

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY**



We train teachers who are able to anticipate the needs of modern education, based on advanced methods, national heritage and global approaches. We are increasing the prestige of the teaching profession and becoming a driver of human capital development.

EDUCATIONAL PROGRAM

6B01416 – Art education, graphics and design

Department of "Art Education"

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
1.	Methods of economics and entrepreneurship research	General principles, techniques, and methods of data collection, processing, and analysis, as well as the study of patterns and trends in the development of mass economic phenomena and processes. The essence, forms, and structure of capital. Production. Production costs. The income of production in a market economy. The concept of business. Types of entrepreneurial activity. Theory of property, social forms of management. Goods, money. Socio-economic system. The emergence of the market. The financial system. The role of the state in business development. Macroeconomics. Resource conservation. The cyclical nature of economic development. Inflation and unemployment. Kazakhstan in the system of world economic relations.	GED	EC	5
2.	Research skills in the field of law and anti-corruption culture	The main provisions of the Constitution, the current legislation of the Republic of Kazakhstan; the system of government bodies, terms of reference, goals, methods of state regulation of the economy, the role of the public sector in the economy; financial law and finance; the mechanism of interaction of substantive and procedural law; the essence of anti-corruption, the causes of its origin; the measure of moral, legal responsibility for corruption offenses; the current anti-corruption legislation	GED	EC	5
3.	Fundamentals of research in ecology and life safety	The main patterns of functioning of living organisms, ecosystems at various levels of organization, the biosphere as a whole, and their sustainability; the interaction of biosphere components and the environmental consequences of human economic activity, especially in the context of increased environmental management; modern ideas about concepts, strategies, and practical tasks of sustainable development in various countries and the Republic of Kazakhstan; problems of ecology, environmental protection, and sustainable development. Life safety, its main provisions. Dangers, emergencies. Risk analysis and risk management. Human security systems. Destabilizing factors of modernity. Social dangers, protection from them: dangers in the spiritual sphere, politics, protection from them: dangers in the economic sphere, dangers in everyday life, everyday life. The system of life safety agencies and the legal regulation of their activities	GED	EC	5
4.	Abaytanu	The formation of a full-fledged, humanity-loving, humane, tolerant citizen imbued with the humanistic teachings of Abai. To foster a deep love for Abai's thoughts about eternal values: reading, education, science, art, upbringing, morality, expressed in his poems and insights; to show the main sources that influenced the worldview of the poet-thinker; mastering the concept of honor and conscience, emanating from Eastern culture, Islamic philosophy.	BD	UC	2
5.	Advanced foreign language	Detailed reports on the subject. News and reports. Articles and messages on contemporary issues, modern fiction. Actively participate in a discussion on a familiar issue, explaining and defending your opinion. Stating all the arguments for and against an actual problem. Writing essays, reports, letters highlighting particularly important events and impressions.	BD	UC	4
6.	Psychology, interaction and communication in education	Purpose: Students have knowledge about modern psychological theories and models, as well as about the functioning of personality and its individual properties, contribute to the favorable development of students by promoting dialogue, interaction and communication in the educational process, are able to communicate, interact and cooperate with students' families, as well as within the framework of various other types of partnership and create new relationships suitable for the development of their own teaching activities. Students can:	BD	UC	5

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		<ul style="list-style-type: none"> • understand the basic concepts and terms of educational psychology, as well as the main practical applications of psychological knowledge, patterns, facts and phenomena of cognitive and personal development of a person in the processes of education and upbringing; • apply an integrated approach to the design, implementation, evaluation and development of educational environments, basic concepts and theories of communication and interaction at the individual, social and interpersonal levels; • understand the concept of continuous learning as part of the process of cognitive and personal development of a person, the peculiarities of behavior in a group and act in such a way as to contribute to the development and well-being of the community; • Choose the communication and interaction methods that are most suitable for facilitating learning in various forms (offline, online, mixed, hybrid). 			
7.	The science of education and key learning theories	<p>Objective: Students study the fundamentals of pedagogical science, such as conceptual representations of a person, leading to various theories of learning and pedagogical models based on an understanding of theoretical concepts. Students can:</p> <ul style="list-style-type: none"> • Distinguish between human concepts and their importance for understanding learning and designing the educational process; • Distinguish between learning theories and their importance for understanding the learning process and designing the educational process; <p>apply learning theories and pedagogical models suitable for diverse learning processes.</p>	BD	UC	4
8.	Age and physiological features of children's development	<p>Purpose: Students who are familiar with the formation of the psyche, its functioning and patterns of development can observe the development of their students and, accordingly, plan and implement age-appropriate learning processes, taking into account the individual needs of students. Students act creatively and appropriately in various situations and support the learning and well-being of students. Students can:</p> <ul style="list-style-type: none"> • Recognize the individual starting points of different students, their learning potential, and specific support needs; • Consider the individual needs of their students for specific support, guidance, training, and evaluation; <p>to introduce various methodological solutions for inclusion and specific support</p>	BD	UC	3
9.	Inclusive educational environment	<p>Goal: to understand and be able to take into account the diversity of students in the learning/teaching process, in a reasonable way, psychologically and ethically support well-being, taking into account the context of their lives. Students can:</p> <ul style="list-style-type: none"> • Embrace diversity, identify barriers to participation and learning • identify development priorities, plan activities for the adaptation of educational programs, and develop differentiated lessons • Promote collaboration within the school community to build a foundation of inclusive values and support student participation and academic achievement 	BD	UC	4

Nº	Name of discipline	Short description of discipline	Cycle	Component	Credits
10.	Teaching planning and individualization of learning	<p>Purpose: to increase pedagogical competencies in the field of pedagogy and didactics. Students have the necessary knowledge in the field of didactics, teaching technology, methods of motivation in teaching and are able to provide pedagogical assistance, have the skills to individualize teaching, taking into account the diversity of students and the use of teaching technologies, based on pedagogical and independent research.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the requirements of competence, entrepreneurship and sustainable development in their teaching and subject area; • Recognize and understand educational programs in their field of teaching; • Plan and predict other conditions that affect learning; • apply the educational program when planning and conducting training; • Apply the principles of individual learning and guidance in practice, take into account the needs of their students, and support the development of their personality and self-esteem. 	BD	UC	4
11.	Teaching methods and technologies	<p>Purpose: to increase competencies in the field of pedagogy and didactics. Students have a holistic understanding of the methodological learning system, can model strategies and technologies for solving specific pedagogical problems, planning, leadership, teaching and evaluation, and are able to use knowledge, forms, methods and technologies of teaching in accordance with the conditions of a particular school and the capabilities of students.</p> <p>Students can:</p> <ul style="list-style-type: none"> • choose pedagogical models suitable for their studies • Apply learning methods creatively and in a diverse way, taking into account the opportunities offered by technology • Use a suitable learning environment in your teaching • know and apply the norms and principles of copyright and data protection 	BD	UC	5
12.	Assessment and development	<p>Objective: To understand the importance of assessment in the learning process and the ability to provide constructive assessment in an ethical manner at various stages of the learning process and to critically evaluate and analyze one's understanding and practice regarding assessment</p> <p>Students can:</p> <ul style="list-style-type: none"> • be well versed in a variety of assessment and feedback methods (for example, formative and final assessment) • apply pedagogical principles to determine and recognize the levels of educational competence of students • Recognize and apply systems for developing students' self-assessment and peer assessment skills 	BD	UC	4
13.	Pedagogical research	<p>Purpose: to master the skills of searching, critically selecting knowledge from various sources, and using research results in the development of one's pedagogical thinking and practice</p> <p>Students can:</p> <ul style="list-style-type: none"> • be aware of the nature of pedagogy and its basic terminology. • Recognize the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge. • * to distinguish between cultural conceptions of human nature and their significance for the work of a teacher. • Adopt changes in the field of education, taking into account the prospects for their development. 	BD	UC	5

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14.	Research, development and innovation	<p>Objective: to form a research- and development-oriented mindset, the ability to develop, update and apply innovative learning approaches and technologies in the context of ongoing changes in society and the educational environment.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Develop their own teaching skills through research-based approaches • Apply critical thinking when collecting and using data for software development • participate in scientific research and/or develop cooperation between universities and stakeholders • Document your own research activities and present the results using various forms of communication 	PD	UC	4
15.	The basics of composition	<p>Purpose: Students demonstrate knowledge of the theory of composition – principles, laws, techniques and means of composition, rules of arrangement in various types of fine art (painting, graphics, sculpture), possess the skills to perform educational and creative realistic and stylized compositions in various types of fine art using the theory of composition, understand the role of compositional skills in the learning process of creativity They are able to critically evaluate and analyze the results of independent compositional activity in order to further improve it.</p> <p>Students can:</p> <ul style="list-style-type: none"> • To use and apply the knowledge of composition theory in independent visual and decorative-applied educational and creative activities when performing realistic and decorative compositions. • Possess the skills to analyze the compositional features of works of art and their own works. • Possess the skills of explaining the theory of composition in the process of teaching fine arts to schoolchildren and developing their compositional and creative thinking in pedagogical practice. 	PD	UC	4
16.	Fundamentals of Academic drawing	<p>Purpose: Students use in their visual activities theoretical knowledge about the rules of linear constructive construction of objects on a plane, the laws of linear and aerial perspective, the rules of tonal relations in academic drawing, possess the skills of composing and performing educational and creative academic still lifes with various graphic materials using the theory of academic representation.; They understand the importance of the theory of academic drawing for improving the level of independent visual activity and for the effective process of teaching schoolchildren drawing in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Apply the theory of academic drawing in practice in independent visual activities. • Possess the skills of composing and performing educational and creative academic still lifes by graphic means; with self-reflection and mutual reflection when performing educational productions, sketches and sketches with various graphic materials and in various techniques • Possess the skills of explaining the theory and practice of academic drawing in the process of teaching students in pedagogical practice 	PD	UC	4
17.	The basics of academic painting	<p>Goal. Students consciously use theoretical knowledge about expressive means of painting, color studies, rules of drawing up educational productions, rules of working with watercolor paints, possess the skills of composing and performing educational and creative academic still lifes with watercolor paints using the theory of academic image, understand the importance of the theory of academic painting to improve the level of independent visual activity and for the effective learning process of schoolchildren. painting in practice at school.</p>	PD	UC	5

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		<p>Students can:</p> <ul style="list-style-type: none"> • Be able to apply in practice in independent visual activity when performing still lifes in the technique of watercolor painting knowledge of the basics of the theory of color science, expressive means of painting, the features of watercolor painting technique. • Possess the skills of self-reflection and mutual reflection when performing educational productions and sketches in the technique of watercolor painting. • Possess the skills to explain the theory and practice of the basics of academic painting in the process of teaching students in teaching work 			
18.	Descriptive geometry and perspective	<p>Goal. Students have knowledge of projection methods, rules for solving positional and metric problems, constructing the perspective of geometric shapes and bodies, the basics of shadow theory, rules for constructing drawings and axonometric projections using traditional graphical methods and professional computer programs (AutoCAD, etc.), skills in constructing orthogonal drawings and axonometric projections using traditional graphical methods and professional computer programs. programs, solutions of positional and metric problems, explanations of the sequence of execution of drawing and graphic works, including using a computer.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach projection methods, rules for solving positional and metric problems, constructing the perspective of geometric shapes and bodies, the basics of shadow theory, rules for constructing orthogonal drawings and axonometric projections • Possess design and graphic drawing skills, including using computer software tools, skills in solving metric and positional problems • Apply the skills of explanation in the learning process of the sequence of drawing and graphic work in teaching 	PD	UC	4
19.	Plastic anatomy and sculpture	<p>Purpose: Students consciously use the acquired theoretical knowledge of plastic anatomy in their educational and creative work, when performing planar and three-dimensional sculpture from nature and by representation, possess the skills of composing and performing planar and three-dimensional sculptural works using knowledge of plastic anatomy, techniques, properties of materials and expressive means of sculpture, are able to critically evaluate the results of their plastic visual activity in order to further improve it, explain the rules for performing plastic compositions, They understand the importance of knowledge of plastic anatomy in visual activity, the properties of materials and techniques of sculpture in the process of teaching visual arts to schoolchildren.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Be able to apply the knowledge of plastic anatomy in practice in independent visual activities in various types and genres of fine art • To use and apply in practice in independent visual activity knowledge about the properties of materials and expressive means of sculpture, the rules of compositional solution of planar and three-dimensional sculpture • Master the skills of self-reflection and mutual reflection when performing sculptural reliefs, three-dimensional sculpture in various plastic materials and techniques. • Possess the skills to explain the theory of plastic anatomy and the practice of performing sculptural works in the process of teaching students in pedagogical work 	PD	UC	4

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20.	Design Basics	<p>Purpose: Students have knowledge of design typology, fundamentals of design work, principles and sequence of graphic design projects, knowledge of tools of professional design computer programs (Photoshop, CorelDRAW, etc.), possess skills of graphic design projects with traditional graphic materials and tools, as well as using computer software tools, explaining the sequence of graphic design design projects, they are well aware of the importance of special knowledge in the implementation of graphic design projects, and for the effective process of teaching students the basics of design in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach design typologies, methods and sequences of design projects, tools of professional design computer programs (Photoshop, CorelDRAW, etc.) • Perform graphic design projects using the acquired theoretical knowledge. • Apply the skills of critical and creative thinking, self-reflection and mutual reflection when performing graphic design projects • Apply the skills of explaining the sequence of design projects to students in pedagogical practice, including using a computer 	PD	UC	4
21.	The history of fine art and art research	<p>Purpose: Students summarize and systematize information in the field of the evolution of world fine art as part of the evolution of society, the main milestones in the formation and development of art in Kazakhstan from antiquity to the present, including the tangible and intangible heritage of UNESCO, based on independent research, possess the skills of artistic perception and interpretation of works of world art of various periods, styles and schools.</p> <p>Students are well aware of the importance of art as a special aesthetic field of activity, its role in the development of the personality of schoolchildren, their creative potential, and are able to organize the process of artistic perception of works of art by students in school practice.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand and apply the acquired knowledge about the evolution and logic of art development, styles, schools and art trends in independent research activities in the process of interpretation and aesthetic evaluation of works of art • Apply knowledge about the art of creative activity and the choice of style and expressive means for their works • Understand and apply the acquired knowledge about art in the process of organizing the process of artistic perception in teaching practice at school 	PD	EC	5
22.	The history of world fine art	<p>Purpose: Students summarize and systematize information in the field of the evolution of world fine art as part of the evolution of society, the main milestones in the formation and development of art in Kazakhstan from antiquity to the present, including the tangible and intangible heritage of UNESCO, well understand the importance of art as a special aesthetic field of activity, its role in the development of the personality of schoolchildren, their creative potential and are able to to organize the process of artistic perception of works of art by students in school practice</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand and apply the acquired knowledge about the evolution and logic of art development, styles, schools and art trends in independent research activities in the process of interpretation and aesthetic evaluation of works of art • Apply knowledge about the art of creative activity and the choice of style and expressive means for their works 	PD	EC	5

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		<ul style="list-style-type: none"> • Understand and apply the acquired knowledge about art in the process of organizing the process of artistic perception in teaching practice at school 			
23.	Art management and entrepreneurship in the creative economy	<p>Purpose: Students demonstrate knowledge in the field of dialogical perception of works of art; the regulatory framework of the Republic of Kazakhstan and the organization of startups in the modern creative economy based on collaborations and cooperation, have skills in developing business and startup projects in the creative economy based on the National Legislation of the Republic of Kazakhstan in the field of business; skills in organizing the process of artistic perception based on the principles of dialogical perception of artistic works of art, understand the importance of artistic perception of works of art for the aesthetic development of the personality of schoolchildren; They understand the importance of developing modern art entrepreneurship in creative economics</p> <p>Students can:</p> <ul style="list-style-type: none"> • Apply methods of description, analysis and interpretation, linguistic skills of aesthetic assessment and interpretation of the content of works of art in independent educational and research activities. • To use the knowledge of the National Academy of Sciences of the Republic of Kazakhstan in the field of business in the development of business projects and startups in the creative economy • To apply in the process of organizing artistic perception in practice at school the method of pedagogical perception of works of art 	PD	EC	5
24.	Entrepreneurship in the creative economy	<p>Purpose: Students have a general understanding of the theoretical foundations and patterns of the functioning of the economy, about the forms of the current state of the economic, social and political environment of society. He is able to assess the behavior of economic entities in the art market, the economic indicators of the country's entrepreneurship related to the legal support of entrepreneurship and the organization of start-ups in the modern creative economy based on collaborations and cooperation, has skills in developing business and startup projects in the creative economy based on the National Legislation of the Republic of Kazakhstan in the field of business; the skills of organizing the process of artistic perception based on the principles of dialogical perception of works of art.</p> <p>Future teachers understand the importance of developing modern art entrepreneurship in creative economics</p> <p>Students can:</p> <ul style="list-style-type: none"> • Apply methods of description, analysis and interpretation, linguistic skills of aesthetic assessment and interpretation of the content of works of art in independent educational and research activities and regulatory legal acts in the fields of entrepreneurial activity; • To use the knowledge of the National Academy of Sciences of the Republic of Kazakhstan in the field of business in the development of business projects and startups in the creative economy • Apply methods of dialogical perception of works of art in the process of organizing artistic perception in practice at school 	PD	EC	5
25.	Art History of Kazakhstan	<p>Purpose: Students summarize and systematize information in the field of the evolution of national fine art as part of the evolution of world culture, the main milestones in the formation and development of the art of Kazakhstan from antiquity to modern times, the dominant expressive means of visual language in modern Kazakh art and its connection with the traditional concept, the emergence, genesis, transformation of the tangible and intangible heritage of Kazakhstan, Based</p>	PD	EC	5

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		<p>on independent research, they possess the skills of artistic perception and interpretation of works of Russian art from various periods, styles and schools.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand and apply the acquired knowledge about the evolution and logic of art development, styles, schools and art trends in independent research activities in the process of interpretation and aesthetic evaluation of works of Russian art • Apply knowledge about the prospects for the development of art, creative activity, as well as the choice of style and expressive means to create their works • Understand and apply the acquired knowledge about art during the organization of the process of artistic perception in teaching practice at school 			
26.	Art education	<p>Purpose: Students summarize and systematize information in the field of art and culture as part of the evolution of society, classical and modern art education, relevant art practices, information about the theory of art, the main milestones in the formation and development of art in Kazakhstan from antiquity to the present. Knowledge covers all types of art, which allows us to draw up an overall picture of the evolution of the moral and aesthetic world of Kazakhs, the elements of ritual and their importance for shaping the image of modern Kazakhstanis, based on independent research, they possess the skills of artistic perception and interpretation of works of art from various periods, styles and schools.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand and apply the acquired knowledge about the evolution and logic of art development, styles, schools and its directions in independent research activities in the process of interpretation and aesthetic evaluation of works of art • Apply knowledge about art and creative activity, the choice of style and expressive means to create their own works • To use the acquired knowledge in the practical activities of a teacher in formal and non-formal education <p>To understand and apply the acquired knowledge about art in the process of organizing the process of artistic perception in pedagogical practice at school</p>	PD	EC	5
27.	Academic drawing	<p>Purpose: Students have knowledge of the rules of academic realistic portrayal of a human portrait from nature, know the specifics of using various graphic materials and techniques, skills of depicting a person from nature with graphic materials using the rules of realistic representation, are able to critically evaluate the results of their work using methods of self-reflection and mutual reflection in order to further improve their skills.</p> <p>Students are able to ensure the process of teaching students how to correctly depict a person in practice at school, they well understand the importance of the theory of academic drawing for realistic portrayal of portraits, knowledge about the materials and expressive means of academic drawing in independent visual activities on the image of a person and for the effective learning process of schoolchildren in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of realistic portrayal of a portrait of a person from nature by graphic means • Apply various graphic techniques and techniques and apply them when performing practical work on academic drawing • Apply the rules of realistic portrayal of a person's portrait in the process of performing short-term drawings and long-term productions from nature 	PD	EC	6

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		<ul style="list-style-type: none"> • Master the skills of self-reflection when performing full-scale productions, portrait sketches and sketches with various graphic materials and in various techniques 			
28.	Portrait graphics	<p>Purpose: Students have knowledge of the rules of realistic portrayal of portraits from nature with various graphic materials and techniques, skills of performing graphic portraits from nature with various materials using the rules of realistic and stylized images.</p> <p>Students are able, using the methods of self-reflection and mutual reflection, to critically evaluate the results of their visual activities in order to further improve their portrait drawing skills, to ensure the process of teaching schoolchildren how to draw portraits with graphic materials in practice at school based on the application of acquired theoretical knowledge and practical visual skills., They well understand the importance of theory for conveying similarities in a graphic portrait using various materials and expressive means of drawing and for the effective learning process of schoolchildren in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • teach the rules of conveying similarity in graphic portraits drawn from nature; the features of various graphic tools, graphic techniques and techniques. • Apply knowledge of the rules of realistic portrayal in the process of performing graphic portraits from nature. • Apply self-reflection skills when performing graphic portraits from nature using various graphic materials and techniques • Apply the skills of explaining the rules of depicting a person from nature with various graphic materials in the process of teaching students in teaching work 	PD	EC	6
29.	Academic painting	<p>Purpose: Students consciously use theoretical knowledge about painting materials – acrylic, tempera, oil painting, etc., the peculiarities of performing sketches and academic works, the rules for transferring space, volume and texture of objects by pictorial means, as well as performing human studies, possess the skill of performing hand-painted works from nature (still lifes and portraits) in various painting techniques.</p> <p>Students are able, using the methods of self-reflection and mutual reflection, to critically evaluate the results of their painting activities in order to further improve it, they well understand the importance of the theory of academic painting, the rules of working with various paints in independent visual activities and for the effective process of teaching schoolchildren painting in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of depicting still lifes and portraits of a person from nature with painting materials and tools, the specifics of working with various painting materials (gouache, acrylic, tempera, oil painting, etc.) and painting techniques. • Apply the rules of working with various painting materials and techniques when performing painting. • Apply self-reflection skills when performing full-scale productions in various painting techniques. • Apply the skills of explaining the rules of working with natural painting materials and tools in the process of teaching students in teaching work 	PD	EC	6

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30.	Portrait painting	<p>Purpose: Students have knowledge of the rules of realistic and stylized portrayal of portraits from nature with various painting materials and techniques, the skills of painting portraits from nature with various materials using the rules of realistic depiction.</p> <p>Students are able, using the methods of self-reflection and mutual reflection, to critically evaluate the results of their visual activities in order to further improve their skills in performing pictorial portraits, to ensure the process of teaching schoolchildren how to draw portraits with pictorial materials in practice at school.</p> <p>Students are well aware of the importance of theory for conveying similarity in a pictorial portrait and for the effective learning process of schoolchildren in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of conveying similarity in pictorial portraits painted from nature; the features of various painting tools, techniques and techniques. • Apply knowledge of the rules of realistic portrayal in the process of painting portraits from nature. • Apply self-reflection skills when doing portraits from nature with various painting materials and in various techniques in your work as a teacher; • Apply the skills of explaining the rules of depicting a person from nature with various painting materials in the process of teaching students in teaching work 	PD	EC	6
31.	Drawing of a human figure	<p>Purpose: Students have knowledge of plastic anatomy for depicting a human figure in statics and dynamics from nature with graphic materials, rules for performing long-term productions of a human figure from nature and making sketches of a figure with various graphic materials, skills for performing long-term productions and short-term sketches of a human figure from nature in statics and dynamics using the rules of realistic figure representation. human reflection and mutual reflection when evaluating the results of their work.</p> <p>Students well understand the importance of the theory of plastic anatomy in drawing human figures with graphic materials and for the effective learning process of schoolchildren in pedagogical practice.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the basics of theory and practice of teaching the theory of plastic anatomy, the rules for depicting the human figure in static poses and dynamics, and know the features of various graphic materials (graphite pencil, charcoal, sauce, pastel, sanguine, etc.) • Use various graphic materials (graphite pencil, charcoal, sauce, pastel, sanguine, etc.) when drawing a human figure in short-term sketches and long-term nature productions • Perform long-term and short-term full-scale drawings of human figures. • Apply the acquired knowledge about the principles of teaching theory and practice of depicting the human figure from nature in his work as a teacher. 	PD	EC	5
32.	Plot drawing	<p>Purpose: Students have knowledge of plastic anatomy, the features of various graphic materials, the layout of plot images, the rules for depicting long-term and short-term single-figure and multi-figure plot images of a person in statics and dynamics from nature with graphic materials, skills of performing long-term and short-term single-figure and multi-figure plot images of a person in statics and dynamics from nature with graphic materials using the rules of realistic</p>	PD	EC	

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		<p>representation of a human figure with various graphic materials.Future teachers have the skills to explain the rules of depicting a human figure from nature.</p> <p>Students well understand the importance of the theory of plastic anatomy in drawing multi-figure and single-figure images using various graphic materials and for the effective process of teaching students visual activities in pedagogical practice.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the basics of the theory of composition and plastic anatomy for the competent and expressive representation of single-figure and multi-figure plot images in statics and dynamics; know the expressive features of various graphic materials for use in visual activities. • Perform long-term plot drawings of multi-figure and single-figure compositions and short-term sketches from nature using various graphic materials. • Apply the skills of self-reflection and mutual reflection when evaluating the results of their work. • Apply the skills of explaining the rules of plot images with graphic materials in the process of teaching students in their work as a teacher. 			
33.	Composition	<p>Purpose: Students have knowledge of the theory of composition, the features of layout in various types of fine art, art styles, methods of organizing the creative process, the author's solution of composition, methods of creative research, skills in explaining the features of performing creative compositions with various visual materials and means, use the acquired knowledge in creative activities when performing creative compositions in various types and genres of art using various stylistic techniques (realism, romanticism, impressionism, neo-Impressionism, etc.). Students are well aware of the importance of composition theory and knowledge of methods of organizing creative compositional activities in their own creative work and for the effective process of teaching students fine arts in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the principles of performing creative compositions in various types of art, methods of creative research and principles of organizing the creative process • Apply the acquired knowledge in independent compositional activity when choosing a theme, style and technique of creative work • Possess critical and creative thinking skills while working on story compositions • Apply self-reflection skills when performing creative compositions in different styles, types, and genres of fine art. • Apply the skills of explaining the principles of performing creative compositions in the process of teaching students in teaching practice 	PD	EC	4
34.	Genre composition	<p>Purpose: Students have knowledge of the theory of composition, the features of layout in various genres of fine art (portrait, landscape, still life, story composition, etc.), methods of organizing the creative process, the author's solution of genre composition, skills to explain the features of performing genre compositions with various visual materials and tools in the process of teaching students in pedagogical practice.</p> <p>Students use the acquired knowledge in creative activity when performing compositions in various genres of fine art, they well understand the importance of composition theory and knowledge of methods of organizing compositional activities in their own creative work and for the effective process of teaching students fine art in educational work.</p>	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>Students can:</p> <ul style="list-style-type: none"> • Teach the features of compositional solutions in various genres of art, methods of creative research and principles of performing various genre compositions • Apply the acquired theoretical knowledge in the process of performing genre compositions • Apply critical and creative thinking skills in the process of working on genre compositions • Apply the skills of self-reflection and mutual reflection when performing genre compositions • Apply the skills of explaining the specifics of performing genre compositions in various styles, various visual materials and media in the process of teaching students fine arts in pedagogical work. 			
35.	Painting	<p>Purpose: Students have the skills to perform works of fine arts in various types and genres based on knowledge of the theory of composition, patterns of image on a plane, plastic anatomy, based on creative research, using traditional and modern materials and techniques, consciously use theoretical knowledge about expressive means of painting, color studies, rules of drawing up educational materials in visual activity. productions, rules of oil painting and acrylics.</p> <p>Students can:</p> <ul style="list-style-type: none"> • To teach the features of compositional solutions in various genres of art, methods of creative research and principles of performing various genre compositions • Apply the acquired theoretical knowledge in the process of performing genre compositions • Apply critical and creative thinking skills in the process of working on genre compositions • Apply the skills of self-reflection and mutual reflection when performing genre compositions <p>Apply the skills of explaining the specifics of performing genre compositions in various styles, various visual materials and media in the process of teaching students fine arts in pedagogical work.</p>	PD	EC	4
36.	Easel painting	<p>Purpose: Students have knowledge about various styles and genres of easel painting, about the rules of performing easel paintings with various materials and in various styles, skills in performing natural paintings in various styles and genres of easel painting with various painting materials.</p> <p>Students well understand the importance of knowledge about various styles and genres of easel painting, the rules of performing easel paintings for effective independent creative work and for the effective learning process of schoolchildren in pedagogical practice.</p> <p>Students can:</p> <ul style="list-style-type: none"> • To teach the peculiarities of various styles and genres of easel painting, the peculiarities of various painting techniques • Master the skills of performing various painting materials of full-scale scenic productions in various styles and genres of easel painting • Apply the skills of self-reflection and mutual reflection when performing full-scale scenic productions. • Apply the skills of explaining the rules of depicting easel paintings from nature in the process of teaching students in teaching practice 	PD	EC	4
37.	Landscape painting	<p>Purpose: Students have knowledge of the rules for performing picturesque productions and landscape sketches from nature with various painting materials, skills in performing short-term sketches using various painting materials using the rules of realistic depiction, explaining the rules for performing picturesque images</p>	PD	EC	5

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>Students well understand the importance of theory in performing landscape compositions using various materials and expressive means of painting and for the effective process of teaching students painting in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of performing picturesque sketches from nature with various painting materials • Perform short-term sketches from nature using various painting materials. • Apply the skills of self-reflection and mutual reflection to evaluate the results of painting activities. • Apply the skills of explaining the rules of performing sketches from nature in the process of teaching students in teaching work 			
38.	Plein-air painting	<p>Purpose: Students have knowledge of the rules for performing picturesque productions and landscape sketches from nature with various painting materials, skills in performing short-term studies using various painting materials using the rules of realistic depiction, explaining the rules for performing picturesque images</p> <p>Students well understand the importance of theory in performing landscape compositions using various materials and expressive means of painting and for the effective process of teaching students painting in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of performing picturesque sketches from nature with various painting materials • Perform short-term sketches from nature using various painting materials. • Apply the skills of self-reflection and mutual reflection to evaluate the results of painting activities. <p>To apply the skills of explaining the rules of performing sketches from nature in the process of teaching schoolchildren in pedagogical work.</p>	PD	EC	4
39.	Artistic processing of traditional materials (wood, leather, bone, stone)	<p>Purpose: Students acquire knowledge about safety when working with various tools and devices, the properties of traditional materials (wood, leather, bone, etc.), technologies, techniques and methods of processing traditional materials (inlay, engraving, painting, applique, embossing, etc.), skills in performing decorative compositions and applied products from various materials. traditional materials with the use of various artistic technologies, skills in explaining the sequence of creative decorative and applied works made of various traditional materials.</p> <p>Students are well aware of the importance of knowledge of the properties of various traditional materials and their processing technologies, safety regulations for achieving the results of their own creative work and for the effective process of teaching students decorative and applied creativity in teaching work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the properties of traditional materials, safety techniques when working with various tools and devices, features of various technologies of artistic processing of traditional materials • Perform decorative compositions and applied products from traditional materials in compliance with safety regulations, using various technological techniques of artistic processing. • Possess critical and creative thinking skills in the process of performing decorative and applied works from various traditional materials • Apply the skills of explaining the sequence of creative compositions and products made from various traditional materials in the process of teaching students decorative and applied art in teaching work. 	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
40.	Decorative and applied arts (artistic metalworking)	<p>Purpose: Students have knowledge about the properties of various metals, safety precautions when working with tools and devices for metalworking, technologies, various techniques and methods of metalworking (inlay, engraving, stamping, embossing, wirework, etc.), skills in performing decorative compositions and applied metal products using various technologies, skills in explaining the sequence of creative compositions and metal products.</p> <p>Students are well aware of the importance of knowledge about safety techniques, the properties of various metals and their processing technologies for achieving results in their own creative work and for the effective process of teaching students decorative and applied creativity in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the properties of metals, safety techniques when working with tools and devices for working on metal, the features of various techniques and methods of artistic metalworking • Apply knowledge about technologies, safety techniques, techniques and methods of metalworking when performing decorative and applied works • Apply the skills of critical and creative thinking, self-reflection and mutual reflection in the process of performing decorative and applied metal work • Apply the skills of explaining the sequence of performing creative metal compositions in the process of teaching students in teaching work 	PD	EC	4
41.	Jewelry art	<p>Purpose: Students have knowledge about the properties of metals, the traditions of folk jewelry, modern trends in the development of jewelry, safety when working with tools and devices for jewelry, metal jewelry processing technologies, skills in making jewelry compositions from various metals using traditional and modern technologies, explaining the specifics of making jewelry compositions from metal.</p> <p>Students are well aware of the importance of knowledge about the properties of metals and processing technologies in jewelry for achieving results in their own creative work and for the effective process of teaching students decorative and applied creativity in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the properties of metals used in jewelry, folk traditions and modern trends in the development of jewelry, safety techniques when working with tools and devices for working on metal, features of various techniques and methods of jewelry processing of metals • Apply knowledge about jewelry technology and safety when performing jewelry decorative work • Apply the skills of critical and creative thinking, self-reflection and mutual reflection in the process of performing metal jewelry • Apply the skills of explaining the specifics of making metal jewelry in the process of teaching students decorative and applied arts, design and technology in teaching work. 	PD	EC	4
42.	Decorative and applied arts (artistic weaving and processing of textile materials)	<p>Purpose: Students have knowledge about the types of weaving, the properties of textile materials, traditional and modern technologies of weaving and processing textile materials, safety when working with tools and devices for weaving and artistic processing of textile materials, skills in performing decorative compositions and applied products in various weaving techniques and from textile materials (tapestry, needle carpet, shi, batik, etc.), explanations of the peculiarities of performing creative compositions and applied products from various textile materials and in various weaving techniques.</p>	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>Students well understand the importance of knowledge about various technologies of weaving and artistic processing of textile materials in the production of decorative and applied products and for the effective process of teaching students decorative and applied creativity, design and technology in pedagogical work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • To teach the properties of textile materials, safety techniques when working with tools and devices for working with textile materials, types of weaving, features of various techniques and methods of making woven products and artistic processing of textile materials • Apply knowledge about the properties, technologies, safety techniques, techniques and methods of processing textile materials, weaving technologies in creative decorative and applied activities • Apply the skills of critical and creative thinking, self-reflection and mutual reflection in the process of performing decorative and applied works • Apply the skills of explaining the peculiarities of performing creative compositions and products made of various textile materials, in various weaving techniques in the process of teaching students decorative and applied art, design and technology in teaching practice 			
43.	Carpet weaving and textile processing	<p>Purpose: Students have knowledge about various traditional and modern types of carpet weaving (pile, lint-free, needle, etc.), the properties of traditional and modern textile materials, traditional and modern technologies of weaving and processing textile materials (patchwork, quilt, applique, embroidery, etc.), safety when working with tools and devices for weaving and artistic textile processing, skills in performing decorative compositions and applied products in various traditional and modern carpet weaving techniques and artistic textile products, skills in explaining the sequence of performing creative compositions and applied textile products and various carpet weaving techniques</p> <p>Students well understand the importance of knowledge of safety regulations, various technologies of weaving and artistic processing of textiles in the performance of decorative and applied products and for the effective process of teaching students decorative and applied creativity in teaching work.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the properties of textiles and various technologies of its artistic processing, traditional and modern carpet weaving technologies, safety techniques when working with tools and devices. • Perform decorative and applied works using textile processing and carpet weaving technologies. • Apply critical and creative thinking skills, self-reflection and mutual reflection skills in the process of performing decorative and applied textile work and in various carpet weaving techniques • Apply the skills of explaining the sequence of creative compositions and textile products in various carpet weaving techniques in the process of teaching students in pedagogical work 	PD	EC	4
44.	Design and layout	<p>Purpose: Students have knowledge of the theory and methods of design, execution of drawings and layouts, technical techniques for designing various objects (architectural monuments, interiors, landscapes, vehicles, robots), designing national subjects, skills in designing and modeling various objects from various materials, using computer programs; skills in project presentation, explanations in the process learning the rules and sequence of creative projects, layouts, and products.</p>	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>Students are well aware of the importance of design principles and layout technologies in teaching students design and technology in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the principles and methods of designing design objects and products of decorative and applied arts, technical techniques of mock-up of various objects • Carry out projects and models of decorative and applied art products using the acquired theoretical design knowledge and computer software knowledge. • Apply research, critical, and creative thinking skills when developing creative project ideas • Apply explanatory skills in the process of learning the rules and sequence of creative projects, layouts and products. 			
45.	Architectural graphics and layout design	<p>Purpose: Students have knowledge of the rules for the execution of architectural graphics, methods and sequences, techniques for executing architectural and other layouts, skills in performing architectural drawings, architectural and other layouts using the acquired knowledge.</p> <p>Students are well aware of the importance of knowledge of the rules of architectural graphics, layout technologies in teaching students design and technology in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the rules of architectural graphics, technical techniques of layout of various objects • Apply the skills of performing architectural drawings and layouts, using the acquired theoretical design knowledge. • Apply research, critical, and creative thinking skills when developing creative project ideas. • * Apply explanatory skills in the learning process of the rules and sequence of execution of architectural drawings, layouts. 	PD	EC	5
46.	Graphics and design	<p>Purpose: Students possess the basics of image theory, knowledge of the laws of the method of projection and graphic modeling, visualization, spatial vision of the presented results of their activities, skills of design and graphic activities, reconstruction and transformation of graphic images in various fields, use heuristic search techniques and research skills related to different types of graphic activities.</p> <p>Students demonstrate the skills and willingness to use both manual (instrumental) tools and computer graphics capabilities in their design and research activities, understand the functions of graphic images as a tool of cognition and a means of transmitting visual (graphic) information, realize the importance of graphic knowledge and design, the use of modern technologies and design culture as a tool of thinking in the organization professional activity.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Know the methods of reproduction and transformation of images with a change in their scale, as well as reconstruction of the object image from partial images; • Possess graphic modeling skills, including graphic design and layout • Use skills and abilities in design, creative and research activities 	PD	EC	4
47.	Technical drawing	<p>Purpose: Students have knowledge of the basics of rectangular projection, drawing rules, techniques for constructing interfaces, making and labeling sections and sections, know the conventions of image and carving designations, making drawings of parts and assembly units, skills to use drawing tools efficiently, analyze the shape of objects in kind and</p>	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>according to their drawings, as well as analyze the graphic composition of images, demonstrate the use of graphical knowledge in solving problems with creative content.</p> <p>Students use the skills of reading and executing drawings, sketches and visual images of simple objects, transforming the shape and spatial position of objects and their parts, understand the importance of drawing knowledge for mastering professional activities, the use of modern technologies in design work in design organizations and enterprises.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the basics of rectangular projection, the rules of technical drawing, the conventions of image and carving design, the analysis of the shape of objects in nature and according to their drawings and graphic composition of images, as well as the use of drawing tools; • Perform drawings of parts and assembly units, applying theoretical design knowledge; • Critically evaluate design project ideas; • Apply knowledge of the principles of teaching theory and practice, rules and sequence of execution of architectural drawings and layouts in his work as a teacher 			
48.	Modern design	<p>Purpose: Students possess theoretical knowledge about modern design, the basics of design design, knowledge of professional design computer programs (AutoCAD, 3dsMAX, Aricad, etc.), skills in performing design projects in various fields (interior design, landscape design, etc.) using computer design software tools, skills in explaining the sequence of design projects.</p> <p>Students are well aware of the importance of specialized knowledge in carrying out various design projects, and for the effective process of teaching students the basics of project activities in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach the basics of design design, professional design computer programs (Photoshop, CorelDRAW, 3dsMAX, etc.) • Perform various design projects using the tools of professional computer programs. • Apply the skills of critical and creative thinking, self-reflection and mutual reflection when performing various design projects • Apply the skills of explaining the sequence of design projects to students in pedagogical practice, including using a computer in practice at school. 	PD	EC	4
49.	Digital Art	<p>Purpose: Students have knowledge about works of modern digital art (photography, animation, media, etc.), professional computer programs (Photoshop, CorelDRAW, Adobe AfterEffects – animation creation, Adobe PremierePro – video editing, etc.), skills in performing works of modern digital art, animation videos, etc., using modern methods of conveying aesthetic information in the media space. Students are well aware of the importance of specialized knowledge in creating works of digital art, and for the effective process of teaching students digital art in practice at school.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach methods of creating works of digital art using professional computer programs • Perform works of digital art using professional computer software tools using modern design requirements. • Apply the skills of critical and creative thinking, self-reflection and mutual reflection in the process of choosing expressive means and tools of professional computer programs for creating works of digital art <p>Possess creative, communicative, computer skills to place completed digital works in the media space</p>	PD	EC	4

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<ul style="list-style-type: none"> • Apply the skills of explaining to schoolchildren in the practice of performing works of digital art using computer software tools 			
50.	Computer graphics	<p>Purpose: Students have knowledge of design computer raster and vector programs (Photoshop, CorelDRAW, Adobe AfterEffects, Adobe Graphics, etc.) when performing creative work and projects of graphic design and advertising, digital educational resources, presentations, etc., skills in performing creative work and digital educational resources using professional computer software tools, explanations in the process learning the rules and sequence of execution of design projects.</p> <p>Students understand well the importance of computer programs and digital technologies in the creation of works of digital art and methodological developments.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Teach professional computer programs (Photoshop, CorelDRAW, Adobe AfterEffects, Adobe PremierePro, etc.), rules for performing creative work and projects, digital educational resources and presentations. • Perform creative works and projects of digital educational resources and presentations using computer software and media communication tools • Apply critical and creative thinking skills to creative projects and digital educational resources. <p>Apply the skills of explaining the rules of performing creative work using computer software tools in the learning process.</p>	PD	EC	4
51.	Professional design computer programs	<p>Purpose: Students have knowledge of professional computer programs (Photoshop, CorelDRAW, Adobe AfterEffects, Adobe Software, etc.) when performing design projects and methodological developments - digital educational resources, presentations, etc., skills in performing design projects and digital methodological developments using professional computer software tools, skills of explanation in the learning process of performing design projects. Students understand well the importance of professional computer programs and digital technologies in the development of design projects and methodological developments</p> <p>Students can:</p> <ul style="list-style-type: none"> • Apply and teach the tools of professional computer programs (Photoshop, CorelDRAW, Adobe AfterEffects, Adobe PremierePro, etc.), rules for the implementation of design projects and digital methodological developments. • Apply the skills of performing design projects, digital methodological developments using computer software tools and media communications. • Apply critical and creative thinking skills to creative projects and digital educational resources. • Apply the skills of explanation in the learning process of the sequence of execution of design projects using computer software tools. 	PD	EC	4
52.	Methods of teaching fine arts	<p>Purpose: Students know the history and theory of art education, can model strategies and technologies of formal and non-formal art education, plan, direct, teach and evaluate, as well as use knowledge, forms, methods in the field of modern art technologies of education in accordance with the capabilities of students, on the basis of independent research have the skills to design the content of art education in accordance with modern trends in the development of art pedagogy</p> <p>Students can:</p>	PD	EC	5

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<ul style="list-style-type: none"> • choose art education models that match the age characteristics of students; • apply teaching methods creatively and in a diverse way, taking into account current trends in art pedagogy; • Create a creative environment in the classroom; to use knowledge, forms, methods in the field of modern art technologies ⁵			
53.	Modern methods of teaching art subjects	<p>Purpose: To improve knowledge in the field of teaching methods of art subjects. Content: the study of methods of teaching art subjects. Current trends. Global technologies in the field of art education. Analysis of new art teaching systems. Formed skills: the ability to understand modern methods of teaching art subjects</p> <p>Purpose: Students know the history and theory of art education, can model strategies and technologies of formal and non-formal art education, plan, direct, teach and evaluate, as well as use knowledge, forms, methods in the field of modern art technologies of education in accordance with the capabilities of students, on the basis of independent research have the skills to design the content of art education in accordance with modern trends in the development of art pedagogy Students can:</p> <ul style="list-style-type: none"> • choose art education models that match the age characteristics of students; • apply teaching methods creatively and in a diverse way, taking into account current trends in art pedagogy; • Create a creative environment in the classroom; • to use knowledge, forms, methods in the field of modern art technologies • be able to understand modern methods of teaching art subjects 	PD	EC	5
54.	Workshops of your choice	<p>Purpose: to study the methodology of a creative graduation project Students know the forms and methods of project activity, the technology of performing creative work, the sequence of work on the thesis project, the stages of the project from the sketch to the finished plot composition. Students have the skills to execute and present the idea of a graduation project. The student understands the importance and purpose of guiding the student's artistic research activities as one of the important components of pedagogical activity. Students can:</p> <ul style="list-style-type: none"> • know the types and forms of visual arts projects for schoolchildren; • possess the skills of developing research projects in artistic and pedagogical activities; analyze, synthesize, and creatively transform information to create a project, taking a creative, exploratory approach to the project activities of a teacher of fine arts, graphics, and design	PD	EC	5
55.	Thesis as a study	<p>Purpose: Students have knowledge of methods of analysis and synthesis of resources, organization and conduct of scientific pedagogical research, writing scientific text in accordance with the rules of academic requirements based on the principles of academic integrity. Students have knowledge of creative research methods. Students have the skills of research, the application of innovative approaches to the development of teaching methods, the skills of conducting and implementing creative research.</p>	PD	EC	5

№	Name of discipline	Short description of discipline	Cycle	Component	Credits
		<p>Students understand the importance of scientific and methodological research in the field of art pedagogy for the effective organization of the educational process</p> <p>Students can:</p> <ul style="list-style-type: none"> • know the types and forms of visual arts projects for schoolchildren; • possess the skills of developing research projects in artistic and pedagogical activities; • analyze, synthesize, and creatively transform information to create a project, taking a creative, exploratory approach to the project activities of a teacher of fine arts, graphics, and design 			