

Credit-Module System in the Context of Art Education

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Transition to globalization of public material and spiritual manufacturing and, consequentially, to the uniformity of global art culture, makes a demand on the Belarusian art school for creation of a system of universal knowledge and new models of education in different spheres, including art.

With a view of the further strengthening of the position of national art school in the market of the international art education, it is necessary to shape new approaches to the organization of educational process. For this purpose it is necessary:

- 1) to introduce changes to the structure of the traditional curriculum;
- 2) to transform the system of measurement of curriculum, replacing hours with “credits”;
- 3) to create a new method of organizing the curriculum, based on a “block-module” system;
- 4) Its content must be composed of subject-modules.

A credit is a unit of volume of assignments, which a student should accomplish for mastering the module. World practice, in particular European Credit Transfer System, suggests to estimate one academic year as 60 credits (30 credits per semester). In this case 1 credit is equal to 34 hours of studies.

The concept of “module” in the modern theory and practice of the high school has three basic meanings:

○ **A block of subjects** (module - block) of the curriculum, composed on the basis of degree of universality within the framework of the educational institution. Blocks are divided in mandatory, professional and optional.

○ **A subject or coursebook** (the subject module) as a system of sets of obligatory elements: theoretical course, practical tasks, control tests, materials for independent work (reader).

○ **A complete informative block** (practice module) with a system of stage-by-stage control, within the framework of a single subject.

The main problem of creation of block-module system in art education, lies in determining the proportions, when dividing professional modules into: general art blocks, faculty blocks (method design), department blocks (special) and specialized (tutorials) subject modules.

In this case, the curriculum is viewed as a “vertical tree”. In its basis lies the uniform block-module and the subject modules form the “branches”. Designing such credit-module plan of art

education is conducted “from top to down” in the following order: block-modules of the curriculum, subject modules and then the practice blocks.

The block-module of art education is an interdisciplinary integrative course. It allows to prepare a specialist who is in command of special scientific knowledge and skills necessary for successful carrying out professional research, design, practical and pedagogical activity.

The block-module contains the definition of the purposes of teaching, the thematic plan, the program, didactic materials and appendices, as well as integrating lectures, practical assignments, creative seminars, independent work in studios and libraries, open-air, inspections and obligatory testing.

Basic element of the system of art education is the subjectmodule. It is a well-structured educational interdisciplinary material. It includes practical tasks, scientific-theoretical texts, illustrations, cross references to key art and aesthetic concepts, thematic samples, materials for independent work, a system of basic methods and a system of normative tests.

To define the content of the subject module it is necessary to define precisely:

-) The borders of the subject domain;
-) Previous support modules,
-) Related modules,
-) Modules in which the materials of the given module will be used.

Introduction of the module is aimed at:

-) removal of the duplication of “related” themes on special and general art disciplines, provision of a system of successive and logical interaction between various disciplines
-) To increase the speed and quality of education - the regular (“inspection”) control of a level of mastering of the studied material;
-) To increase the efficiency of independent work of students

Several types of educational modules are distinguished:

Cognitive. When working with such module the objective is the volume of the information on a studied theme.

Operational. The goal is the formation and development of methods of work.

- Mixed. In this type of module elements of the first two types are used.

The new opportunities offered by the use of the credit - modular system will allow dynamic and successive reform of the system of art education. It will become multistage and flexible.

The uniform system of credits will allow to carry out certification of each grade level and to realize the model of remote education, which is necessary to increase the mobility of students and for democratization of access to art education.