



**PRIVATE INSTITUTION
«HIGHER EDUCATION INSTITUTION
«INTERNATIONAL HUMANITARIAN AND PEDAGOGICAL
INSTITUTE «BEIT-KHANA»»**

Department of pedagogy and psychology

**SYLLABUS
of academic discipline
Corrective course of Petrykivka painting**

PhD (pedagogy): Bazylevska O.O.

Dnipro-2023

1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours	30
Number of content modules	2
Form of final control	offset

2. The purpose and objectives of the academic discipline

The **purpose** of teaching the discipline «Corrective course of Petrykivka painting» is to master the basics of scientifically and methodologically reasonable approaches to the development of an inclusive process and algorithm for the correctional course of the Petrykivka painting.

The main **objectives** of the discipline «Corrective course of Petrykivka painting» are:

- acquiring practical skills in corrective and developmental work with children with special educational needs and the ability to creatively apply professional knowledge in practice;
- formation of internal motivation in professional and pedagogical activities in master's students.

3. Competencies and planned results of study

Discipline «Corrective course of Petrykivka painting» provides education applicants a number of *competencies*.

Competencies that are formed:

GC 1. Ability to abstract thinking, analysis and synthesis.

GC 2. The ability to generate new ideas (creativity).

GC 5. Ability to work autonomously.

SC-1. The ability to understand the conceptual foundations, goals, tasks, principles of the education system, to understand and appreciate the interdependence of people and systems in the global world.

SC-3. The ability to apply innovative technologies in the teaching of educational fields of primary school in standard, non-standard and uncertain situations.

SC-4. The ability to engage in pedagogical partnership (mentoring, supervision, intervision, etc.), to organize the work of an inclusive class.

SC-7. The ability to create one's own professional image, to self-present the results of one's professional activities, to manage one's own life and career.

Program results of study:

PR-01. Critically interpret and integrate knowledge about the conceptual foundations, goals, objectives, principles of the functioning of primary education in Ukraine in the course of solving complex problems in broad multidisciplinary contexts.

PR-06. Carry out supervision, intervision, provide pedagogical, psychological and methodical assistance to the participants of the educational process, organize the work of the inclusive class.

PR-07. Model, create and maintain a safe, ergonomic, inclusive elementary school educational environment.

After studying the course « Corrective course of Petrykivka painting» applicants should *know*:

- know and understand modern approaches, strategies and corrective and developmental works with children with special educational needs in inclusive classes of general secondary education institutions;
- know correctional and developmental work with children with special educational needs by means of Petrykivka painting;
- know and understand the process of assessing a child's special needs with subsequent satisfaction of these needs in the educational space and outside the educational institution;
- know and understand the advantages of establishing partnership relations between specialists and parents, to be able to build effective cooperation with parents for the implementation of inclusive processes not only in the educational institution, but also in the life of the child, in general;

***be able*:**

- to form civic culture and national belonging in students with special educational needs by implementing the Petrykivka painting;
- to effectively interact with the employees of the educational institution, management and municipality; establish professional communication; take into account the connection and influence of one's own activity on the overall result of the team's work;

***master*:**

- Petrykivka painting as one of the types of corrective and development work;
- innovative methods and forms of group work organization.

4. Content of the program of academic discipline ***Content module 1. Petrykivka painting in fine art lessons and in extracurricular work.***

Topic 1. Significance of fine arts for children with special educational needs (2 hours).

Corrective influence of visual arts for children with special educational needs on their mental, aesthetic, moral, and personal development. The connection of visual activity with the highest functions of the body, such as vision, motor coordination, speech, thinking.

Literature [1, 2, 3, 4, 5, 7]

Topic 2. Formation of artistic culture in students with special educational needs through the introduction of Petrykivka painting (2 hours).

Formation of artistic culture in students with special educational needs. The new content of special education is the education of a conscious, spiritually and aesthetically developed person. Petrykivka painting as an integral part of the preservation of artistic culture..

Literature [1, 2, 3, 4, 5, 7]

Topic 3. Petrykivka painting in fine art lessons and in extracurricular work (2 hours).

Petrykivka painting in fine art lessons and in extracurricular work. The history of Petrykivka painting. Traditions. Prominent masters of Petrykivka painting. The value of the Petrykivka painting in the aesthetic education and development of children with special needs.

Literature [1, 2, 3, 4, 5, 7]

Topic 4. fine art-therapy with means of Petrykivka painting (2 hours).

The concept of "Art-therapy" in the educational process. Fine art-therapy as a component of Art-therapy in correctional work with children with special educational needs using Petrykivka painting. Application of Fine art-therapy in the educational process.

Literature [1, 2, 3, 4, 5, 7]

Topic 5. Petrykivka painting as a type of corrective and developmental work (2 hours).

The main tasks of teaching the Petrykivka painting. Petrykivka painting as a type of corrective and developmental work, which is aimed at correcting deficiencies in the motor and motor sphere, developing elements of sensory culture in students with special educational needs.

Literature [1, 2, 3, 4, 5, 7]

Topic 6. Innovative principles of group work organization (2 hours).

The principle of innovation. Innovative process in the organization of group work. Priority tasks of innovative activity. non-traditional forms of conducting classes.

Literature [1, 2, 3, 4, 5, 7]

Content module 2. Petrykivka painting.

Topic 7. Petrykivka painting as one of the types of decorative art (2 hours).

Basics of decorative Petrykivka painting. The main elements of Petrykivka painting. Acquaintance with the element "seed", "curvy seed", "spike", "feathery leaves", "onion". Working out the technique of performing the "onion" element.

Literature [1, 2, 3, 4.]

Topic 8. Color as a means of reflecting the decorative achievements of the composition (2 hours).

Color as a means of reflecting the decorative achievements of the composition. Basic properties of color. Human perception of color. The color range of the Petrykivka painting. Warm and cold colors.

Literature [1, 2, 3, 4.]

Topic 9. Composition of an artistic work (2 hours).

The basics of building a composition in painting. Sequence of work on the composition. Composite scheme. Proportionality of parts of a work of art. Ornament and pattern. Straight ribbon ornament "runner". The motif is the main attribute of the ornament. Plant and geometric motifs. The concept of "stylization". Stylization of plants.

Literature [1, 2, 3, 4.]

Topic 10. Warm range in painting (2 hours).

Warm colors in the painting. Symmetry and asymmetry in composition. Peculiarities of building a mirror-symmetric composition. Work on a sketch of a mirror-symmetric composition. Solving the sketch of the composition in color.

Literature [1, 2, 3, 4.]

Topic 11. Composition in cold colors (2 hours).

Cold range in painting. Work on an asymmetric composition. Balance in an asymmetric composition. Continuation of work on the composition in color. Writing the composition with small elements.

Literature [1, 2, 3, 4.]

Topic 12. Images of birds by means of Petrykivka painting (2 hours).

Peculiarities of the structure of various birds and methods of their representation in decorative painting. Creation of a sketch of a bird based on samples or according to one's own design. Color solution of the composition sketch. Image of a bird in color. Continuation of work on the composition in color. Complementing the stylized image with small elements.

Literature [1, 2, 3, 4.]

Topic 13. Images of animals in painting (2 hours).

Images of animals in the works of M.Priymachenko. Peculiarities of the structure of various animals and methods of their representation in decorative painting. Creating a sketch. Color solution of the composition sketch. Continuation of work on the composition in color. Complementing the stylized image with small elements..

Literature [1, 2, 3, 4.]

Topic 14. Complex ornamental compositions (2 hours).

Complex ornamental compositions. Execution of ornamental compositions on patterns of decorative and utilitarian objects. Work on a composition sketch in pencil. Execution of the main elements in color. Implementation of additional painting elements.

Literature [1, 2, 3, 4.]

Topic 15. Decorative landscape (2 hours).

Decorative landscape. Types of landscapes. Landscape composition. Prospect. Division of the plane into plans. Development of a sketch of a multi-faceted landscape composition. Making a sketch in color.

Literature [1, 2, 3, 4.]

5. Individual educational and research tasks

Essay topic:

1. The history of the emergence and development of Petrykivka decorative painting.
2. Famous masters of Petrykivka painting.
3. Artistic features of Petrykivka decorative painting.
4. Tentative planning of classes for the group or elective "Petrykivka decorative painting".
5. All-round development of children with special needs by means of Petrykivka painting.

6. Teaching methods:

General:

1. **Verbal** methods of learning: heuristic conversation; achromatic explanation (induction, deduction, transduction), story, lecture.
2. **Visual** teaching methods: illustration, demonstration, independent observation.
3. **Practical** teaching methods: practical works.
4. **Active** learning methods: Socratic conversation, discussion, case study (method of situations).

According to the nature of cognitive activity:

1) *explanatory-illustrative* (information-receptive) method: the teacher organizes students' perception and awareness of information, and students carry out perception (reception), understanding and memorization of it;

2) *reproductive*: the teacher gives a task, in the process of which students acquire the ability to apply knowledge according to the model;

3) *partial search (heuristic)*: the teacher formulates a problem, the step-by-step solution of which is carried out by students under his guidance (at the same time, there is a combination of reproductive and creative activities of students);

4) *research*: the teacher poses a problem to the students, and they solve it independently, putting forward ideas, checking them, selecting the necessary sources of information, devices, materials, etc. for this.

7. Control methods

- assessment of the solution of typical tasks;
- criteria-oriented tests for separate sections of discipline and discipline in general;
- written test papers;
- oral questioning during classes;
- remote control;
- offset.

8. Criteria and procedure for assessing the results of training

Rating Scale: National and ECTS

The amount of points for all types of educational activities	ECTS Rating	National scale assessment	
		for examination, course project (work), practice	for offset
90–100	A	perfectly	enrolled
83–89	B	good	
75–82	C		
68–74	D		
60–67	E	satisfactory	not enrolled with possibility of retaking
35–59	FX	unsatisfactory with possibility of retaking	
0–34	F	unsatisfactory with mandatory restudy of the discipline	not enrolled with mandatory restudy of the discipline

CRITERIA FOR ASSESSING KNOWLEDGE AND SKILLS:

National scale	100-point scale	On a scale of ECTS
Perfectly	90-100	A

is applied if the applicant:

- thorough and full reproduces of the studied material;
- shows a complete understanding of the material, justifies their thoughts, applies knowledge in practice, gives the necessary examples not only in the textbook, but also independently compiled;
- reports the material consistently and correctly in terms of the norms of the literary language.
- can apply it to solve specific professional problems.

The assessment «perfectly» is applied to applicants who have learned the relation between the basic concepts of discipline and profession, which they acquire, discovered creative abilities and use them during the study of educational and software material. An excellent level corresponds to the correct and exhaustive answer to the question posed, in which the applicant showed a comprehensive systemic knowledge of the software; mastering the basic and additional literature; clear command of the conceptual apparatus, methods, techniques and tools, the study of which is provided by the programs of disciplines; the ability to argue their attitude to the relevant categories, dependencies and phenomena.

National scale	100-point scale	On a scale of ECTS
Good	83-89	B
	75-82	C

is applied if the applicant gives an answer that satisfies the same requirements as the assessment «5», but makes some mistakes that they corrects after the comment of the teacher, and single shortcomings in the sequence of presentation of the material and speech design.

The assessment «very good» (83-89 points, B) - above average with several mistakes - is applied to applicants who fully mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature, which is recommended by the program. The assessment of «very good» is exhibited to applicants who show the systematic nature of knowledge of the discipline and are able to independently replenish their knowledge throughout the training;

The assessment «good» (75-82 points, C) - is applied applicants who have mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature recommended by the program; thus, the work of the applicants is done, but with a certain number of mistakes.

National scale	100-point scale	On a scale of ECTS
Satisfactory	68-74	D
	60-67	E

is applied if the applicant discovers knowledge and understanding of the main provisions of the topic, but:

- reproduces the material not fully enough and makes mistakes in the formulation of rules;
- does not know how to deeply and convincingly justify their thoughts and experiences difficulties in the selection of examples;
- reproduces the material inconsistently and makes mistakes in speech design.

The assessment «satisfactory» (68-74 points, D) – is applied to applicants who know the main teaching and programming material in the amount necessary for further training and use it in the future profession, perform the task well, but with a significant number of errors, familiar with the basic literature, which is recommended by the program. Satisfactory level generally equals to the correct answer to the question asked (task), if the applicant showed a sufficient level of knowledge of the basic software material, but failed to convincingly argue his answer, made a mistake in using the conceptual apparatus, showed insufficient knowledge of literary sources. The assessment is «satisfactory» to applicants who made mistakes during the execution of tasks, but under the guidance of the teacher, they find ways to overcome them.

The assessment «enough» (60-67 points, E) - is applied to applicants who know the main educational and program material in the amount necessary for further training and use it in the future profession, and the fulfillment of tasks satisfies the minimum criteria.

National scale	100-point scale	On a scale of ECTS
Unsatisfactory with possibility of retaking	35-59	FX
Unsatisfactory with mandatory restudy	0-34	F

is applied if the applicant proves ignorance of most of the studied material in accordance with the part, makes mistakes in formulating the rules that distorts their content, inconsistently and incrementally reports the material.

9. Forms of current and final control of the success of training.

Forms of current control: oral survey, written survey, essay, individual project.

Form of final control: course work, exam.

10. Methodological support

- 1) syllabus of the academic discipline;
- 2) lecture notes;
- 3) informational and methodical provision of practical and classes;
- 4) informational and methodical support of students' independent work.

11. Recommended literature

Main

1. Харченко О., Горшкова-Кандаурова Н. Мистецтво петриківського розпису. Навчально-методичний посібник. Тернопіль. 2014. 72с.
2. Шестакова О. Петриківський розпис. Мистецтво. 2016. 240с.
3. Гарькава Т. А. Петриківський декоративний розпис: підручник. Дніпров. нац. ун-т ім. Олеся Гончара; за наук. ред. Є. А. Антонович. Дніпро: Ліра, 2017. 218 с.
4. Базилевська О.О. Петриківський розпис на уроках образотворчого мистецтва та в позакласній роботі: Методичний посібник для вчителів образотворчого мистецтва Дніпропетровськ: БНРРМЦКРтаІН. 2013. 78 с.

Subsidiary

1. Базилевська О.О. Формування громадянської культури та національної свідомості в учнів з особливими освітніми потребами шляхом упровадження петриківського розпису в позаурочну роботу. Особлива дитина: навчання та виховання. 2016. № 2. С. 59-66.
2. Базилевська О.О. Соціокультурна компетентність як складова громадянського та естетичного виховання учнів. Зб. наук. праць «Педагогічні науки». Вип. LXXXII. Т.2. Х. 2018. С. 62 – 66.
3. Базилевська О.О. Образотворче мистецтво як засіб корекції недоліків пізнавальної діяльності та естетичного виховання учнів з особливими освітніми. Науковий часопис національного педагогічного університету імені М.П. Драгоманова. Серія 19. Корекційна педагогіка та спеціальна психологія. 2011. Вип. 20. С. 12-14.
4. Базилевська О.О. Всебічний розвиток дітей з особливими освітніми потребами засобами образотворчого мистецтва. Освіта осіб з особливими потребами: шляхи розбудови. 2014. Вип. 6. С. 29-33.
5. Базилевська О.О. Образотворча діяльність учнів з особливими освітніми потребами як засіб соціокультурного інтегрування. Педагогіка вищої та середньої школи. 2015. Вип. 44. С. 136 – 140.
6. Базилевська О.О. Корекційне спрямування занять гурткової роботи з декоративно-прикладного мистецтва. Освіта осіб з особливими потребами: шляхи розбудови. 2015. Вип. 9. С. 14 – 19.
7. Базилевська О.О. Комплексне використання корекційно-розвивальних методів на заняттях з образотворчого мистецтва з дітьми з особливими

- потребами. Освіта осіб з особливими потребами: шляхи розбудови. 2015. Вип. 10. С. 10 – 14.
8. Базилевська О.О. Соціокультурна компетентність як складова громадянського та естетичного виховання учнів з особливими освітніми потребами. Зб. наук. праць «Освіта осіб з особливими потребами: шляхи розбудови». Вип. 13. К. 2017. С. 32 – 38.
 9. Базилевська О.О. Компетентнісний підхід в мистецькій освіті. Інноваційна педагогіка. Вип. 7. О. 2018. С. 135 – 140.

12. Information resources, including the Internet

1. <http://osvita.ua>
Освітній портал "Освіта.UA".
2. <http://www.intellect-invest.org.ua>
3. Портал сучасних педагогічних ресурсів.
4. www.npu.edu.ua (elib@npu.edu.ua)
Електронна бібліотека НПУ імені М.П. Драгоманова.
5. <http://ispukr.org.ua/?p=4607#.XoR3Ruozbcs>
Навчальні видання з інклюзивної освіти інституту спеціальної педагогіки і психології імені М. Ярмаченка НАПН України.
6. <https://petrikovka.dnepredu.com/>