

# Pedagogical Conditions of the Educational Process during the COVID-19 Pandemic in the Field of Fine Arts and Design

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**Abstract:** The article analyzes the development of modern education, the digital transformation of education, existing online platforms for the educational process, identifying the most acceptable for training in the field of fine arts and design in the context of the COVID-19 pandemic. Distance education is one of the new methods of work related to the teaching of design and fine arts. Any educational organization faces the question of how to convey information to students in the most convenient way, taking into account the specifics of the disciplines taught. It is necessary to take into account all the specific features of lectures and practical classes. Such an important component in learning as communication is based on the choice of an online platform. The tasks and requirements of the studied subject require a certain approach and the creation of the most acceptable pedagogical conditions. It is necessary to take into account all the specific features of lectures and practical classes for the most accessible and understandable presentation of the material and methods of monitoring the implementation of practical tasks. As a result of the selection of means of communication in order to achieve the most effective way of communicating information to the audience, several electronic platforms can be identified that can provide the educational process with the means and conditions for mastering the material in the relevant discipline. When selecting a resource, you should pay attention to the capabilities of this platform, taking this into account when forming the course being taught. Digital transformation of the content of educational training programs using ready-made conference solutions is not always the best option for online learning, it is necessary to find ways to adopt the methodology of vocational training in connection with the peculiarities of distance learning and real-time requirements.


## 1 INTRODUCTION


The educational process in the field of creative specialties requires special attention and is based on the experience that was gained earlier. Solving the problem of the need to choose methods of continuous, active education, integrating it into everyday life, saturation with various creative technologies, points to the advantages of working in a team and calls for a constant rethinking of the past experience of both the whole of humanity and a single artist-designer.


A methodology based on such requirements is being formed and used in the modern world. All this indicates changes in the teaching of design and fine arts, the creation of certain pedagogical conditions

that play an important role in the development of vocational education in this area.

Digital education has entered our lives and requires teachers to make certain changes in the field of teaching methods. The problem of teaching during the period of restrictions related to measures to prevent the spread of infectious diseases, such as coronavirus infection, has become most acute for teachers of creative specialties. Distance education is one of the new methods of work. Teachers who are associated with the teaching of design and fine art faced special difficulties. Digital transformation of the content of educational material must meet professional requirements.

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The demand for online education is increasing all over the world. During the COVID-19 pandemic, this is the most effective and safe method of training. The solution for creating communication between a teacher and students is the use of various online platforms. The educational organization faces the task of how to convey information to students in the most convenient way, this issue is most acute in teaching creative specialties that are based on visual images and practical classes (Smith, 1998), (Alekseeva, Barsukova, Pallotta, Skovorodnikova, 2017).

A methodology based on such requirements is being formed and used in the modern world. All this speaks about changes in design education, about the creation of certain pedagogical conditions that play an important role in the development of fine art and design around the world.

## 2 MATERIALS AND METHODS

The method of analyzing the application of existing platforms in the educational sphere allows us to highlight all the advantages and disadvantages, adapt their use to achieve the most effective educational process. Such an important component in learning as communication is based on the choice of an online platform, which depends on the tasks and requirements of the subject being studied. It is necessary to take into account all the specific features of lectures and practical classes, the most accessible and understandable presentation of the material and the method of monitoring the implementation of practical tasks.

## 3 RESULTS

As a result of the selection of means of communication in order to achieve the most effective way of communicating information to the audience, several electronic platforms can be identified that can provide the educational process with the means and conditions for mastering the material in the relevant discipline. When selecting a resource, you should pay attention to the capabilities of this platform, taking this into account when forming lectures and practical classes, as well as a way to control the knowledge gained by students.

Special requirements exist in the field of professional teaching of fine arts and design, a clear understanding of the target audience, the possibilities of demonstrating the material, the convenience of

feedback (teacher - student), all technical characteristics must correspond to the discipline taught (Begidova, Vasilenko, 2016), (Daskova, Polyakova, Vasilenko, Goltseva, Chevalier, Vasilenko, 2020).

Considering that the knowledge base in fine arts and design of students should further contribute to the acquisition of specialized skills that would correspond to the direction of training, the methodology that has already developed historically in specialized educational institutions needs to adapt the teaching of these disciplines in the format of distance learning.

Modern reality dictates to constantly keep up with the times, improve teaching methods in the field of fine arts and design, taking into account real opportunities - to conduct training sessions during the COVID-19 pandemic.

## 4 DISCUSSIONS

The main methodological aspects in teaching fine arts and design are formed on the following principles: organization of the creative process; active learning characteristic - continuous deepening, research, generation of ideas; mutual integration of the creative process in a person's life, for a deeper understanding of processes and open creativity; constant work with other people, leading both to the synthesis of ideas and to healthy self-esteem - team; reasonable rivalry; use of accumulated experience; learning in an open system, the ability to listen, imitate, look with a new look at the chaos of failed ideas; the use of technologies and electronic programs to serve the creative process and the development of mental and physical skills; acceptance of the conditions and requests of the system, society, the environment for which design works; the development of not only creative skills, but also the ability to destroy, break, invert, as well as improvise

The possibility of creativity of the student is assumed at three levels: the level of creating an artistic design object, the level of creating tools and ways to achieve results, the level of creating a methodology that stands above the entire learning and design process.

An important point in the learning process is how the conference is held (accessibility and mobility of the platform). In this case, each of the participants will be able to use it for their own purposes. If the conference is available to a limited number of people, then therefore the information for general use will not be available.

An example of one of the most popular programs is «Zoom». The advantage of this program is that it is possible to create mass conferences with a large number of participants (100 people). It is also possible to broadcast videos from all over the screen, adjust the background.

All participants of the meeting can work with the screen, the screen is interactive. Special attention in this program is paid to web security. It is possible to remove participants from the chat, the ability to manage the access rights of conference participants. The program integrates with the calendar (Lopasova, E. V. 2016).

The «Zoom» program has high Internet speed requirements. There is a need to download the application for good work. It is not possible to work through the browser. To conduct online classes, you should use the paid version of the program, since the free version is limited in time (Vasilenko, E., Vasilenko, P., Saenko, N., Borisov, V., Borisova, S., Prodan, I. 2020).

Consider the platform «Webinar.ru». It allows all participants of the conference to share the screen. The ability to broadcast with a delay of one second gives you time to orient yourself and react to an event on the air. Working in this program is very comfortable, easy and understandable. The high price is a significant disadvantage for it, it differs significantly from analogues in the market of educational programs.

Broadcasts on the «V Kontakte» social network and the «YouTube» platform were created to communicate with subscribers - as entertainment content. They are not very suitable for conducting training sessions. The disadvantages of these programs are that you need to download additional software to broadcast the screen or perform some interactive actions. These broadcasts do not have privacy protection, anyone can become viewers of the broadcasts and may be subjected to unauthorized influence. Copyright in this content (broadcast) is not protected.

«Microsoft Teams» is a program that has become the most popular and in demand in the educational environment. This program has its own positive qualities - the program does not stand still, but is constantly evolving. One of these advantages is that within the framework of the «study room» there is an opportunity to create «working rooms» for classes with individual students (Lopasova E.V., 2015).

The program allows you to demonstrate the screen, and when opening a presentation, all conference participants can work in it, but when

working with PDF files, only the broadcast organizer can have access to the work.

The program has an interactive whiteboard where you can write with colored markers or enter text using the keyboard. You can manage the access rights of conference participants - mute the sound or microphone, and, if necessary, remove them from the conference (Papanek, V., 2004). The program has a waiting room that allows you to filter out unwanted participants (Vasilenko, E. V., Vasilenko, P. G., Fursov, A. I., 2019). The disadvantages of the program include its unstable operation due to server overload, and the fact that it is impossible to see other conference participants when showing the screen (Vasilenko, E.V., Vasilenko, P.G., Gordeeva T.A., Gerasimenko I.I., 2020).

There is no program purposefully made for educational needs, and especially, highly specialized. To teach practical classes, it would be advisable to use «Microsoft Teams» or «Zoom». These programs give you the opportunity to work with interactive content and allow you to receive feedback from students. With their help, it is possible to demonstrate presentations, documents, and even work with an interactive whiteboard. At the same time, the disadvantages of «Zoom» can be limited by the time limit of the free version and not very high-quality image, and in «Microsoft Teams» the issue of screen broadcasting remains unresolved: there is no way to see other broadcast participants, often the organizer / teacher has to guess by voice who is currently answering or asking questions (Moore, R., Lopes, J., 1999). As for theoretical lectures, «YouTube» copes well with this task. This video server has a psychologically familiar interface, as well as a very convenient moment with lectures: no one and nothing will prevent the lecturer from conducting the lesson, because there is no voice feedback in YouTube, you can only send written messages. It is possible that the ideal solution to the current situation would be the creation of a special communication conference program aimed at solving the methodological problems of the educational environment in the field of design and fine arts, in particular (Agafonova, N.A. 2018).

It should be understood that learning is moving along a given trajectory, and a software manufacturer in this area cannot fully provide the educational process with a satisfying specialized product in a short time, since it depends on many components of this process. On the part of teaching staff who have extensive experience in teaching professional disciplines, it is necessary to change the methodological approach based on the existing

situation. The contribution of teachers to the formation of adapted educational and methodological recommendations will be able to provide high-quality continuing education in professional activities in the field of such creative specialties as fine arts and design.

Creation of an educational and methodological complex that could replace the existing one without prejudice in obtaining professional competencies, something durable, strengthening universal values, Unique, innovative methodological developments that will meet the time and create appropriate pedagogical conditions.

Certain requests are being formed to the nature of the learning process and the system itself, which suggests that education should go to its goal with new methods. First of all, they should be aimed at continuous learning, integrated into human life and intersecting with other spheres.

Focus on the process, not the result, with the acceptance of the whole experience, without a critical division into "good and bad". The ability to process information both at the level of synthesis and at the level of destruction. Creativity in contact with people, the ability to use the past experience of both the whole of humanity and your own. All these guidelines determine the development of a new teaching methodology aimed at changing the future culture of the world with the help of design and fine art.

By teaching creative, creative design thinking and innovation methodologies aimed at creating specialists with high potential who, acting as agents of change, deal with topical issues, it is possible to form a personality that professionally will not only be a performer, but also a creator - inventor.

This process leads to clear distinctions between "doing the right thing" and "doing things right." We focus on creative management competencies combined with high-level strategic thinking and material solutions.

A large number of tools are used aimed at expanding creative and logical thinking, continuous generation of ideas, integration into creativity and design-designing methods and experience of other spheres of life will make it possible to form conditions for quality education.

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Since distance learning has occupied its niche in the educational process, and the use of ready-made conference solutions is not always the best option for creating the most convenient means of

communication between a teacher and students, it is necessary to constantly improve teaching methods that must meet the parameters of the selected electronic platform.

Based on the conducted research, the following conclusion can be drawn about the necessary requirements that the world community imposes during the COVID-19 pandemic to the modern methodology of teaching fine arts and design. This is an understanding of the new mission of design, the direction of the entire ideological part of the methodology and its constituent methods to serve it.

Digital transformation is an effective and flexible adaptive application of the latest technologies for the transition to a personalized and result-oriented professional educational process (Sergeeva, M.G., Samokhin, I.S., Sunaeva, S.G., Gerasimenko, I.I., Goltseva, O.S., Gordeeva, T.A., Belyakova, T.E., 2020.). The solution of certain tasks to achieve the quality of education in the new era of digitalization must be coordinated.

The use of digital educational and methodological materials, implementation of digital programs, testing and application of teaching materials using machine learning technologies, artificial intelligence, and so on. Popularization of online learning is a gradual rejection of paper media.

Digital applications provide students with free access to educational information, as well as the flexibility of the entire course of study.

Development of a universal identification system, creating models of an educational institution taking into account all the necessary requirements to create the most effective conditions for learning. To understand where university education should move in terms of technology, we need examples of how it should work ideally: using new digital tools and devices, improving the skills of teachers in the field of digital technologies.

Thus, the methodology not only serves as an example of a system that meets the needs of modern education, it itself forms the requirements and ideology of a new education designed to nurture experienced, creative specialists whose minds are turned to serving humanity and solving pressing global problems.

Solving the problem of the need to choose methods of continuous, active education, integrating it into everyday life, saturation with various creative technologies, points to the advantages of working in a team and calls for a constant rethinking of the past experience of both the whole of humanity and a single artist-designer. A methodology based on such requirements is being formed and used in the modern

world. All this speaks about changes in design education, about the creation of certain pedagogical conditions that play an important role in the development of fine art and design around the world.

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