have identified three criteria for the development of art criticism competence and four levels (low, acceptable, medium, high).

Diagnostics of the level of development of the art history competence of bachelors of the art and pedagogical direction was determined using the following methods: questionnaires, interviewing and observation (for the motivational and value criterion); testing to identify the coefficient of assimilation of art history knowledge and oral surveys (for the cognitive criterion); projective techniques, expert evaluation of the results of educational and educational-professional activities of students (for activity criteria).

An experimental study of the development of the art history competence of bachelors of the art and pedagogical direction based on the personalization of their education by means of distance technologies was conducted on the basis of the Institute of Philology and Intercultural Communication of Kazan Federal University. We formed two groups: an experimental group (EG) of 58 people and a control group (CG) of 57 people. Experimental work was carried out in three stages: ascertaining, forming and control.

In the designated groups, at the ascertaining stage, according to the results of diagnostics, students had low and acceptable levels of development of art criticism competence – 39.4% of the total number of students in EG and 41.8% in CG, 35.7% in EG and 34.3% in CG were

respectively at the acceptable level, 17.8% in EG and 15.6% on average% in CG, at high – 7.1% in EG and 8.3% in CG.

At the formative stage of the experiment, we included students in the process of designing individual educational routes for mastering artistic and theoretical disciplines. Students had access to electronic educational resources presented in the remote MOODLE format. For the best organization of students' work, we have developed an electronic catalog of information sources on types of visual and spatial arts.

4. Results

At the control stage, we conducted a re-diagnosis of the level of development of art criticism competence according to three criteria in the experimental and control groups. The comparative results of the initial and final stages of the experiment are shown in the table.

Table 1. Dynamics of the level of development of bachelor's art competence in experimental and control groups (in % of the total number of students).

	Levels							
	High		Average		Acceptable		Low	
	CG	EG	CG	EG	CG	EG	CG	EG
Ascertaining stage	8,3	7,1	15,6	17,8	34,3	35,7	41,8	39,4
Control stage	9,9	18,6	37,5	61,6	27,3	14,7	25,3	5,1

The indicators in the experimental group are objectively higher than in the control group, which gives us reason to consider the work carried out at the formative stage of the experiment effective.

5. Conclusion

Remote technologies not only open up the possibilities of solving cases that are relevant today, but also allow us to turn to the future, due to the mobility of the penetration of innovations into this system, the flexibility of using information, modern technologies. As a result, there is a situation of "some uncertainty", which is why the student has an impulse to initiative and creativity.

Thus, despite the ambiguity of the assessment of distance technologies in education, in particular, in art and pedagogical education, they become an integral part of the modern

educational system. Distance technologies contain a rich potential for the formation of a promising education system by attracting modern and innovative means. Remote technologies have an undoubted potential in personalizing the competence training of bachelors of the art and pedagogical direction. Firstly, distance technologies strengthen the student's subjective position; secondly, they enhance the openness of the educational process, and thirdly, they actualize such personality qualities as initiative and creativity.

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