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PROFESSIONAL TRAINING OF THE ARTIST IN DIFFERENT COUNTRIES

Abstract

The purpose of the research: The purpose of the article is to consider the peculiarities of the training of artists in different countries of the world, to analyze the level of training and compare the systems of training for the professional activity of artists.

Research methods: methods of analysis, description, and the comparative method were used to solve the tasks.

Research results: the professional training of the artist in the countries of Europe is focused more on General training in the field of art, practical work takes place mainly independently, at the level of consulting by leading experts in the chosen field of art.

Practical application: the features of professional training of future artists in different countries are analyzed.

Practical significance: the results of this study are used in the classes of art specialties in educational institutions in Iraq.

Keywords: artist; professional training; professional skill; creativity.

For citation: Ali Shaheid Anad. Professional training of the artist in different countries // European Journal of Arts, 2022, № 3–4.– P. 28–31. DOI: <https://doi.org/10.29013/EJA22-3.4-28-31>

Introduction

Professional training of the artist has become relevant today. Professional training of the artist at the present time cannot be highly specialized. Teaching world artistic culture, artistic culture of a separate region that integrates different types of art and artistic activities requires poly-artistic training artists. For the integral artistic development of the personality of the future artist, it is important to teach not only the fine arts, but the arts different in their means of expression, since in this sense the “artistic involvement” of all human senses. The impact of different types of art causes a range of different experiences, which are the expression of all moral and aesthetic experience, forming an integral poly-artistic personality of the artist. A sign of high skill of the artist is the ability to master modern methods and technologies in the field of art perfectly, to have a broad outlook, the ability to develop and improve himself.

Analysis of pedagogical methods and forms of professional training of future artists, the artists-teachers (Yu. Azarov, A. Zhdanov, V. Zagvyazinsky, V. Kuzin, M. Levin, S. Nazarov, I. Podlasyi, N. Rostovtsev, etc.),

allowed to prepare an overview of the features of the training of artists in different countries.

Materials

Professional training of the artist gets its start in secondary school. The formation of professional competence of the artist depends on the program of teaching fine arts in schools in different countries. Therefore, it is advisable to briefly consider the features of art education in foreign schools, as there are certain differences in approaches to teaching art disciplines. This will allow to highlight the national features of the methodology of teaching fine arts.

We will consider the features of art teaching in Germany. It should be noted that in Germany the disciplines of the artistic and aesthetic cycle (music, art, design) are taught in a complex, that is, it is an integrated course related to developing subjects. A feature of art education in schools in Germany is the introduction to all educational subjects of painting, drawing, arts and crafts activities. Teachers believe that the depth of experience is more important than the depth of training, the image is the best way to learn the material. Thus, the learning process

is based on the emotional perception of the material, so the fine art is no longer an independent discipline, it becomes an addition to the creation of emotions.

General education in the field of art in France covers a cycle of such subjects: plastic arts, music, dance, cinema, theater. It should be noted that French schools are also characterized by the integration of school subjects. For example, in primary school the curriculum provides from 6 to 8 hours for a cycle of subjects “physical education, music education, art”. The programs foresee the unity of the main kinds of activities – perception, knowledge and evaluation of works of art of national culture and other cultures, as well as artistic expression.

French schools are characterized by partnership with different social institutions. Thus, various activities in the field of art, advanced study of art (electives) are actively supported by the government. Thus, there are positive changes in the content of education aimed at familiarizing students with cultural values through the deep development of the best works of world art.

Thus, in schools of Europe they pay enough attention and money to the development of creative abilities of studying youth, which is provided with a decent material and technical base and professional competence of the teacher.

The second step in the professional training of the artist is a high school. In the higher school of Western Europe, art is considered to be a research activity, but not the creation of original things. Based on this, most of art schools in the West are part of the university system, so the artist’s profession is not a craft, it is an intellectual production. Therefore, theoretical disciplines are key, a student will not be able to learn without knowing them. We will consider the features of art education in high schools in different countries.

One of the most prestigious and best educational institutions of contemporary art is the Academy of arts in Vienna. Students of this educational institution are obliged to choose the teacher to whom it is necessary to come to classes once a week. The training program is made in such a way that there are obligatory, optional, interdisciplinary practical and theoretical courses, lectures and workshops of invited artists. Group excursions to the exhibitions are often arranged for students together with the teacher. The art Department has different classes: abstract and figurative painting, art and photo installation, conceptual art, sculpture, video installation, art in public space. Thus, the academy of arts gives students

the freedom of creativity, provides knowledge, skills in the field of modern art. Classes are conducted by famous artists, sculptors, art theorists who have reached heights in a professional direction.

Vienna university of applied arts is differed by its demands, architectural bias and the presence of applied specializations: design, photography, ceramics.

The university of arts in Berlin is differed by the fact that before entering the higher educational institution, students attend training courses that last one year. In these courses students receive basic knowledge in the field of art form and technique, go to exhibitions. After finishing the courses, students take the exam. From the second year of study, students are assigned to classes of different teachers. The school is moderately conservative and integrates into the artistic life of Berlin quite quickly. Well-known contemporary artists teach in the university of arts, that gives the opportunity to acquire practical skills.

Higher state school of fine arts (Stedel), Frankfurt. This school has 200 students, unsystematic education, but courses in history and theory of art are obligatory for all. In addition strange courses were introduced in the curriculum such as “art and cooking.” Special emphasis is placed on personal communication with the teacher and individual work in the workshops. The school has an international composition, it has about 60% of foreign students. The training system is divided into several stages. The initial stage lasts from one to two years and ends with an intermediate exam, which is retaken only once. The school owns exhibition hall «Porticus», a dynamic platform of contemporary art in Germany, which allows to demonstrate the practical skills of students and to join them to the trends of modern art.

The university of art and design in Karlsruhe is famous for being located in the same building as the centre of communications and media-technologies CCM (museum, archive and the centre for contemporary art). They teach the art of new media at school: 3D animation, film, photography, video, audio, design and media theory. Artists are learning mostly in the department of media arts.

The higher art school in Hamburg is popular among non-gallery, non-profit artists who seek to gain practical knowledge, skills and abilities.

A small Goldsmith university in London, where there is a faculty of arts, in the learning process focuses on a critical understanding of contemporary art and the student’s own work. An important task in the learning process is the development of interpretative, critical and

analytical skills. Interdisciplinary classes for communication of students of different specialties are practiced. Students-artists should have the skills of handling conceptual and visual material, critical understanding of their works, good knowledge of contemporary art and the striving to learn the theory of modern art.

Slade art school in London is more conservative, they teach traditional kinds of arts in it. There are three departments in its structure – painting, sculpture and other media (digital media, photography, film and video). They are constantly discussing their own works and other people's work at school and learn the theory and history of art.

Valand School of Fine Arts, Gothenburg (Sweden) is a small school, in which about a hundred students study. Each student has its own training program, including the history and theory of art. The student works independently, but the teacher sometimes visit his workshop. Thus, the student improves his skills through self-education, but at his disposal all workshops equipped with the necessary tools, materials, equipment.

Rijksacademy (Amsterdam) is an ideal place for students who want to be noticed as museum directors coming here from all over the world. Education in Rijksacademy is not classical, it is a “residence”, a working place for young artists from all over the world, half of whom are Dutch. They have at their disposal an arsenal for the acquisition of knowledge and skills: a workshop, technical equipment, a small budget for the production of works and technical specialists in the field of video, sound, wood-working and metal-working, glass, engineering, graphic printing, etc., which give recommendations and can teach different tricks. In addition to this a group of “advisers” of 30 people observes the work of artists in the workshops, consisting of well-known artists, curators, art critics and theorists.

Communication with the official “advisors”, as well as with other professionals, takes place in the Studio visits when the artist presents his work in his studio. This form of work gives you the opportunity to make friends in the professional world. “Residence” lasts one or two years, it is designed for young artists with higher education or professional experience from 3 to 5 years.

The Royal College of art in London. As for contemporary art (in addition to design, fashion and etc.,

which can also be learned here), there are departments of painting, photography, printing, sculpture and interdisciplinary drawing studio. In addition the College has an interdisciplinary department of criticism (Critical & Historical Studies) and a curatorial department. Tracy Emin, Chris Ofili and other famous British artists including David Hockney finished the department of painting. Gavin Turk, Dinos Chapman finished the department of sculpture. Today's young stars Runa Islam, Maureen Palei, Margaret Solmon studied at the department of photography, it is a very “career genetic” place, although a very expensive.

Jan Van Eyck Academy (Maastricht). Artists, designers and theorists with already completed higher education are engaged in research here, which can take the form of works of art. They submit an application for their own research or can be involved in research initiated by the Academy itself. The main forms of work in the Academy are debates, discussions, lectures, exhibitions. This is not an educational institution, all people are researchers here. But there are “research advisers” with whom you can study. The Academy take for a year, two years or for the duration of the project. For the production of various research products such as books, films, installations, series of photographs and so on there are all the technical abilities, workshops and assistants. The Academy is the producer and distributor of these products.

The higher Institute of fine arts of Flanders (Ghent) is an intermediate option between classical education and the “residence” for young artists with an emphasis on individual practice. Training courses are combined with lectures and workshop visits by invited artists, curators, critics and theorists. This institute is considered as a postgraduate form of education.

Conclusions

Thus, the professional training of the artist in the countries of Europe is focused more on General training in the field of art, practical work takes place mainly independently, at the level of consulting by leading experts in the chosen field of art.

The issues of professional training of artists in different countries of the world, comparative analysis of this training remain promising.

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