

CULTURAL ASPECTS OF TEACHING ART DISCIPLINES TO INTERNATIONAL STUDENTS OF ARCHITECTURE AND DESIGN

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One of the most complex and unpredictable aspects of the educational process may be the cultural and historical traditions of the countries from which the students come. Cultural differences can significantly impact the perception and understanding of international students of the disciplines of the art cycle included in the program for preparing students of the specialties “Architecture and Urban Planning” and “Design”. The need to adapt to a new culture can be difficult for students from other countries in the learning process, especially at the initial stage. Students arrive with a different cultural background, and that can be challenging for learning. But for better results of training, it is necessary to adapt to cultural characteristics. They may encounter language barriers during the adaptation process, and a lack of understanding of cultural norms and values, which are an integral part of the educational process. For example, students may have difficulty understanding conceptual ideas that may differ from those they have previously studied.

The process of adaptation is individual and can take time. Teachers should be prepared for the fact that some international students may have difficulties in the learning process at the initial stage, associated with adaptation to a new culture and language barriers. International students need more help to overcome these difficulties. In some cultures, it may be customary to learn through lectures and classes based on the explanation of knowledge and information, in other cultures, the emphasis may be on discussion and collaboration. Teachers can use more flexible teaching methods that allow students from different cultures to work according to their preferences and learning style.

These features should be taken into account and provide additional assistance to international students in the process of adapting to new cultural conditions. This may include arranging additional cultural education sessions and lessons and providing personalized assistance with academic matters. Additional classes may also provide an opportunity for international students to get to know each other, which may improve their social adaptation. Some students may anticipate a distinct approach to learning and organization of the educational process compared to that utilized in their country of origin. Also, cultural aspects can influence students' expectations regarding the format and content of educational materials, as well as their idea of how their artistic compositions and drawings should look. It should be noted that cultural differences can significantly influence how students envision ideal artwork. For

example, in one cultural tradition, detailed and complex compositions are valued, then in another – simple and minimalistic ones; in one culture, an emotional approach to design is encouraged, while in another culture, more attention may be paid to the technical side of the work. Teachers need to be culturally aware of students and help them adapt to the new environment so that students can complete assignments successfully. Incorporating the learning of local culture and traditions can be a crucial aspect of teaching international students, as it can aid them in comprehending the context and techniques involved in the creative process of producing works.

Another aspect that should be noticed is the necessity to create a more global educational environment, where language barriers must be overcome. Language learning resources for international students should be organized to provide them with the best learning environment. To overcome cultural differences and language barriers, it is necessary to provide students with resources for the in-depth study of international cultures and provide them with the opportunity to take part in intercultural activities. Specialized courses focusing on local materials, technologies, and traditions can help international students to adapt better to the new environment and better understand the arts. More global knowledge-sharing platforms need to be created. To do this, it is necessary to use modern technologies to provide access to information for students from different countries. It is also necessary to create a database of information that will be available to all platform participants. This allows students to search for the information they need easily, as well as allows them to share knowledge and ideas, and ensure high-quality information and quick access to it. Also, it is necessary to provide mechanisms to ensure the security and protection of personal data.

Considering the importance of integration into the cultural space of the educational system of international students studying architecture and design, we can draw some conclusions and continue research in the following areas: 1) the students' adaptation from different countries to the cultural space of the local educational system is one of the crucial steps for their successful education in architecture and design; 2) allowing international students to study local culture, art, and architecture helps them better understand the context of their studies and develops their cultural competence; 3) the importance of integration into the cultural space of the educational system should be taken into account in the development of curricula for architecture and design, as well as in the training of teachers; 4) support for students from different countries in the process of integration into the cultural space of the educational system should be included in the overall approach to improving the quality of education in architecture and design. The use of modern technologies such as virtual and augmented reality can help international students to better visualize and understand the concepts and processes associated with art disciplines.