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PROFESSIONAL PHOTOGRAPHER TRAINING: HISTORICAL AND METHODOLOGICAL ASPECTS

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The article presents the history of professional training of photographers in the Republic of Belarus, the Russian Federation and the People's Republic of China and highlights the main subject areas on which the process of teaching is concentrated. The work also discusses the main trends in the professional photography training: the formation of the individual expression style of a photographer; an emphasis on practical training, a comprehensive development of students' skills, and the improvement of aesthetic and ethical sensitivity.

Keywords: professional photographer, photography training, vocational education, higher education

Introduction

Photography is a technique that uses light to produce images and fix them. The history of photography started two centuries ago: the date of the technology discovery is considered January 7, 1839, when the French physicist François Arago presented it at a meeting of the Academy of Sciences [1]. Over the past two hundred years, there have been significant changes in technology, from black-and-white images to film, color, and finally digital photography.

Teaching photography technology has undergone a long process of development before it became professional. The purpose of this article is to consider the main historical stages in the development of the photography education system, as well as the organization of the educational process in this field. The relevance of this work is determined by the lack of research in domestic science that specializes in professional photographer training. The study was based on the analysis of the education systems in the Republic of Belarus, the Russian Federation, and the People's Republic of China, which enhances its scientific novelty. In addition, the practical significance of the work is determined by the globalization of modern education and the expansion of cooperation between the Republic of Belarus and the People's Republic of China.

Main Body

In the teaching of photography in the Russian-speaking area, several periods can be distinguished. At the first stage, at the turn of the 19th-20th centuries, there were no special educational institutions providing training in this field. The founders, mastering the new type of activity, learned from their own experience and analysis of the experience of fellow photographers.

The start of the second phase marked the emergence of compact and affordable cameras in the 1920s, which led to a surge in photography enthusiasts and the foundation of countless photography circles and clubs [2]. At this stage, professional photography education started. It was carried out by vocational and technical schools which gave education to specialists working in local photo studios.

Finally, the invention of modern non-film photography in the 1980s promoted the further popularization of photography techniques and initiated the third stage of educational development in the field. The digital age and the simplification of associated image techniques led to the creation of many photography schools and specialized courses. The system of vocational technical education was also expanded and standardized, and some Russian universities began training professional photographers.

At present, the profession of photographer in Belarus can only be gained at the level of vocational education. It is offered by four educational institutions. They are the Minsk State Technological College, where the specialty "Photography" is opened; the Gomel State Vocational and Technical College of Folk Arts and Crafts, where future photographers receive the specialty "Artistic and Design Works and Interior Design"; the Vitebsk State Technological College (specialty "Decorative and Applied Arts, Photography") and the Vitebsk State Professional Lyceum of Instrument Engineering.

As for the higher level of education, Belarusian universities do not offer a "Photography" major. Meanwhile, students of the Belarusian State Academy of Music, Belarusian State University of Culture and Arts, and Pedagogical Universities, who are prepared for work in the creative directions, study design, composition, fashion history, and other subjects significant for professional photographers as well.

The Russian education system also does not have a unified national higher education program for photography teaching [3]. At the same time, many state universities, which offer training in the specialty "Design", teach students how to work with cameras and lighting, present programs that allow to process photographs and the features of different types of photo sessions [3]. In particular, the basics of professional photography can be studied at the Russian State University named after A.N. Kosygin (specialty "Technology, Design, Art"); National Research University "Higher School of Economics" (specialty "Design, Media Communications"); Institute of Humanitarian Education and Information Technology (specialty "Design"), etc.

Due to the popularity of commercial photography, universities specializing in teaching this field have recently been established in the Russian Federation. In particular, the Institute of Humanitarian Education and Information Technology created the Institute of Photography specifically focused on teaching camera work. The four-year education includes the study of various areas of photography and involves mastering the following modules:

1. General photography course, which covers photography techniques and technologies, computer image processing, photo composition, etc.;
2. Studio photography, where students learn to work with lighting equipment, master the skills of stylizing shoots and processing photo images in graphic programs;
3. Art and culture (students get acquainted with the subjects: "History of Photography", "History of Design", "History of Fashion"; acquire practical skills in creating a multimedia product);
4. Subject photography (students are introduced to techniques for commercial shooting of food, jewelry, art works, items for catalogs and marketplaces);
5. Architectural photography, where interior photography, rules to prepare advertisements, and spatial photography techniques are studied;
6. Portrait photography, relevant for individual work with clients of future specialists;
7. Graphic design, which students need to process images, etc.

The system of training professional photographers in China, like the Chinese education system in general, has its own characteristics. As a country with a large population, China has a unique geographical environment and a long cultural heritage, which gives photographers unlimited creative inspiration. However, before the emergence of modern photography, this art was not given significant attention in China.

It was only in the early 20th century, with the gradual development of Chinese society, when a system of training photographers began to form. At that time, the training of professional photographers in China was mainly based on Western photography standards. A few schools used Western photography theory and practice and creatively combined it with traditional Chinese art.

The Chinese government began to promote photography education in the late 20th century, when several specialized schools were founded. The Beijing Film Academy was one of the first universities in China to specifically teach photography: in February 1986, it co-founded the School of Photography with the China Photographers Association [4]. The Beijing Film Academy is one of the first universities in China to specifically teach photography: in February 1986, it founded the School of Photography together with the China Photographers Association [4].

Investment in photography learning techniques has increased since the Chinese government introduced the policy of reform and opening up. A large number of educational institutions have been established one after another, and some higher education institutions have launched programs to train professional photographers. At present, the most popular photography education institutions are:

1. The China Academy of Art, founded in Hangzhou in 1928, is one of the earliest institutions of higher education in China;
2. Beijing Film Academy, which has opened a photography major, offers professional courses to develop students' photographic skills and artistic creativity;
3. The Central Academy of Fine Arts, founded in Beijing in 1950, majors in fine arts, sculpture and photography (with a focus on photography creation and practical training to cultivate students' ability to fully express visual arts);
4. The Shanghai Theatre Academy focuses on developing students' abilities in stage and theatre photography and offers many practice-oriented courses.

In addition to the higher education institutions mentioned above, there are also universities and private photography schools in China that offer more practical and career-oriented courses. They help students not only master the technique of photography, but also deepen their understanding of the art and create a unique style of work.

Major changes have taken place in China's modern university professional photographer training system over the past few decades. The first notable innovation in the photographer training system is the emphasis on digital photography. With the development of modern technologies, the transition from traditional film photography to digital photography has become a subject of close attention in modern Chinese universities.

The popularity of modern Internet services, which offer a wide range of video and audio content, has led to the need for the all-round development of students' relevant skills. The training area has expanded and includes video production, audio editing and interactive media design in order to meet the growing demand for photographers working across multiple platforms and media types. For example, the Sichuan Institute of Fine Arts, which opened its photography major in 2000, has evolved and also founded "the College of Film and Television Arts". The college education, in addition to a general photography major, covers seven specialized areas, including fine art photography, film photography, directing, and animation [5]. The institute emphasizes the integration of commercial photography, media photography, and fine arts into various applied fields.

The next obvious innovation in photography teaching is the adoption of an interdisciplinary approach that combines photography with design, journalism, and visual arts, enabling students to develop a broader range of skills and encouraging collaborative creativity. In 1985, the Liaoning Photographers Association and the Xi'an Academy of Fine Arts decided to jointly offer professional training for photographers, awarding two-year college diplomas upon graduation. The teaching principles at this institution focus on the transition from basic photography skills to artistic expression of the master. The teachers focus their methods not only on professional training in general, but also on contemporary social problems and the formation of individual styles of students, who use the works of famous photographers as role models. In addition, photography education pays particular attention to developing students' ethical and cultural sensitivity, encouraging them to think critically and reflect on the social and cultural implications of photographic work.

Conclusion

The conducted research has allowed to present the history of the development of the system of training professional photographers in the Republic of Belarus, the Russian Federation, and the People's Republic of China, which makes a significant contribution to domestic science due to the lack of research in this scientific field.

In the course of the research, the main subject areas on which the process of training professional photographers is concentrated are identified. They include general photography course, studio photography, art and culture, various directions of photography, graphic design. The work presents the main trends in teaching professional photography at the present stage: the use of interdisciplinary approaches, comprehensive development of various skills of students, the formation of an individual style of expression, an emphasis on practical training, the integration of aesthetic and ethical sensitivity in students, etc.

The practical significance of the study is substantiated by the possibility of using its results, which can be useful both for interested researchers and for teachers organizing the training of professional photographers.

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Мариненко О. П., Ло Янбинь ПОДГОТОВКА ПРОФЕССИОНАЛЬНЫХ ФОТОГРАФОВ: ИСТОРИКО-МЕТОДИЧЕСКИЙ АСПЕКТ

В статье представлена история профессиональной подготовки фотографов в Республике Беларусь, Российской Федерации и Китайской Народной Республике. Выделены главные предметные области, на которых концентрируются процесс обучения профессиональных фотографов и основные тенденции в обучении профессиональной фотографии, включающие формирование индивидуального стиля выражения фотографа, всестороннее развитие навыков учащихся, акцент на практическом обучении, совершенствование эстетической и этической восприимчивости у студентов и пр.

Ключевые слова: профессиональный фотограф, обучение фотографии, профессионально-техническое образование, высшее образование.