

INTERNATIONALIZATION TEACHING METHODS IN COSTUME HISTORY: ETHNOFUTURISM AND THE SILK ROAD HERITAGE

Meruyert Zhanguzhinova

Temirbek Zhurgenov Kazakh National Academy of Arts
(Almaty, Kazakhstan)

Abstract. The internationalization of higher education in Kazakhstan within art programs highlights the relevance of global trends in ethnofuturism and the heritage of the Silk Road. The significance of this study lies in the integration of advanced practices and teaching methods in Costume History to foster an intercultural approach and enhance students' global competencies in learning. Contemporary challenges in the internationalization of educational programs in art and design face the issue of unifying methodological and practical approaches to ethnofuturism, which is rooted in localized contexts. This study aims to analyze the influence of ethnofuturism within the Silk Road heritage framework on the internationalization of teaching methods in Costume History, to develop educational recommendations that take into account cultural diversity and global trends. The research methodology is based on an interdisciplinary approach, incorporating the fields of art education, art history, cultural studies, scenography, costume design, and ethnography. Research methods include a theoretical review, art historical analysis (in the field of costume history), pedagogical methodological analysis, comparative analysis, and case study. The key findings of the study focus on rethinking pedagogical methods for teaching Costume History in response to contemporary global challenges, such as ethnofuturism, national identity, and the cultural values of each ethnic group involved in the history of the Silk Road. The theoretical significance of the study lies in the review of current pedagogical methods for teaching Costume History. The practical significance is reflected in the recommendations for developing students' competencies based on modern and effective educational methods in the field of Costume History. The study's arguments and conclusions suggest

that the internationalization of Costume History education promotes the integration of tradition and innovation, as well as the use of an intercultural approach. Moreover, ethnofuturism, as an educational concept, contributes to developing a global context in art education.

Keywords: internationalization, ethnofuturism, Costume History, Silk Road, teaching methods, competence, social-emotional (SEL) model.

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Introduction

This article explores the teaching methods of the *Costume History* discipline in art universities within the context of internationalization and ethnofuturism as part of the Silk Road heritage. The research problem arises from the unipolar approach to the internationalization of education. While ethnofuturism emphasizes the preservation and development of unique cultural identities, it often conflicts with the concept of standardization. This creates a risk of diminishing cultural uniqueness, which contradicts the fundamental principles of ethnofuturism. The key challenges of this study include the unification of internationalized education methods, the imbalance between local and global contexts in the role of ethnofuturism in educational programs, and contradictions within international academic requirements.

The complexities of defining internationalization in education are well illustrated by Rudyard Kipling's words: "*East is East, and West is West, and never the twain shall meet.*"

Since 1987, the European Union (EU) has actively promoted international exchange and cooperation in education through programs such as

Erasmus+. However, while driving the internationalization of education, the standardization of competencies based on European educational frameworks has revealed several challenges. Competency-based learning follows a tiered approach, aligning with the concept of lifelong learning. While this approach emphasizes the practical application of knowledge, it complicates the creation of universal standards for all students and regions. The competency-based model focuses on applying knowledge in real-world scenarios, yet there is a risk that deep theoretical knowledge and fundamental principles may be undervalued if the emphasis is placed excessively on practical tasks (for example, theoretical discipline — *Costume History*).

Consequently, one of the drawbacks of the competency-based approach lies in its reliance on "self-concept" models, which trace their origins to 19th- and 20th-century education paradigms. This narrow approach to learning reflects a Eurocentric perspective in academia, limiting the broader potential for global internationalization in education.

Until 2010–2014, Kazakhstan's universities operated under *Standard Educational Programs* (SEPs) that were scientifically validated and practically tested. These programs were designed to develop theoretical knowledge and

practical skills, aiming to train well-rounded specialists. As a result, graduates of art universities were able to enter the workforce immediately upon graduation in fields relevant to their expertise. The comprehensive education they received fostered an understanding of the world's cultural landscape, integrating both Eastern and Western cultural perspectives.

The internationalization of higher education in Kazakhstan is grounded in an educational framework that seeks to unlock the potential of each ethnic group. Ethnofuturism in Kazakhstani culture is oriented toward integrating traditional cultural elements with contemporary and future trends. The historical and geographical traditions of the Silk Road in Kazakhstan serve as a means of preserving cultural values while ensuring their relevance in the face of globalization and rapid technological advancement. For instance, the *Assembly of the People of Kazakhstan*, a state institution, plays a key role in promoting cultural diversity and national identity among different ethnic groups. Educational programs developed on this basis aim to train bachelor's degree students across various disciplines. However, the current erosion of a holistic pedagogical process poses a threat to the positive legacy of the country's educational system.

Thus, this study focuses on the pedagogical methods for teaching *Costume History*, considering the trends of internationalization and ethnofuturism in the educational process, as well as the valuable cultural and historical traditions of the Silk Road.

The scientific novelty of this research lies in the development of recommendations for teaching methods in *Costume History*, proposing a unique combination of traditional cultural concepts and contemporary trends. This approach expands educational horizons and introduces new intercultural and global perspectives into the curriculum.

The study of the internationalization of *Costume History* teaching methods within the context of ethnofuturism and the Silk Road heritage is still in its early stages. Existing academic literature primarily focuses on broader aspects of education internationalization, the cultural heritage of the Silk Road, or specific elements of ethnofuturism. However, the integration of these concepts into educational methodologies—particularly in *Costume History*—remains underexplored. Current studies address individual aspects such as the preservation of ethnocultural heritage, the application of innovative teaching approaches, and the development of intercultural competencies. However, their synthesis within educational practice requires further investigation.

Research Objectives:

1. To identify a model of Social-Emotional Learning (SEL) for global cultural dialogue aimed at developing students' competencies.
2. To develop pedagogical methods for teaching *Costume History* that incorporate global trends in cultural diversity, using various models of Social-Emotional Learning (SEL) as case studies.

The literature review encompasses the following conceptual and methodological foundations:

- *The concept of education internationalization* - the integration of international educational aspects has been explored in the works of (UNESCO 2005), (Knight and de Wit 2003), and (Marginson 2018), who discuss the dual nature of education internationalization—it can be both a positive process and a source of inequality. A key contradiction arises: internationalization enhances accessibility and opportunities (e.g., through student mobility). Besides, it poses risks of assimilation, loss of cultural values, and the dominance of Western educational models (Kulbaev & Zhanguzhinova 2023). There is a research gap in assessing the long-term effects of internationalization on students'

cultural identity and how educational systems can adapt to a more inclusive model (Marginson 2018; Stephens 2013; Bala, et al. 2017).

• *Ethnofuturism as a tool for cultural identity preservation and adaptation* -

ethnofuturism has been studied as a practical approach to integrating traditional cultural identities into global contexts through educational programs (Shchitov 2020). However, (Berezkin 2008) and Kunnas (2016) highlight a contradiction: while ethnofuturist approaches aim to preserve cultural diversity, they often conflict with global trends toward standardization, potentially leading to the fragmentation of cultures and the isolation of communities. There is insufficient research on practical tools for implementing ethnofuturist principles in national and international curricula. Additionally, the effectiveness of ethnofuturism in sustaining cultural identity remains underexplored (Zhanguzhinova, et al. 2024).

• *Cultural heritage theory* - this theoretical framework underscores the importance of preserving and adapting historical and ethnic traditions, particularly in costume history (Cheong, 2015; Jones & Stallybrass, 2007; Tarrant, 2021). However, contradictions exist in the theories of Assmann (2011) and Smith (2006), which argue for heritage preservation as an integral component of national identity but may clash with global trends toward cultural standardization. While studies in this field provide insights into cultural heritage, they often lack direct application to educational methodologies. There is a notable gap in understanding how cultural heritage is integrated into academic curricula and how it shapes youth perceptions (Zhanguzhinova, et al. 2022; Republic of Kazakhstan 2019).

• *Cultural memory theory and Silk Road interactions* - the study of costume as a medium for preserving and transmitting cultural and historical values is grounded in cultural memory theory

(Zolotoreva & Jumashev 2018). Emphasize the role of the Silk Road in maintaining cultural exchange (Zhao 2007) and (Liu 2014). However, heritage transmitted through such routes is often subject to reinterpretation, potentially altering its original meaning. A key contradiction lies in the tension between cultural memory theory and the “polysemantic” nature of cultural practices (Hansen 2012). What is traditionally considered an element of cultural identity may be perceived differently across historical and cultural contexts. There is a lack of systematic research on how cultural memory and Silk Road traditions can be incorporated into modern educational programs and how they are perceived in different regions along the Silk Road.

Materials. The internationalization of education represents a strategic process of integrating international, intercultural, and global dimensions into educational programs, research activities, organizational structures, and management processes. The United Nations Sustainable Development Goals (SDGs) emphasize inclusive and equitable access to education, with internationalization considered an essential part of this global approach (SDG 4: Quality Education) (UNESCO and OECD 2005).

Key aspects of the internationalization concept include the globalization of knowledge and competencies, intercultural interaction, the competitiveness of educational institutions, international academic mobility, and the integration of international standards (Marginson, 2018; Bala, Gluhovic, Korsberg, & Röttger, 2017). Current approaches to internationalization encompass courses with international content, joint educational programs, online courses, digital internationalization, and multilingual support (Kulbaev & Zhanguzhinova 2023).

A comprehensive approach to teaching *Costume History* aligns with the objectives of education internationalization, as

the course syllabus is designed to cover various costume traditions worldwide. The structural and content framework of the discipline extends beyond costume studies to include sociological, cultural, ethnographic, philosophical, political, religious, and artistic aspects, among others (Assmann 2011; Cheong 2015).

The internationalization of teaching methods is a process of adapting educational approaches that integrate cultural traditions with modern innovative trends, aiming to develop students' global and intercultural competencies (UNESCO 2005). In this context, ethnofuturism serves as a conceptual foundation that bridges local cultural heritage with future perspectives, fostering an interdisciplinary and creative educational environment. Within the Costume History discipline, interdisciplinary research incorporates pedagogical methods from art education, cultural studies, scenography, costume design, and ethnography.

The internationalization of teaching methods, as demonstrated in the *Costume History* course, explores the historical space of the Silk Road from Asia to Europe as a foundation for cultural exchange, knowledge dissemination, technological transfer, and the interaction of various traditions. This intercultural exchange has enriched the diversity of costumes, leading to the emergence of new forms and symbolism that reflect the synthesis of Eastern and Western traditions (Zhao 2007; Zolotoreva & Jumashev 2018).

The *Costume History* curriculum includes several disciplines that contribute to global knowledge and competencies in folk and ethnic costume history, hairstyles, accessories, footwear, makeup, stage makeup, and fashion development. The course enhances international content, intercultural interaction, opportunities for developing joint educational programs, conducting online courses, digital internationalization, multilingual support, and the study of foreign terminology.

The *Costume History* discipline allows for the exploration of costume not only as an element of national identity but also as a product of global cultural dialogue. The Silk Road played a crucial role in costume development, providing material conditions and facilitating interactions between different cultures (Hansen 2012; Liu 2014).

The global concept of the Silk Road, historically serving as a communicative platform between diverse peoples, aligns with contemporary trends in student and faculty academic mobility, fostering knowledge exchange, artistic collaboration, and the preservation of cultural traditions.

Methods

A distinguishing feature of nomadic culture, as a historical and social phenomenon, is the embodiment of unique qualities such as adaptability, flexibility, creativity, learning ability, and the capacity for knowledge synthesis and cultural exchange. These characteristics directly correspond to key aspects of the Social-Emotional Learning (SEL) model. According to Berezkin (2008), Kunnas (2016), and Shchitov (2020), the core competencies of SEL include building trust and cooperation through emotional intelligence, effective communication, conflict resolution, responsible decision-making, and relationship-building.

The SEL model, which focuses on developing emotional and social skills, provides insights into how the nomadic way of life contributes to the formation of universal competencies essential for effective interaction and self-development. The cognitive flexibility and behavioral adaptability of nomadic groups, shaped by the necessity to respond to constantly changing environmental conditions, reflect key SEL concepts such as emotional regulation and resilience. Creativity and learning ability demonstrated in the capacity to devise innovative solutions to life and cultural challenges, align with the

development of self-awareness and self-management skills.

Figure 1 below presents the competencies of the Social-Emotional Learning (SEL) model.

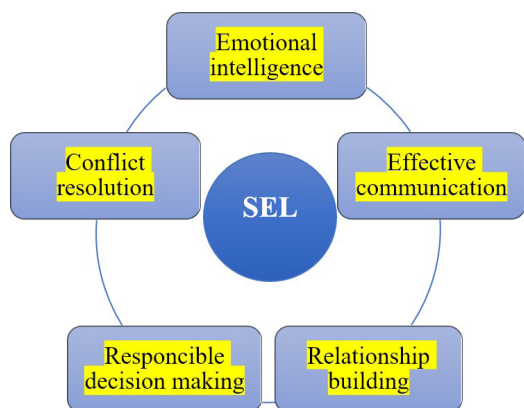


Figure 1. Competencies of the Social-Emotional Learning (SEL) Model

The ability of nomadic communities to engage in intercultural interaction and knowledge synthesis through the exchange of traditions, art, and technologies reflects social awareness and communication skills—key components of SEL that are essential for successful integration into a global society. Thus, the nomadic way of life serves as an example of how social-emotional competencies can facilitate effective interaction and self-actualization in culturally and socially diverse environments.

Results

The study of the concepts of education internationalization, ethnofuturism, cultural heritage theory, and cultural memory theory has enabled the identification of key *methodical principles for teaching Costume History: the intercultural approach, cultural heritage preservation, visual anthropology, the competency-based approach, and the principle of integrating tradition and innovation.*

To enhance the teaching of Costume History with international content and

intercultural interaction, an analysis of scholarly literature on ethnofuturism and the heritage of the Silk Road has led to the development of specific teaching methods for the discipline (Table 2.).

Discussion

To enhance pedagogical experience, it is necessary to actualize contemporary cultural and social diversity trends within the internationalization of education. The application of ethnofuturism in educational practice is recommended through the following measures:

- Developing curriculum courses on Costume History incorporating ethnic motifs and contemporary fashion trends.
- Utilizing ethnic narratives and symbols in the design of artistic solutions.
- Integrating courses on ethnic craftsmanship into university programs, interpreting traditional techniques in a modern context.
- Organizing international cultural exchanges based on ethnic art and craftsmanship.

Thus, it has been identified that *ethnofuturism, as a concept integrating traditional cultural elements with modern technologies, is rooted in the heritage of the Silk Road, serves as a symbol of intercultural dialogue, and acts as a key instrument in advancing approaches to internationalization in education.*

Basic Provisions

1. The first provision: thus, it has been identified that internationalization in education contributes to the establishment of a global cultural dialogue, facilitating the development of students' competencies through the Social-Emotional Learning (SEL) model. These competencies include emotional intelligence, effective communication, conflict resolution,

responsible decision-making, and relationship building.

2. The second provision: in the context of the internationalization of education, the teaching of the History of Costume is recommended to be enriched through ethnofuturism and

the legacy of the Silk Road. This can be achieved through the analysis of historical clothing and accessories (artifacts), the study of the functional approach to clothing, the investigation of key factors influencing costume design, as well as the application of

Table 2.
Teaching methods of the discipline Costume History

Title	Objectives of the method – the analysis	Description of the method – the investigation	Expected outcomes – the formation of competencies
Analysis of Historical Clothing and Accessories (Artifacts)	<ol style="list-style-type: none"> 1. Context of the era 2. Historical and social aspects of costume in the given period 3. Identity, cultural values, and their influence on fashion 4. Symbolism and functions of clothing across historical periods 5. Changes in fashion and standards 	<p>Each of the 15 syllabus topics explores epochal features:</p> <ol style="list-style-type: none"> 1) Historical costumes 2) Hairstyles 3) Makeup and stage cosmetics 4) Jewelry and accessories 5) Textiles 6) Cutting and tailoring techniques 7) Finishing details 8) Embroidery and decorative elements 9) Footwear 10) Artistic style 11) Influence of artworks, architecture, literature, and visual representations 	<p>Students independently prepare essays or presentations on the following topics:</p> <ol style="list-style-type: none"> 1) Men's or women's clothing 2) Types and details of costumes 3) Social or status-related attire 4) Footwear 5) Textiles 6) Tailoring techniques 7) Embellishment 8) Embroidery and decoration
Study of the Functional Approach in Clothing	<ol style="list-style-type: none"> 1. Utilitarian and ergonomic functions of clothing 2. Moral, social, religious, and ritual functions 3. Aesthetic and psychological aspects 	<ol style="list-style-type: none"> 1) Climate, production technology, fit, usability, physical safety, and comfort 2) Impact on self-perception and social recognition 	<p>During seminar sessions, students participate in group discussions using brainstorming techniques to analyze clothing taxonomies.</p>
Investigation of Key Factors Influencing Costume Design	<ol style="list-style-type: none"> 1. Geographical factors 2. Economic influences 3. Political influences 4. Psychological aspects reflecting social-class differentiation 5. National Characteristics 6. Religious beliefs and aesthetic preferences 	<p>Case study method based on an intercultural approach to costume creation.</p>	<p>A seminar discussion among students on the general methodology of costume design.</p>
Typological Method	<ol style="list-style-type: none"> 1. Clothing types 2. Structural types of garments 	<ol style="list-style-type: none"> 1) Draped, wrapped, and open-fronted clothing 2) Lower-body and upper-body garments 	<ol style="list-style-type: none"> 1) Practical taxonomy of costumes 2) Understanding of structural and technical aspects of costume design

Comparative Method	<ol style="list-style-type: none"> 1. Social role of costume 2. Cultural traditions in fashion and art across different eras and regions 3. Visual and functional aspects of clothing 4. Inductive and deductive approaches 5. Design influences, mutual adaptations, and distinctions among neighboring regions 	<ol style="list-style-type: none"> 1. Impact of global trends in art, culture, sociology, and psychology on costumes from various historical periods and cultures 2. Visual sources 3. Changes in production technologies and materials 4. Functionality and symbolism of costume 5. Contrast between traditions and cultural values as reflected in regional attire 	<ol style="list-style-type: none"> 1. Development of critical thinking 2. Enhancement of analytical and research competencies 3. Expansion of theoretical and practical knowledge of costume taxonomy
Ethnographic Method	<ol style="list-style-type: none"> 1. Ethnic and national traditions in costume and art as expressions of cultural identity 	<ol style="list-style-type: none"> 1. Cultural, ideological, religious, and regional influences on costume design 2. National and cultural identity 	<ol style="list-style-type: none"> 1. Development of cognitive and knowledge-based skills 2. Acquisition of general and specialized competencies related to costume design using inductive-deductive methods
Iconographic Analysis	<ol style="list-style-type: none"> 1) Costume representation in artworks (paintings, sculptures, frescoes, reliefs, and other visual materials) 2) Symbolism, visual codes, and cultural meanings of clothing within a specific era or society 3) Using artworks to trace the evolution of fashion in terms of style, cut, materials, and accessories across different periods 	<ol style="list-style-type: none"> 1) Interpretation of genre-specific styles in fashion 2) Reconstruction of historical costume appearances, including their cultural, religious, and social significance 	<ol style="list-style-type: none"> 1. Structuring and classification of information to identify costume design patterns 2. Development of analytical and observational skills
Biographical Method	<ol style="list-style-type: none"> 1) Costume analysis through the life, activities, and cultural context of a historical figure 2) Influence of individuals on fashion trends or vice versa—the influence of fashion on their personal style 3) Examination of personal preferences, status, and societal roles through clothing 4) Sources: Portraits, contemporary descriptions, personal letters, and wardrobe inventories 	<ol style="list-style-type: none"> 1. Understanding the fashion of a specific period through notable examples 2. Examining the symbolic role of clothing in shaping power, status, or individuality 	<ol style="list-style-type: none"> 1. Enhancement of associative thinking, imagination, critical analysis, and research skills 2. Ability to reconstruct and interpret historical images
Historical Reconstruction Method	<ol style="list-style-type: none"> 1. Recreating historical character costumes 	<ol style="list-style-type: none"> 1. Students independently create sketches as part of practical work 2. They assemble a visual representation of historical figures using costumes, wigs, headaddresses, and accessories from the university's educational collection 	<ol style="list-style-type: none"> 1. Development of critical thinking, artistic taste, and professional competencies 2. Acquisition of practical skills in assembling historically accurate costume ensembles 3. Organizing student casting for theatrical performances showcasing historical costumes

typological, comparative, ethnographic, iconographic, biographical, and historical reconstruction methods.

Conclusion

The internationalization of teaching methods in Costume History within the framework of ethnofuturism and the heritage of the Silk Road opens new educational opportunities by integrating cultural heritage with innovative perspectives.

Ethnofuturism, as an educational concept, facilitates the preservation and adaptation of cultural values in response to the challenges of globalization. It fosters in students a profound understanding of cultural traditions and their relevance in the modern world. Through project-based learning focused on embedding cultural codes and traditional elements into clothing, students engage with cultural values and develop research competencies.

The heritage of the Silk Road serves as a unique source for studying Costume History, unveiling the richness of intercultural interactions, and mutual influences of traditions and innovations, thereby enriching the educational process and broadening students' worldviews. The discipline of Costume History enables the exploration of various national costumes, thus providing methodological insights into the internationalization of education.

An intercultural approach to teaching Costume History helps students cultivate

tolerance, respect for other cultures, and an appreciation of their contributions to global history. Additionally, it enhances analytical and critical thinking as well as research competencies.

The integration of traditions and innovations into Costume History teaching methodology nurtures students' creative thinking and their ability to merge ethnic elements with contemporary fashion trends. This is particularly crucial for professional fields such as design, fashion, scenography, and the arts. The application of modern technologies, including digital heritage preservation, virtual fashion shows, and interactive educational platforms, increases student engagement and ensures a deeper immersion into the subject. Innovative technologies in education, alongside an emphasis on the cultural values of various nations, form the foundation for the diversification of ethnofuturism.

The development of a global learning context in Costume History through the lens of ethnofuturism fosters professionals who are prepared to work in an internationalized environment and create new trends based on cultural traditions.

The incorporation of international approaches into the teaching of Costume History not only enriches the educational process but also contributes to shaping students' appreciation of cultural diversity and awareness of the significance of historical heritage for sustainable societal development.

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Жангужинова Меруерт

Темірбек Жүргенов атындағы Қазақ ұлттық өнер академиясы (Алматы, Қазақстан)

КОСТЮМ ТАРИХЫН ОҚЫТУ ӘДІСТЕРІНІҢ ИНТЕРНАЦИОНАЛИЗАЦИЯСЫ: ЭТНОФУТУРИЗМ ЖӘНЕ ЖІБЕК ЖОЛЫНЫҢ МҰРАСЫ

Аңдатпа. Қазақстандағы өнер бағдарламалары бойынша жоғары білімнің интернационализациясы этнофутуризмнің жаһандық тәжірибесі мен Жібек жолының мұрасы тенденцияларын өзекті етеді. Зерттеудің өзектілігі – костюм тарихын оқытудың озық тәжірибелері мен әдістерін интеграциялау арқылы мәдениетаралық көзқарасты қалыптастыру және студенттердің жаһандық құзыреттілігін кеңейту. Өнер мен дизайн саласындағы білім беру бағдарламаларының интернационализациясы қазіргі кезде локализацияланған контекстерге негізделген этнофутуризмнің әдіснамалық және практикалық тәсілдерін унификациялау мәселесімен түйісіп отыр. *Зерттеудің мақсаты* – Жібек жолының мұрасы аясындағы этнофутуризмнің костюм тарихын оқыту әдістерінің интернационализациясына әсерін талдау және мәдени әртүрлілік пен жаһандық трендтерді ескеретін оқыту бойынша ұсыныстар әзірлеу. *Зерттеу әдістемесі* келесі салалардың пәнаралық тәсілдеріне негізделеді: өнерді оқыту, өнертану, мәдениеттану, сценография, костюм дизайны, этнография. Зерттеу әдістері: шолу-теориялық талдау, өнертанулық (костюм тарихы саласында), әдістемелік-педагогикалық талдау, салыстырмалы зерттеу, кейс-стади әдісі. Зерттеудің негізгі нәтижелері: костюм тарихын оқытудың педагогикалық әдістерін қайта ойластыруға бағытталған. Бұл процесс қазіргі жаһандық сын-тегеуріндерді ескере отырып жүргізіледі, соның ішінде: этнофутуризм, ұлттық бірегейлік, Жібек жолының тарихына қатысқан әрбір этностың мәдени құндылықтары. *Теориялық маңыздылығы:* «Костюм тарихы» пәнін оқытудағы өзекті педагогикалық әдістерді қарастыру. *Практикалық маңыздылығы:* «Костюм тарихы» пәні бойынша заманауи және тиімді білім беру әдістерін негізге ала отырып, студенттердің құзыреттілігін қалыптастыруға арналған ұсыныстар беру. Негізгі тұжырымдар мен қорытындылар: Костюм тарихын оқытудың интернационализациясы дәстүр мен инновацияның интеграциясына, мәдениетаралық тәсілдерді қолдануға ықпал етеді. Этнофутуризм – білім беру тұжырымдамасы ретінде жаһандық контекстің дамуына үлес қосады.

Кілт сөздер: интернационализация, этнофутуризм, костюм тарихы, Жібек жолы, оқыту әдістері, құзыреттілік, әлеуметтік-эмоционалдық оқыту моделі (SEL).

Дәйексөз үшін: Жангужинова Меруерт. Костюм тарихын оқыту әдістерінің интернационализациясы: этнофутуризм және Жібек жолының мұрасы. *Central Asian Journal of Art Studies*, т. 10, № 1, 2025, 297–310 б., DOI: 10.47940/cajas.v10i1.966

Автор қолжазбаның соңғы нұсқасын оқып, мақұлдады және мүдделер қайшылығы жоқ екендігін мәлімдейді.

Жангужинова Меруерт

Казахская национальная академия искусств имени Темирбека Жургенова (Алматы, Казахстан)

ИНТЕРНАЦИОНАЛИЗАЦИЯ МЕТОДОВ ПРЕПОДАВАНИЯ ИСТОРИИ КОСТЮМА: ЭТНОФУТУРИЗМ И НАСЛЕДИЕ ШЕЛКОВОГО ПУТИ

Аннотация. Интернационализация в высшем образовании Казахстана по программам искусства актуализирует тенденции глобального опыта этнофутуризма и наследия Шелкового пути. Актуальность исследования заключается в интеграции передовых практик и метододов преподавания Истории костюма для формирования межкультурного подхода и расширения глобальной компетентности студентов в обучении. Современные вызовы интернационализации образовательных программ в области искусства и дизайна сталкиваются с проблемой унификации методологических и практических подходов этнофутуризма, базирующегося на локализованных контекстах. Цель исследования — проанализировать влияние этнофутуризма в рамках наследия Шелкового пути на интернационализацию методов преподавания истории костюма для разработки рекомендаций в обучении, учитывающих культурное многообразие и глобальные тренды. Методология исследования базируется на междисциплинарном подходе в областях: преподавания искусства, искусствоведения, культурологии, сценографии, дизайна костюма, этнографии. Методы исследования: обзорно-теоретический, искусствоведческий (в области истории костюма), методико-педагогического анализа, компаративный, кейс-стади. Ключевые результаты исследования направлены на переосмысление педагогических методов преподавания дисциплины История костюма с учетом актуальных глобальных вызовов: этнофутуризма, национальной идентичности, культурных ценностей каждого этноса, вовлеченного в историю Шелкового пути. Теоретическая значимость исследования заключается в обзоре актуальных педагогических методов преподавания дисциплины «История костюма». *Практическое значение:* Исследование предоставляет рекомендации для формирования компетенций студента на основе современных и эффективных образовательных методов по дисциплине «История костюма». Аргументы или выводы исследования: интернационализация обучения истории костюма способствует интеграции традиций и инноваций, использованию межкультурного подхода; этнофутуризм - как образовательная концепция способствует развитию глобального контекста.

Ключевые слова: интернационализация, этнофутуризм, история костюма, Шелковый путь, методы обучения, компетентность, модель социально-эмоционального обучения (SEL).

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Автор прочитал и одобрил окончательный вариант рукописи и заявляет об отсутствии конфликта интересов.

Автор туралы мәлімет:

Жангужинова Меруерт Еркінқызы — педагогика ғылымдарының докторы (PhD), профессор, Сценография кафедрасының меңгерушісі, Темірбек Жүргенов атындағы Қазақ ұлттық өнер академиясы

Сведения об авторе:

Жангужинова Меруерт Еркеновна — доктор педагогических наук (PhD), профессор, заведующая кафедрой Сценографии Казахской национальной академии искусств имени Темирбека Жүргенова

Information about the author:

Zhanguzhinova Meruyert — PhD, professor, head of Scenography chair, Temirbek Zhurgenov Kazakh National Academy of Arts

ORCID ID: 0000-0002-9124-4099
E-mail: aumira@mail.ru