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IMPROVING METHODOLOGICAL SUPPORT IN ENHANCING STUDENTS' PROFESSIONAL SKILLS

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Annotation

The article highlights the importance of independent learning in higher education using the example of applied arts, particularly the field of artistic ceramics. The role of artistic education in developing students' creative thinking and professional competencies is analyzed. In addition, the necessity of providing students with additional methodological materials in teaching design-related subjects and their potential for increasing the effectiveness of the educational process are demonstrated.

Keywords

independent learning, methods, applied arts, artistic ceramics, pedagogical technologies, creative competence, independent thinking, ceramics, design.

Methodological activity is the teacher's activity aimed at developing, improving, and effectively implementing the methodology of teaching a particular course. In other words, it represents a system of professional skills and competencies that possess clearly defined characteristics within the structure of pedagogical activity. Methodological activity plays an essential role in organizing the educational process, ensuring its effectiveness, and adapting teaching approaches to modern educational requirements.

The main tasks of methodological activity include the development of the most rational and effective methods and techniques for teaching and educating students. It also involves improving the level of general pedagogical knowledge and methodological competence of teachers, as well as enhancing their personal teaching style and organizational approaches. These aspects significantly influence the formation of students' personalities and the successful implementation of the educational process. Through systematic methodological work, teachers are able to design lessons more effectively and ensure that learning outcomes correspond to educational standards.

The objectives of methodological activity reflect the content of lessons and their thematic and semantic orientation. They determine the target characteristics of educational concepts and technologies that teachers apply in practice. In addition, clearly defined objectives help teachers structure their teaching process, select appropriate teaching methods, and evaluate the effectiveness of learning outcomes.

An individual methodological style is expressed through the specific features of a teacher's professional activity. It is manifested in the context of the teacher's personal qualities, motivations, pedagogical beliefs, and professional experience, as well as in the selection of organizational forms, methods, and teaching tools. This component is particularly important because it reflects the teacher's ability to find an optimal combination of forms, methods, and educational resources in different learning environments and teaching situations.

Methodological activity contributes significantly to improving the professional qualifications of both individual teachers and the entire teaching staff. Continuous methodological work allows educators to update their knowledge, exchange pedagogical experience, and introduce innovative teaching strategies. In general, methodological activity can be divided into two main components: educational-methodological work and scientific-methodological activity.

Educational-methodological work focuses on the preparation and improvement of teaching materials, methodological guidelines, and practical recommendations for the educational process. Scientific-methodological activity, on the other hand, is connected with research-based

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approaches to teaching and learning. It includes studying, analyzing, and developing advanced pedagogical experiences and innovative educational technologies, as well as implementing them into the practice of secondary specialized and vocational education institutions, often through experimental and pilot projects.

In addition, methodological activity involves publishing scientific and methodological materials for both internal and external use, organizing scientific-practical conferences, seminars, and workshops for faculty members and students, and encouraging collaborative academic discussions. Such activities create opportunities for professional development and foster a culture of continuous improvement within educational institutions.

Several important functions of methodological activity can be identified:

Epistemological function – reflects the description, analysis, and explanation of pedagogical phenomena and processes. It also involves understanding the pedagogical potential of various educational technologies and evaluating existing methods used to solve educational problems.

Design function – involves the preliminary planning and systematic design of educational content. This function helps teachers organize the learning process effectively by determining learning objectives, selecting appropriate teaching strategies, and structuring instructional materials.

Reflective function – is expressed in the ability of teachers to analyze their own professional activities. Through reflection, educators evaluate their teaching methods, identify strengths and weaknesses, and continuously improve their pedagogical practice.

Normative function – ensures compliance with the requirements of educational standards, curricula, and institutional regulations governing the educational process. This function helps maintain consistency and quality in teaching and learning activities.

In the process of studying the methods of vocational education, future teachers initially acquire only basic methodological skills and theoretical knowledge. However, during their practical professional activity, the entire system of methodological competence is gradually formed, developed, and refined. Continuous methodological practice enables teachers to adapt to new educational challenges and effectively respond to the needs of modern education.

The development of educational activity is closely connected with the improvement of methodological skills. The higher the level of pedagogical and methodological competence of a teacher, the more effectively the educational process is organized. Consequently, the higher the level of methodological activity, the better prepared students become for their future professional careers, and the more successfully their professional competencies and creative abilities are developed.

Researchers analyzed the methodological support used in the courses of the general professional cycle within the field of Applied Arts Design. Based on this analysis, it was concluded that the existing methodological materials required updating in order to improve students' professional competencies and learning outcomes. For this purpose, the achievements of students in the general professional cycle courses were analyzed during both the earlier and the subsequent stages of the study. The comparative analysis showed that in the later stage the percentage of positive grades increased significantly, indicating the effectiveness of the updated methodological support.

2.1. Research Results on Updating Methodological Support

In order to successfully perform their professional duties in the future, prospective specialists must thoroughly master the fundamental principles of their professional field. First of all, they need to develop strong skills in designing, working with materials, and implementing creative ideas in practice. These competencies form the basis of professional training in applied arts and design.

Therefore, updated methodological guidelines for the course "Design" were developed and introduced. These guidelines include detailed recommendations for performing practical

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assignments, as well as a number of tasks aimed at developing students' practical and creative abilities. The methodological materials are designed to help students better understand the stages of design work, improve their technical skills, and apply theoretical knowledge in practical activities.

Several sets of practical assignments were proposed within the guidelines. Each instruction includes the title of the work, its objective, the assignment description, and the procedure for completing the task. Such a structured approach helps students clearly understand the purpose of each activity and the sequence of actions required for its successful completion. In addition, it allows teachers to organize the learning process more effectively and monitor students' progress.

Table 1 presents the list of all topics for which methodological instructions were developed and implemented within the framework of the course. These topics cover the main aspects of design training and contribute to the systematic development of students' professional competencies.

No.	Assignment	Number of Hours
1	Drawing a sketch based on the given topic	2
2	Taking precise measurements	2
3	Developing a complete project of the model in a visual representation	4
4	Drawing decorative elements to be applied to the object	4
5	Coloring and finishing the project	4

Table 1. *List of Practical Assignments with the Number of Hours Required for Completion*

Brief Methodological Guidelines for the Assignment in Table 1

Topic: Designing a Teapot

(Includes drawing the teapot sketch, sequential development of the sketch, coloring the teapot, and completing the overall appearance in color.)

Plan:

1) Conduct conceptual research and develop a compositional solution.

2) Draw sketches and prepare technical drawings.

3) Place the design on the workboard and develop ornamentation and decorative composition.

Finalize the project.

Work Process:

The process of designing a teapot is one of the key directions in decorative-applied arts, where the harmonious combination of shape, proportion, functionality, decoration, and material plays a central role. Students are expected to analyze the form carefully, explore creative solutions for ornamentation, and ensure that the final project reflects both aesthetic appeal and practical usability. Each stage from initial sketches to the final colored design helps develop professional skills, creative thinking, and a systematic approach to applied arts design.

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Teapot Design Project: Detailed Methodological Guidelines

The design of a teapot begins primarily with the selection of a concept. When choosing a concept, the intended function of the object, the type of materials to be used, national traditions, and contemporary design requirements are all taken into account. For instance, when creating a teapot in a national style, Eastern patterns, Islamic and girih elements, and traditional colors such as blue, white, green, gray, or scarlet are commonly used. In contrast, modern minimalist designs prioritize simplicity, flat colors, and geometric shapes.

Conceptual Research and Compositional Solution

At this stage, the overall appearance of the service set is determined. Initial ideas are developed regarding the shape and volume of the teapot, the form of the handle, the lid design, the base, decorative elements, and color harmony. During this research, historical service sets, museum examples, and contemporary designs are studied and used as sources of inspiration. This stage ensures that the teapot will reflect both aesthetic and functional considerations.

Sketching

Sketching is the stage where the idea is freely represented on paper. Multiple variants are explored, including the teapot's shape, saucer diameter, cup height, handle ergonomics, and overall proportions. From these preliminary sketches, the best solution is selected. Functional aspects are considered carefully: the cup should be easy to hold, pouring from the teapot should be convenient, the lid should fit securely, and the weight distribution must be balanced.

To train students in perceiving tonal variations and understanding color unity, it is recommended to first render the project in a single color. This approach facilitates the transition to full-color rendering of more complex forms. After mastering the representation of several objects in a single color, students can proceed to render objects in their full color variations.

Before beginning the main work, several sketch versions are drawn and evaluated, after which the final variant is selected. This version is then placed on the workboard, and the teapot's overall appearance is drawn sequentially. Once the overall composition is finalized, the decorative patterns are added. In the next stage, the project is formalized with technical drawings featuring precise measurements. Each view of the object—the front, side, and top—is represented separately, and technical parameters such as diameter, height, wall thickness, handle dimensions, and lid placement are clearly indicated. This ensures accuracy and prevents errors in the subsequent creation of the physical object.

Placement of Decorative Patterns

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The most crucial stage in defining the artistic appearance of the teapot is the placement of decorative patterns. For ornamental pieces, Islamic, girih, floral, or geometric elements are applied. The position of the pattern must not overload the visual composition, should complement the form, and must remain proportionate to the object.

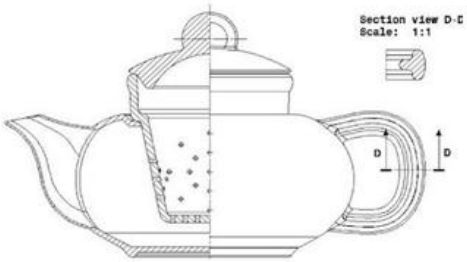
Color Solution

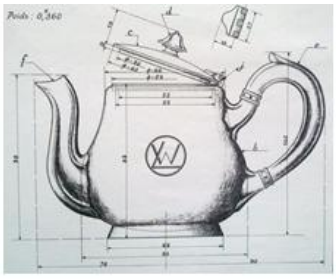
Color plays a vital role in ceramic or porcelain teapots. The project determines color harmony, the background (base) color, the colors of the patterns, contrasts, and the effect of shading. While traditional service sets often use blue and white, contemporary designs frequently employ pastel tones, matte surfaces, and linear patterns. The psychological effect of color is also considered: warm colors create a sense of warmth, while cool colors convey elegance and delicacy.

Some examples of teapot designs are presented in the illustrations. The design of the teapot is created on the workboard following the same sequential process described earlier. An essential part of the design is the depiction of the internal structure of the teapot, which is achieved by drawing a sectional view (cross-section) through the symmetrical half of the object.

The sectional view clearly shows the internal volume and structural details of the teapot, providing a precise understanding of both its inner and outer forms. In the study of design, whenever any object: whether a teapot, a casserole, or any other vessel is being designed, it is necessary to create its sectional representation. The cross-section allows students to understand the exact proportions, wall thickness, hollow spaces, and the relationship between different parts of the object.

Developing sectional views is not only a technical requirement but also an important educational tool. It helps students visualize how the object will function in real life, anticipate possible production issues, and ensure the design is practical, ergonomic, and visually harmonious. Mastering the creation of sections is therefore a fundamental skill in applied arts and design, especially in disciplines such as ceramics, porcelain, and other craft-based design fields.





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The research demonstrated that methodological support is one of the key factors in enhancing students' preparedness and in more effectively developing the necessary professional competencies.

In conclusion, the aim of this study to improve methodological support and promote the development of students' competencies has been successfully achieved. It is essential to continue using the updated educational materials throughout the learning process. By doing so, the process of developing students' professional and creative competencies can be further optimized, ensuring that they acquire both the practical skills and the creative thinking abilities required for their future careers.

The conducted research confirms that methodological support plays a critical role in improving students' professional preparedness and in fostering the effective development of essential competencies. By updating and enhancing methodological materials, teachers can create conditions that stimulate both practical skills and creative thinking in students.

The study showed that the introduction of revised methodological guidelines in design and applied arts courses led to a noticeable improvement in students' achievements, particularly in terms of the quality and completeness of practical assignments. This demonstrates that systematic methodological support not only facilitates learning but also contributes significantly to students' professional and creative development.

In summary, the main objective of this work improving methodological support to enhance students' competencies has been achieved. For optimal results, continuous use and further development of updated educational materials are necessary. Such measures ensure a structured, consistent, and effective approach to professional training, ultimately enhancing students' readiness for real-world professional and creative activities.

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