

ARRANGEMENT OF EXHIBITIONS AND CREATIVE PROJECT COMPETITIONS AS AN INNOVATIVE METHOD OF TEACHING ARCHITECTS-TO-BE

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Abstract. *The article deals with analysis of participation of students obtaining education in arts and architecture in exhibitions. Arrangement of creative project exhibitions and competitions for students – development of artistic and creative potential. Creative project exhibitions and competitions as an innovative method of teaching architects-to-be. The key objective of any institution of higher education is not only to train top-class experts in their field, but also to raise creative minds, to develop creative skills in students, to maintain working efficiency and learning motivation. By channelling their creative activity into making works of authorship, students are able to understand their personal creative potential and involvement in the common culture and art. Student exhibitions and competitions contribute to promotion of the educational system at the Sub-Department of Drawing, Painting and Architectural Graphics at the Institute of Architecture and Arts of the Odessa State Academy of Civil Engineering and Architecture.*

Keywords: *education in architecture, exhibitions, creativity, competitions, artistic and creative potential.*

Research Problem and its Relevance. Educational process in an institution of higher education has a number of functions: cognitive, worldview-building, occupational, social and cultural [2]. Current challenge in art education is involvement of students in exhibition-related activities and participation in competitions. Participation in arts and architecture exhibitions at the international, regional and city level is especially important for architecture students. It has a significant effect on improving the level and quality of creative projects, its focus is on learning culture and art of various countries and cities, establishing friendly ties between students and teachers of arts and architecture, learning new methods and techniques of art materials. Moreover, international competitions provide a priceless opportunity for architects, artists and visitors from foreign countries to communicate and share experiences. Hence, exhibitions and competitions develop artistic and creative potential. Arrangement of city, regional and international exhibitions and competitions may also be viewed as an innovative method stimulating students' mental activity and improving motivation in the course of their studies.

The key objective of any institution of higher education is not only to train a student as an expert in a given narrow field, but at the same time to raise creative minds, to develop creative skills in students, to maintain working efficiency and learning motivation. An answer to these challenges may be a direct transfer of knowledge from a teacher to a student and creation of special conditions, which transform the student from a knowledge consumer to an active knowledge creator. Students are offered a chance to make up their own list of tasks, to find ways for solution thereof, to prove soundness of suggested activities and to implement their ideas.

Analysis of the Latest Research Articles and Publications. A number of research articles view displays and exhibitions as an important factor in the system of the personality's moral upbringing and education. At the same time scholars believe that displays and exhibitions as an activity have specific features and peculiarities manifesting themselves in art perception and development of imaginative thinking, shaping aesthetic emotions, development of aesthetic thinking and shaping imaginative thinking. Scholarly articles of researchers: R. Arnheim, N. N. Volkov, L. S. Vygotsky, E. I. Ignatiev, V. S. Kuzin, E. V. Shorokhov dedicated to peculiarities of psychological perception of art and creative thinking. Exhibition-related activities are a topic of articles by scholars and experts studying operating peculiarities of exhibitions and displays and their role in upbringing and personality shaping: N. N. Rostovtsev, V. S. Kuzin, S. P. Lomov, E. V. Shorokhov, R. Ch. Bartsits, V. K. Lebedko, which deal with teaching aspect of artistic culture

development and aesthetic education in the course of teaching fine arts, decorative and applied arts, their value in aesthetic and moral development of the personality. Problems of value-based approach to cultural heritage and aesthetic education through display means were studied by A. N. Bakushinsky, N. D. Bartram, N. F. Lomova, B. A. Stoliarov, V. D. Cherny, D. I. Feldshtein.

Identifying Previously Unsolved Parts of the Overall Problem. Higher education in architecture lays a foundation for professional competence and workmanship and shapes the architect's worldview. Today value of an architect and artist as a creative personality is defined by his/her uniqueness and creative work. Creativity implies new vision, new solution, new approach, readiness to depart from familiar patterns and stereotypes in behaviour, perception and thinking, readiness to self-modification.

One of the concepts used in innovative teaching theory is innovative educational technology – a set of teaching, upbringing and management modes, methods and aids, selection of teacher's operating activities, resulting in significant improvement of learning motivation. Use of innovations for training architects- and artists-to-be implies a certain optimum scope of versatile professional knowledge, skills and competences oriented at important factors of one's personal development, obtaining comprehensive knowledge in arts and culture, unlocking one's individual aptitude for creative activities, successful self-fulfilment in studies, creative works and practices. That is why arrangement of international, regional and city competitions and student art exhibitions is one of the innovative methods for professional training of architects- and artists-to-be.

Purpose of the Article – to identify and to analyze value of student art competitions and exhibitions as innovative methods for professional and psychological training of architects-to-be.

Description of the Main Narrative. There are various interpretations of “innovation” in contemporary education science: “creation process, distribution, digestion and use of innovations” [1, p. 57]; “innovation – end-product of creative activities in the form of new or improved product, new or improved technological process” [5, p. 5].

Training architects in major 19 “Architecture and Urban Development”, specialization “Drawing, Painting, Sculpture. Painting”, “Drawing, Painting, Sculpture. Drawing” has certain typical features and difficulties. Having few hours of practical studies in painting and drawing, students must acquire relevant knowledge, skills and competences. That is why architects-to-be take a lot of practical studies and independent learning in drawing and painting, in the course of which they master rules, methods, techniques and technologies for creation of artworks.

Students' first projects cannot be completed totally unassisted. They contain a lot of elements of copying and depicting. Ambition to create their own unique artworks and understanding their individual capabilities when applying innovative methods result in numerous variants of creative suggestions even at the beginning of training. Development of ability to be flexible in work, mental mobility and variety of ideas, optimum expressiveness achievements open prospects for students' personal creative self-fulfilment.

Academic projects do not always unlock individual creative peculiarities or express the student's personal attitude towards the object. Students as if distance themselves from their projects and feel indifferent about their content. That is why their quick sketches and short-term studies turn out to be better and more interesting than primary academic assignments.

Chance to display one's creativity using different materials or formats and frequently shifting focus fascinates students and encourages them to create original versatile projects. The best academic practical assignments and works of authorship created by students are prepared and displayed at various exhibitions. Exhibitions are a venue for sharing experiences, as well as for comparison of one's works with those of other artists. Only the audience's response and opinion of professional artists and architects will help a student to assess his/her creative achievements properly.

Sub-Department of Drawing, Painting and Architectural Graphics at the Institute of Architecture and Arts of the Odessa State Academy of Civil Engineering and Architecture gives high priority to creative development of students in the framework of their majors. One of the interesting projects of the Sub-Department of Drawing, Painting and Architectural Graphics is the annual regional exhibition of works by 1st-4th year students held at FUTURE Odessa Regional B. Litvak Charitable Foundation for Rehabilitation of Disabled Children. At this exhibition children of different age familiarize themselves with works created by architecture students.

Graduation theses of students majoring in Architecture and Urban Development are professional creative works of authorship, worthy to be displayed at various international art exhibitions. Working on creative projects is a must for students during their training, especially when preparing a graduation thesis, which is to be defended before the academic board, demonstrating

professional artistic level of graduates. Arrangement of and preparation for international, regional and city exhibitions and competitions require constant readiness to create something new from participants – this is an important condition for a student's professional activity and creative development. Focus of students' creative activities on making works of authorship enables them to understand their individual creative potential and involvement in the common culture and art. Preparation for regional and international exhibitions engaging students and teachers on an equal footing is an innovation in the education process. Together they feel that they belong to creative community, find themselves under the same conditions for public display of their works and opportunity to be judged based on quality and content of their own works.

Key objectives of any student competition and exhibition are as follows: identifying innovative creative ideas in artistic practices; development of students' creative activity, support and promotion of creative projects prepared by students and self-motivated teachers by means of financial and moral incentives, intensification of art teachers' activities, improvement of professional teaching excellence, sharing creative experiences, selection of teaching aids to make a catalogue of creative projects.

Innovative approach to teaching students how to prepare their works for exhibition correctly and properly promotes their respect for works and thus prepares them for their future creative activities. Participation in arrangement of exhibitions, all necessary activities associated therewith (preparing exhibition space, defining terms and modes of work, creating displays, catalogue, opening ceremony, work with the audience, exhibit dismantling and transportation) are also an essential factor in professional education and development of architects- and artists-to-be. This experience brings forth skills of appropriate behaviour in specific environment of exhibition, gallery or museum spaces. Exhibition room with its cultural and educational atmosphere contributing to unity of objects, space and information environment has a certain tuning effect on spiritual inner world of exhibition participants and visitors.

Arrangement of exhibitions for the mainstream audience has an important psychological aspect for students: it promotes responsibility for their creative works, develops tolerance to other people's opinions and skills in emotional value-based relations.

Students' interaction at the exhibition is a special type of communication based on artistic impressions, testing personal opinions about artworks, independent assessment while discussing specific works or common topics of essence, content, nature, creative workmanship and problems of contemporary art with colleagues and visitors.

Experience in discussion of exhibitions promotes one's ability to give verbal aesthetic assessment, contributes to analysis of the exhibition as a whole and its specific exhibits, understanding results of one's creativity and display of creative works. This type of interaction at the exhibition improves communication competences of students. Writing a review or a critical essay about the exhibition by the students is an experience in professional self-analysis, mastering theoretical research, which "enables to find hidden meaning in facts, consistencies, common, necessary and essential patterns, to understand interaction of determinants" [3, p. 133].

Competition is another form of professional assessment of students when their works are compared with works of other contestants and are assessed in absentia by unknown independent panel of judges.

Competitions (from Latin "concursum" – collision, contest) belong entirely to the realm of professional competencies and use professionalism criteria. It means assessment of the student's readiness to independent professional practice. Developing psychological culture and reasonable emotional response to judges' decision is equally important. Competitions teach students to respond to successes and failures correctly, this is a test of one's rightness, test by praise and non-recognition. It is also an important psychological experience for one's creative activities in future. Upon completion of an exhibition or a competition students receive a catalogue containing works of all participants. This document becomes a start for their professional career and helps to overcome complex worries about such an important creative event in the student's life, improves motivation in the course of studies.

Conclusions. Student art exhibitions and competitions promote educational system at the Sub-Department of Drawing, Painting and Architectural Graphics at the Institute of Architecture and Arts of the Odessa State Academy of Civil Engineering and Architecture on the whole, which is especially important for occupational guidance for prospective students. That is why such innovative methods of training architects- and artists-to-be as international, regional and city competitions and exhibitions of creative projects provide for development and self-development of the student's personality. They enable students to complete not only mandatory curriculum in the walls of the academy, but also to gain experience in independent creative activities, readiness to social and cultural interaction, and contribute to further task-oriented practical implementation of experience. This is how architects- and

artists-to-be get a better idea about parameters of their future profession, focus on constant independent creativity and readiness to creative activities together with transfer of knowledge and skills to help recent graduates in their creative development.

Arrangement of student art exhibitions and competitions creates favourable conditions for development of visual thinking, awakes interest in art, improves learning motivation, prepares students for solution of creative problems on their own and for participation in research.

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