

A Review of Methods Used for Developing the Historical Consciousness in Students of Creative Training Directions

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Keywords: historical consciousness, art history, art process, art style

Abstract: The article is devoted to the problem of developing methods for the formation of historical consciousness among students in creative areas of training. The relevance of the problem is due to (a) dynamic changes in the structure of historical consciousness of the Russians, (b) the increasing role of historical consciousness in the process of upbringing and education in Russia, (c) the need to modernize methodological approaches to the formation of historical consciousness. For creative areas of student learning, the problem of methods used for developing the historical consciousness is of particular relevance. The purpose of the study is to identify and apply the methods for developing the historical consciousness of students of creative training directions. The article provides highly valuable research insights on (a) the formation of basic skills used in the work with historical sources on the history of fashion and artistic style; (b) ways to increase students' motivation for independent study of history; (c) the development of value attitudes to the historical and artistic process, as well as the studied historical problems.

1. Introduction

The direction of state policy in the field of modern vocational education is determined by the orientation towards the formation of a careful attitude to the cultural heritage of Russia, citizenship, and the upbringing of moral values. In particular, the "National Doctrine of Education in the Russian Federation until 2025" indicates the following priority tasks: ensuring the historical continuity of generations, education of Russian patriots, citizens of a legal, democratic state [1]. However, in conditions of dynamic social development, the historical consciousness of Russians is changing significantly. Researchers emphasize such features as the politicization of historical consciousness, the conflicting pluralism of interpretations of history, the mythologization of historical consciousness.

Consequently, these trends can cause social apathy, ignore historical continuity, create the illusion of absolute freedom from factual premises. The information culture demonstrates the accumulation of historical information and the increased role of means of communication, the value disorientation of a person. These trends are manifested in the inability to determine whether his ideas about the world of reality. This actualizes the problems of the essence of such a phenomenon as historical consciousness, factors, its determinants, methods that form it.

Today, the content of historical consciousness retains its functionality. As G. V. Merzlyakova and S. A. Danshina note, it constitutes the essential characteristic of the social orientation of a person's worldview, acts as a social and moral imperative that characterizes his value attitude to the Fatherland [2]. Historical consciousness as a socio-cultural phenomenon was studied in the works of P. Bourdieu, E. Durkheim, B. G. Mogilnitsky, Yu. A. Levada, A. P. Fedorovsky. The most common interpretation of the term is the consideration of historical consciousness as a set of ideas, views, perceptions, feelings, moods that reflect the perception and appreciation of the past in all its diversity, inherent and characteristic of society as a whole, and for various socio-demographic, socio-professional groups as well as individuals. Most of the works emphasize that historical consciousness is the result of the influence of various determinants: historical and social transformations, characteristics of the development of culture [3]. Types and levels of historical

consciousness are revealed. The types of consciousness include mass and individual, mythologized, mass and professional (specialized, inherent in expert communities). Reflexive knowledge, historical feeling, and personal attitude to historical events are ranked as levels of historical consciousness. [2]. Reflective knowledge is information gleaned from the system of school and university education, as well as self-education. Deformations at this level are associated with the conjuncture of historical assessments, the complexity of orientation in changing historical interpretations. The historical feeling is a social emotion and assessment, fixing the attitude to the present, having the effect of social approval or negativity [2]. At the third level of historical consciousness, personal historical experiences and own attitudes to the events of history take shape.

In modern higher education, a search for new methodological approaches, guidelines, and methods for the formation of students' historical consciousness is underway. The problem of choosing methods for the formation of historical consciousness is especially relevant for creative areas of student learning, such as, for example, the direction "The Art of Costume and Textile" (profile "Artistic Design of Costume"), implemented at the Faculty of Arts and Design of Altai State University. The problematic situation in the learning process is characterized by fragmented and fragmented representations of students about the historical process, the lack of ideas about the logic of development, and the formation of artistic styles and directions. For the successful generation of creative ideas in the process of creating creative collections, art projects, one needs deep knowledge about the very essence of the artistic process, the source of which is the historical process, the process of changing social relations based on the actions of social groups. This necessitates the identification and implementation of methods for the formation of historical consciousness of students in creative areas of training.

2. Materials and Methods

The bachelor's curriculum in the field of "Costume and Textile Art" (the profile is "Artistic Costume Design") includes a number of historical disciplines: "History of world culture and art," "History of fashion and style," "History of Russian culture," "History of decorative and applied art," "Aesthetics." Among them, there are both elective courses and training courses related to the basic part of the curriculum, which contributes to the continuity of assimilation of the content of the educational material, its expansion, and consolidation. In our opinion, it is based on historical and artistic disciplines that the formation of students' historical consciousness, their value attitude to culture and traditions is possible.

We will consider the methods of forming historical consciousness on the example of the course "History of Fashion and Style." This course belongs to the basic part of the curriculum, is implemented over three semesters of study, including in electronic form on the basis of the Moodle learning management system at the Unified Educational Portal of Altai State University [4]. In the content of the sections of the electronic course, the emphasis is on the formation of a systematic view of the historical and cultural process, the process of developing fashion and style. The content of the sections is structured in such a way as to explain the logic of the development of artistic styles through the central category of aesthetics "aesthetic ideal," which connects the genesis of style with the historical features of the era under study. The categories "aesthetic ideal" and "ethical ideal" accumulate a source of style features, change of styles, and artistic paradigms.

For example, the section of the course "The Aesthetic Ideal of Baroque" includes lectures and practical classes devoted to the historical background of its formation, the philosophical origins of artistic creation, the substantive and formal standards of the aesthetic ideal of Baroque, and their implementation in works of art of the era. This course content focuses on the essential historical prerequisites for the formation of artistic styles, which allows us to understand the logic of their development and to avoid building a course on the presentation of creative facts "divorced" from the environment of their occurrence. One of the methodological principles for selecting the course content was the principle of historicism. The principle of historicism is the principle of cognition of historical events, phenomena, processes in their formation and development, in the process of their genesis and evolution. In particular, such artistic aspects as fashion and style should be considered from the perspective of the historical premises of their occurrence and the specific stages of their development.

Thus, the emergence of the Renaissance style was caused by significant large-scale changes in the social and political structure of Italy at the turn of the XIII-XIV centuries and the identity of a person of the era. In this era, a new concept of man as the center of macro and microcosm, capable of setting goals, realizing them in practice in the immediate conditions of social life, is born. Thus, one of the methods for the formation of historical consciousness is the selection of the content of the training course, focusing students on the historical foundations of artistic phenomena.

Another way of enhancing historical reflection is the aesthetic analysis of the works of art of the studied era, performed by students independently based on the proposed methodology. The aesthetic analysis of a work of art consists of two main stages: (1) emotional (artistic understanding through the experience of the emotional relationship encoded by the author to the art object) and (2) rational (analysis of the content of a work of art by attracting a variety of sources that can decrypt the author's intention). The sources used at the stage of rational analysis include the following materials: (1) materials of personal origin (memoirs, diaries, letters), (2) memoirs of contemporaries of an artist, (3) an analysis of the iconography of the plot of an artwork, (4) literary studies, (5) a semiotic analysis of a work of art, (6) a hermeneutical method of penetrating the meaning of a work of art. Students' independent work on the topic "Aesthetic analysis of a work of art: historical and philosophical conditioning of a method" is included in the content of the electronic course "History of Fashion and Style" at the Unified Educational Portal of Altai State University. The use of the emotional and rational stages of the study of a work of art leads to the "appropriation" by the student of historical experience, which is "included" in his/her individual consciousness, becomes appropriated.

The content of the electronic course "History of Fashion and Style" also includes tasks for independent work of students in the curation of digital content, dedicated to a deeper examination of the historical and philosophical sources of the formation of fashion and style. More than that, there are also links to electronic publications recommended for study, for example, links to historical materials of foreign, Russian professional communities, video materials. It also contributes to the development and formation of historical consciousness. The participation of students in research work in the process of preparing for student conferences, seminars, allows one to deepen understanding of the historical specificity and conditionality of the development of artistic trends and styles. So, students of the course "History of Fashion and Style" prepared reports on the following scientific events: international scientific and practical conference "Lomonosov Readings in Altai" (2018), as well as the seminars "Visual culture and contemporary art space" (2019) and "Art life of Siberia and adjacent territories: Traditions and modernity" (2019).

3. Results

The formation of historical consciousness in the process of training in the direction of "The Art of Costume and Textile" (profile "Artistic Design of Costume") contributes to a deep understanding of the historical features of the style of one or another era, gives a general idea of the logic of its development, prevents a fragmented approach to the consideration of phenomena such as fashion, stylistic direction, artistry. The effectiveness of the formation and development of historical consciousness with the help of electronic courses implemented at the Faculty of Arts and Design is confirmed by the quality of independent work on scientific research, selection, structuring of historical and artistic content. The formation of motivation to study the historical and artistic process, as deployed in time, is confirmed by the analysis of reflective educational works. In particular, in the process of implementing the discipline "History of Fashion and Style" the following was done:

1. Basic skills of working with historical sources on the history of fashion and art style, ways of working with historical information are formed;
2. The motivation for independent study of history, including after the completion of formal training is formed; methods of self-study using online platforms are mastered;
3. The value attitude to the historical and artistic process, fixing the student's personal emotions, his/her individual attitude to the studied historical problems is formed;
4. The ability to use knowledge of history, the history of art to identify logic, cause, and effect relationships in historical and cultural events, phenomena, and processes is formed.

4. Discussion

Historical consciousness is the basis for comprehending the historical past in connection with the present and future, the basis for the formation of humanity, and a tolerant attitude towards world cultures and political systems. The formation and development of the historical consciousness of students in creative areas of training will help to avoid the idea of the isolation of the history of art from the main “channel” of the historical process. Acquaintance of students with a variety of historical sources and opportunities for working with thematic digital content contributes to the breadth of professional thinking in general. Mastering professional vocabulary develops the information competence of the individual, critical thinking skills, the ability to make informed assessments, interpret data. An analysis of the results of educational activities revealed that students have difficulty mastering a source study of historical, cultural, historical, and artistic sources, which is associated with stereotypes of perception of the historical process and the process of cultural development as not related to each other. Negative attitudes of students to the realities of Russian culture and the presence of signs of social apathy also constitute a problem area. The way to overcome these problems is seen in a systematic work with the selection of the content of education, an approach to considering the history of art culture as an integral part of the historical process, abandoning the "point" approach to considering the phenomena of the history of art and culture in general.

5. Conclusion

The key goal of higher professional education is the development of human capital as a condition for the social growth of the region. Due to the specifics of the features of the historical process in Russia, characterized by discreteness in the direction of development of social relations, the sharpness of social and cultural changes, and the value of pedagogical efforts to consciously form students' historical consciousness are significantly updated. The formation and development of an unbiased historical reflection, a developed historical consciousness among students in creative areas of training, contribute to the development of creativity, the ability to creatively transform reality.

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