

## HUMANISTIC STRATEGIES AND PEDAGOGICAL TECHNOLOGIES FOR MANAGING ARTS EDUCATION

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### INTRODUCTION

Modern transformations in the field of higher education require a new vision of art education as an important component of the humanitarian development of society. Art education is designed not only to provide training for highly qualified specialists in the field of culture and art, but also to form spiritual and value orientations, creative thinking, the ability to innovate and self-realization.

Today, for Ukraine, the issue of the value component is becoming extremely important. Especially in the preparation of the future human resources potential of the state. Therefore, the strengthening of competition in the educational and cultural markets is increasing, and the task of strategic management of the development of art education, focused on the formation of a competitive, socially responsible and creatively active specialist, is important for the humanitarian sector of the economy.

Art education, as a component of the humanitarian sphere, is not only a branch of professional training for the cultural industry, but also a factor in the development of national identity, spirituality and cultural policy of the state. It is designed to form a holistic personality – creative, responsible, able to act in conditions of constant social and technological changes. That is why managing the process of training specialists in the arts takes on strategic importance, focused on humanistic principles, innovation and competitiveness.

In the new socio-economic conditions of the labor market, the demand for a specialist who possesses not only deep professional knowledge, but also a high level of cultural competence, flexible thinking, the ability to self-development and creative activity becomes relevant. Therefore, the system of art education should be oriented towards strategic management of personnel training, which involves the development and implementation of educational management models adapted to modern cultural and social challenges. It should be noted that social challenges in this field are key.

Along with the strategic dimension, the pedagogical and technological level of management is becoming increasingly important, covering methods, means, models and technologies for organizing the activities of students in art education. The use of innovative pedagogical technologies –

personally oriented, interactive, project, information, integrated – allows to activate the cognitive activity of students, develop their creative abilities and ensure high-quality preparation for professional activity. Such a construction of an education model should be basic for all stakeholders of the educational process.

Humanistic strategies for managing art education involve combining strategic and technological approaches into a single system of goals, principles, and actions. On the one hand, strategic management defines the mission, vision, and key guidelines for the development of art education; on the other, pedagogical technologies create the conditions for their implementation in the educational process.

Thus, within the humanitarian dimension of modern transformations in the higher education system, the issue of art education management acquires a dual significance – strategic (systemic, managerial) and pedagogical (technological, methodological). Their combination determines the effectiveness of reforming the educational process and ensures the sustainable development of art education in accordance with national and European standards.

### **1. Strategic Management in Arts Education: Shaping a Competitive Specialist**

A humanistic approach to modern management in art education combines strategic planning with innovative pedagogical technologies. These technologies help achieve educational goals more effectively. The connection between strategic and pedagogical principles creates conditions for modernizing learning content, updating management approaches, and developing the creative potential of both students and teachers.

In today's sociocultural context, the development of society depends not only on material resources but mainly on human resources. It relies on how mobile and adaptable each person can be, and how fully their creative potential can unfold. Art education plays an important role in shaping the creative spirit and the spirit of innovation. The quality of art education strongly influences both individual culture and the culture of society. Art stimulates intellect, enriches emotional life, and promotes the development of creative abilities.

In the 1960s–1980s, several theories of economic growth appeared. Scholars such as P. Romer, R. Lucas, G. Becker, and T. Schultz argued that human beings are the real driving force of economic progress. According to these theories, the development of society depends not only on economic systems but also on values, interests, and human characteristics, often described as “human capital.” Human capital includes a person's abilities, knowledge, and skills that allow them to function effectively in a socio-economic environment.

In the modern world economy, only 16% of economic growth in transition economies comes from physical capital and 20% from natural capital<sup>1</sup>. Education allows societies to use many positive factors more effectively. Educated people use capital more efficiently, which increases productivity. They are more open to innovation and new production methods. They also share knowledge with colleagues. When the level of education rises, the efficiency of all production factors increases. This makes education a key condition for sustainable national development.

The ability to create something new is essential today. Creativity is a fundamental human quality. Learning creativity—understanding how new norms, models, and cultural forms emerge—has become a necessity. Modern art education is seen as a way to support the harmonious development of human creativity, enrich the inner world, and nurture true human qualities.

As A. Tarakanova notes, modern society is characterized by cultural diversity, widespread information technology, and powerful information flows. This creates a need to educate culturally aware individuals who can express their uniqueness and understand national values<sup>2</sup>.

Today, there are concerns that integration into the European cultural space may threaten national cultural and educational traditions. These traditions cannot be fully standardized or technologized. Reforms in art and cultural education do not always consider the relationship between human potential and education. Yet this relationship should be central to cultural policy.

Culture and education form a dynamic partnership. They support the full functioning of society. Education must develop students according to the evolution of national and global culture, helping them adopt cultural values and norms.

A key methodological guideline should be the positive role of dialogue between cultures, ideas, theories, and pedagogical technologies. The result should be a convergent culture that values individuality. A cultural approach emphasizes the principle of cultural conformity in education. It supports an equal dialogue between “culture” and “the individual,” allowing each student to determine their educational path according to personal cultural needs.

Researchers note that art education in a globalized world must preserve traditions and cultural identity while fostering understanding and respect for

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<sup>1</sup> Кучин С.П. Особливості державної політики в сфері культури та освіти (соціально-економічний аспект). *Зовнішня торгівля: право, економіка, фінанси*. 2013. № 2. С. 40–48.

<sup>2</sup> Тараканова А. Мистецька освіта та її значення у формуванні творчої особистості. *Проблеми освіти*. 2021. № 2 (95). С. 157–167. URL: <https://doi.org/10.52256/2710-3986.2-95.2021.11>

other cultures. Globalization can threaten cultural uniqueness, but it can also stimulate development and modernization. Modern art education should create an intellectually and creatively strong group of professionals who can compete internationally and develop national culture. This requires access to modern technologies, international cooperation, and broader global partnerships<sup>3</sup>.

Art education is an educational field aimed at developing in a person special abilities and taste, aesthetic experience and value orientations, the ability to engage with artistic values in the process of active creative activity, and to improve one's own emotional culture. Art education is the subject of study in general and professional art pedagogy, which is intended to address the tasks of preparing an individual for amateur and professional artistic activity, and mastering its techniques and technologies.

The modern understanding and significance of art education, according to I. Kuznetsova, lies in the ability to realize in the humanitarian space the tasks of the humanities regarding the artistic-ethical perception / understanding / interpretation of a person, which enables specialized sectoral education, as a social institution of society, to carry out educational activity in intellectual and general cultural directions, and to serve as a channel for transmitting inherited forms and a factor in the development of cultural innovations<sup>4</sup>.

The content of art education consists of a system of pedagogically adapted artistic-practical skills, abilities, knowledge, experience of value-based attitude toward art, and experience of creative activity aimed at the general and artistic development of the individual. It is a field of theory and practice of human development that has been reflected in significant scientific studies. The system-forming element of art education is its goal – the upbringing, teaching, and development of the creative personality of the future artist, lecturer, or teacher of artistic disciplines, who meets the demands of society and demonstrates the personal and professional qualities required at the current stage of Ukraine's development.

The application of the principle of systemacity makes it possible to consider art education in:

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<sup>3</sup> Денисюк Ж.З. Мистецька освіта в умовах глобалізації та культурних трансформацій сучасності. *Вісник Національної академії керівних кадрів культури і мистецтв: наук. журнал*. 2023. № 1. С. 23–28. DOI: 10.32461/2226-3209.1.2023.277628

<sup>4</sup> Кузнецова І.В. Філософія культурно-мистецької освіти в модерному суспільстві: культурологічне осмислення українського контексту. *Художня культура і мистецька освіта України: сучасні прояви і смисли*: монографія. Київ: Ін-т культурології НАМ України, 2019. С. 34–56.

a) the social dimension (training of artists in the world, a particular country, society, region, or educational institution) as a system of state, private, public, secular, and clerical art education;

b) as a stage of continuous education (preschool, school, secondary, higher, and postgraduate art education)<sup>5 6</sup>.

The choice of priorities in educational policy in Ukraine is determined primarily by the following factors.

First, active globalization processes, which involve not only the reconfiguration of politics, economy, culture, and education, but also a high degree of internationalization, as a result of which a close interconnection of different national education systems is observed. Under such conditions, fundamental and professional knowledge becomes a real commodity.

Second, the increased role of the individual in society, the use of the personal factor in the development of social life, meaning the need for the humanization of education. Ensuring the mobility of participants in the cultural-educational space plays a leading role in this context.

The adoption of modern educational technologies, the development and assimilation of a course toward structural changes and updated content of educational activities, and the improvement of its quality are also of great importance.

Apart from the defined goals, the availability of resources (highly qualified teachers, methodological and informational support, educational technologies, finances), the connection with the external environment (political, economic, and social aspects of social development and the specifics of the international educational space), and horizontal division of labor are also important.

Thus, the perspective of viewing an educational institution as an open system, whose internal elements interact with each other and with external environmental factors, implies that the further development of art education must take into account the internal and external factors influencing the educational system.

Given that Ukraine is a participant in global integration processes, and to increase the efficiency of the educational system on the part of the state, it is necessary to pay special attention to managing the development of art education and ensuring its comprehensive support. In particular, all main

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<sup>5</sup> Довгострокова стратегія розвитку української культури [Електронний ресурс]. Режим доступу: <https://zakon.rada.gov.ua/laws/show/119-2016-p#Text>

<sup>6</sup> Кабінет Міністрів України. Розпорядження від 28 березня 2025 р. № 293-р «Про схвалення Стратегії розвитку культури в Україні на період до 2030 року та затвердження операційного плану заходів з її реалізації у 2025–2027 роках». Київ. URL: <https://zakon.rada.gov.ua/laws/show/293-2025-p#Text>

types of educational innovations can be implemented in the educational process: technological, production-related, and managerial.

First, in our view, it is important to consider that under conditions of globalization, cultural-art education continues to remain an important component of the ideology of cultural progress. This is why cultural-art education is objectively drawn into the crisis of fundamental systems of interpreting the realities of the surrounding world, which constituted the core of the modern ideology of progress and, in essence, shaped the basic strategies of teaching and educating people.

It is important to consider that the process of cultural globalization substantially intensifies the question of the worldview, conceptual, and ethical foundations on which the process of specialized teaching and educating students should be based, as well as the scientific framework for understanding this process.

Second, an equally important consequence of cultural globalization is the significant increase in social mobility in the field of art education – meaning the large-scale intensification of horizontal and vertical mobility for the purpose of obtaining high-quality cultural-art education. Globalization of education significantly stimulates opportunities for obtaining and continuing art education in any country of the world, which is impossible without harmonizing general principles and standardizing national education systems.

It should be noted that the active introduction of standardization processes raises legitimate concerns among scholars regarding the potential loss of cultural distinctiveness and national specificity of cultural-art education.

Cultural-art education, like education in general, is a complex systemic object both in terms of its internal structure and in terms of its interaction with other systems that constitute the social sphere.

The processes of humanization of society place before the modern system of higher education the task of individualizing the personality of the student-graduate and ensuring their social adaptation in accordance with changes in the social demands of society.

Therefore, today it is necessary to teach the student in new ways, using non-traditional pedagogical technologies that increase the level of learning motivation, create an atmosphere of creative cooperation, actualize the individual, and cultivate a sense of self-worth.

Despite the above, today the issue of strategic management of art education arises within the framework of forming a competitive specialist capable of responding to changes in the external environment and possessing competencies related to adapting to such turbulence.

It should be noted that the modern education system is aimed at creating conditions in which each person can realize themselves as fully as possible, relying on their inherent natural potential, and prepare for the continuous development of their abilities. On the other hand, education serves as a mechanism for the socialization of a person and the establishment of social and economic dynamic balance, through which the reproduction and dissemination of forms of life activity that are new from the standpoint of society take place.

Since art is a component of the integrity of culture, integrative processes in the field of art education, the introduction of artistic culture into the general education system, and the training of teachers of artistic disciplines can be regarded as a basis for defining the paths of implementation.

“Art education must be as adaptive and innovative as possible to meet the challenges of modernity. Another issue is preserving national identity and cultural heritage. Globalization opens new opportunities for art education, but at the same time threatens the disappearance of traditions and cultural features. Therefore, it is important that art education not only provide knowledge and skills, but also contribute to the preservation and development of cultural values and traditions.”<sup>7</sup>.

Art education is a powerful field of theory and practice of human development that has been reflected in significant scientific studies.

Today, social forces push young people to choose future professions within the fields of economics and law, which is justified from the standpoint of society. The state does not stimulate the development of education in certain fields, including art education. Educational services are sold as a kind of key to the successful future of each student. Nevertheless, it is worth considering the question: “Will this future be bright at the moment of graduation?”. At Harvard, students are trained in a general humanities profile with the aim of teaching future graduates to think and make decisions independently, without tying them to a specific specialty. Special courses aimed at adaptation to the modern technological world are used, which allow acquiring skills that can be applied in any field of knowledge. Therefore, their graduate is oriented toward independent thinking and making strategically important decisions, which makes them competitive in a market economy and in demand as an independent professional unit.

The latest trends in the development of art education are determined by the penetration of integration processes at all its levels. The idea of pan-European integration in the field of higher education (including art

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<sup>7</sup> Денисюк Ж.З. Мистецька освіта в умовах глобалізації та культурних трансформацій сучасності. *Вісник Національної академії керівних кадрів культури і мистецтв*: наук. журнал. 2023. № 1. С. 23–28. DOI: 10.32461/2226-3209.1.2023.277628

education) is embodied primarily in its standardization, which is based on the competence-based approach. The integration of various levels of education in temporal coordinates generates phenomena such as continuous education, lifelong learning, and adult education. The strengthening of interdisciplinary connections between subjects of the artistic and aesthetic cycle leads to their consolidation within a new educational field – art education.

The integration of musical cultures determines the development of intercultural music pedagogy within the formation of specialists in the management of the socio-cultural sphere, in particular cultural industries (show business), and the internationalization of the scientific space intensifies comparative research, stimulates international educational and research projects, and leads to a significant increase in the number of international conferences, as well as to the deepening and expansion of scientific studies in the field of art education.

One of the ways of addressing the problems of globalization is the introduction of interdisciplinary approaches in art education, which allow students not only to deepen knowledge in their specialty but also to master other fields. In recent years, globalization and cultural transformations have significantly influenced the style and way of life of people, which is also reflected in art education. One of the key trends has been the increasing interest in art and culture in general. Owing to globalization, new opportunities are opening for the exploration of different cultures and their traditions, which stimulates the development and popularization of art. At the same time, intercultural communication gains significant importance, promoting the exchange of experience and knowledge in the field of art.

An important trend in its development is the formation of art-therapeutic and socio-rehabilitative competencies of future specialists and teachers of artistic disciplines, which under current Ukrainian conditions is extremely important.

Various artistic forms possess strong potential as instruments for comprehending traumatic experiences, support psychological resilience, preserve cultural identity, and more. Art is a significant factor in the adaptation and recovery of military personnel and veterans, where active forms – involving defenders in any creative process – demonstrate the most effective results, and such activities are now actively implemented in open centers, including artistic ones. The need to create conditions for artistic activity in socio-cultural institutions and beyond is undeniable, since alongside physical and psychological rehabilitation of veterans, the comprehensive process must also include the restoration of mental health as well as socialization and adaptation through means of art.

Thus, the development of art education in the 21st century acquires an intercultural dimension. In the context of intensifying interethnic contradictions, intercultural education becomes a necessary component of general pedagogy. The importance of intercultural competence among schoolchildren and students is determined by the need to educate modern youth in the spirit of respect for other cultures, expand their potential cognitive abilities, and form readiness for intercultural dialogue, for resolving international and ethnic conflicts through negotiation and consensus-seeking. The polylogue of different cultures in the sphere of aesthetic education of youth is defined as a necessary component of the unified educational space of Western and Eastern Europe, taking into account the European integration direction of further national development.

A vivid example of methodological exploration in the field of art education may be seen in the discourse on the development of its individual components. Thus, socio-cultural education became a phenomenon of the 20th century. It was in the last century that it separated into an independent branch of pedagogical education with its own structure, institutionally formalized in the form of organizational units of pedagogical universities; with content concentrated in educational programs and standards; with the organization of its acquisition in the process of preparing future specialists in the management of cultural industries with the aim of forming their culture and pedagogical competence, which represents personal, social, and state value.

The general crisis of education, which at the end of the 20th century affected various countries, relates to a deficit of culture within it, the loss of axiological guidelines, technocratic overload, the transmission of knowledge in an alienated form without involving the emotional sphere of the individual, and an oversaturation of content with knowledge in the absence of meaning. Awareness of these negative processes prompted scholars to return to the human-centered paradigm, which – in the form of various philosophical currents (phenomenology, philosophical anthropology, existentialism, hermeneutics) – gradually gained influence. The second half of the past century was marked by an active re-evaluation of educational paradigms in different parts of the world<sup>8</sup>.

Conceptual understanding of the problem was carried out not only within pedagogical science but also in related fields such as psychology, cultural studies, sociology, and others. Ivan Ziaziun sees the way out of this crisis in the adoption of a productive and forward-looking, personality-oriented cultural approach to the modernization of education, whose global goal

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<sup>8</sup> Ніколаї Г.Ю. Методологічні пошуки у сфері мистецької освіти. Актуальні питання мистецької освіти та виховання: зб. наук. праць. Суми: СумДПУ ім. А.С.Макаренка, 2013. Вип. 1. С. 3–17.

becomes the person of culture, capable of realizing individual abilities with maximum efficiency, as well as intellectual and moral capacities, a person characterized by the need and passion for self-realization<sup>9</sup>.

In an era of civilizational change, the cultural approach becomes one of the most important areas of research in the field of art pedagogy. Relying on the priority of universal human characteristics, it opens the way to consideration of art education in historical retrospect, in the context of cultural development, making it possible to identify its connections with the present and future, thereby performing a prognostic function in research. The examination of art education carried out in the context of socio-cultural characteristics against the broad background of cultural life makes it possible to identify and trace the tendencies of its development.

The crisis of education prompted the development of new fundamental pedagogical ideas. The response to the demands of the present in a united Europe is the concept of multicultural education, balanced by the diversity of didactic solutions that have historically developed in these territories.

Interest in the traditions of national education increases as an inexhaustible treasury of philosophical and pedagogical ideas requiring deeper interpretation considering the principle of unity between national and global cultures. In this context, new concepts of art education arise based on a clear awareness of genetic connections with preceding concepts.

Methodological explorations in the field of art education allow for a grounded forecast of its development. Today, its leading trends become integration-oriented, whose influence can be traced in any innovation: pan-European integration leads to the standardization of art education based on the competence approach.

Higher cultural-art education requires further intensive development through the preservation of the best national achievements and the consideration of European and global educational standards with the aim of forming a unified educational space. Today the strategic tasks of state policy in the field of cultural-art education and science include:

- meeting the needs of culture and art for qualified personnel;
- changing the main paradigm of cultural-art education (alongside the preservation of existing pedagogical cultural-art schools, creating experimental and alternative schools);
- democratization of the national system of cultural-art education, moving toward integration into world culture, free choice of educational programs;

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<sup>9</sup> Зязюн І.А. Естетичні засади розвитку особистості. *Мистецтво у розвитку особистості*: монографія. Чернівці: Зелена Буковина, 2006. С. 14–36.

- creating a system of continuous education, humanization and informatization of cultural-art education;
- improving the efficiency of cultural-art education, ensuring the needs of individuals in obtaining high-quality knowledge, skills, and competencies;
- further development of the sectoral network of cultural-art educational and scientific institutions while preserving it within the system of the Ministry of Culture;
- ensuring the implementation of the state order for training personnel based on improving its mechanisms while considering the specifics of cultural-art education.

Higher cultural-art education is fundamental within the system of continuous training of specialists (junior specialists, bachelors, specialists, masters), scientific and scientific-pedagogical personnel (doctors and candidates of sciences)<sup>10</sup>.

Thus, cultural-art education is a central element of state cultural policy and the foundation for cultural formation and creative realization of a person throughout life – starting from preschool age.

The introduction of new educational forms and knowledge, the modernization of the system of cultural-art education, including general education institutions, the improvement of professional training or retraining of personnel, the enhancement of methodological and educational materials, the development of scientific research, and the intensification of international exchange – all this must become the main task of a new strategy.

Alongside the reform of art education, it is advisable to pay attention to scientific activity in the field of culture, which is determined by the insufficient number of researchers in the field of socio-cultural management.

In our opinion, strategically important within the framework of forming a competitive specialist are:

- the identification and development of problems that contain the innovative potential for improving pedagogical practice not through “cosmetic revisions,” but through the investigation of essential aspects of the modernization of art education;
- increasing scientific rigor in structuring the scientific discourse of dissertation studies on the theory and methods of cultural-art education, in formulating the scientific apparatus of research, ensuring stylistic coherence, paying heightened attention to the selection and analysis of primary sources

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<sup>10</sup> Цимбалюк Н.М. Інтеграція культурно-мистецької освіти у європейський культурний простір: основні показники та напрями розвитку. *Актуальні проблеми соціології, психології, педагогіки*. 2013. № 4 (21). С. 25–31.

for solving the chosen problem, and establishing cause-and-effect relationships between scientific facts and phenomena;

- identifying scientific approaches to the development of the content of artistic educational disciplines, determining the didactic foundation for creating curricula, their content and structural improvement, creating modern models of technological support for art education, and studying the theoretical foundations of artistic educational activity, which significantly differs from educational activity in other subjects both in higher education institutions and in schools;

- determining the quality of scientific works, beginning with diploma and master's theses and ending with the evaluation of doctoral dissertations;

- the requirement that culture-oriented art education become an instrument of long-term strategy for its development. Since art is a component of the integrity of culture, integrative processes in art education, the introduction of artistic culture into general school education, and the training of teachers of artistic disciplines can be regarded as a basis for determining the ways of implementation.

In the process of forming a strategy for reforming and developing cultural-art education, with the aim of educating future specialists and developing the field of culture and the arts, it is essential to determine the strategic goals of such development.

The strategic goals of the development of art education should include:

- preserving the existing multilevel network of educational institutions of culture and art under the Ministry of Culture and Strategic Communications of Ukraine;

- preserving and developing creative, pedagogical, and scientific schools;

- meeting the needs of individuals in obtaining high-quality cultural-art education;

- ensuring the needs of national culture and art for qualified personnel.

Despite the determination of the strategic roadmap for development, the main tasks of restructuring cultural-art education remain:

- ensuring general aesthetic education and art literacy for all from early childhood;

- increasing the prestige of cultural and educational professions;

- improving the legislative and regulatory framework considering the specifics of cultural-art education;

- strengthening social protection for teachers of cultural-art educational institutions;

- improving the system of training and professional development of personnel considering the real needs of the sector for qualified specialists;

– creating and publishing modern textbooks and teaching materials for art education institutions.

Improving the quality of art education is associated, on the one hand, with the presence of a widespread network of educational institutions and organizations whose activities aim to address these tasks and provide access to education for various segments of the population, and on the other hand, with improving the content and methods of teaching art subjects in different educational institutions, as well as training and retraining personnel for this educational field.

For the Ukrainian system of art education, the thesis recorded in UNESCO documents about the necessity of developing two approaches – “teaching art” and “teaching through art” – becomes especially significant. The implementation of this principle will allow extrapolating the unique didactic possibilities and technologies of art to other educational fields, creating integrated programs of various types, and thereby expanding the aesthetic space of education as a whole. The development of innovative variable methods with an artistic component, including the use of new information technologies, will contribute to creating optimal conditions for students’ creative self-expression, expanding the field of representation of cultural values in the provision of educational services<sup>11</sup>.

The modern understanding of the special importance of culture and art in the educational space, and of art education as the main factor in preserving national culture and enriching the world’s cultural heritage, must determine the strategic goal of state cultural policy.

The new global concept of general art education, based on the idea of the school’s openness to the full diversity of artistic expressions, is implemented in Western European countries primarily through partnerships between ministries of education and culture as well as other ministries, organizations, and institutions responsible for issues of education, culture, and arts.

For instance, in France, through the partnership of the ministries of education and culture, a new project of general art education (2001–2005) was implemented, aimed at opening the artistic and cultural dimension of education to all children and young people. In 2005, France launched a new joint project of these two ministries – the “New Start for Arts and Cultural Education Plan,” aimed at embedding the artistic-cultural component into all major initiatives carried out at the level of schools and local communities<sup>12</sup>.

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<sup>11</sup> Мистецька освіта в Україні: розвиток творчого потенціалу в XXI столітті / Масол Л.М. та ін. Київ: Аурі Букс, 2012. 240 с.

<sup>12</sup> Plan de relance de l’éducation artistique et culturelle. 3 janvier 2005. Dossier. Available at: <http://www.culture.gouv.fr/culture/actualites/politique/educationartistique/relance/plan-relance.pdf>

In the United Kingdom, partnership has also gained significant momentum. The Arts Council of England focuses on the artistic education of children and youth, on improving educational standards, and on developing sustained cooperation between schools and arts-cultural institutions. A similar initiative by the Arts Council and local education authorities – the “Creative Youth Partnership” – is also expanding in Northern Ireland. The Scottish Arts Council, the group of researchers “Basic Education Development,”<sup>13</sup> the division of the Scottish Executive Education Department, and seven local education departments launched a national arts education initiative titled “Arts Across the Curriculum.” This initiative introduces an innovative approach to teaching the arts, which envisages the collaboration of an artist and a teacher to inspire students toward appropriate creative activities<sup>14</sup>.

In Norway, on the initiative of two ministries – the Ministry of Culture and the Ministry of Education – the project “The Cultural Rucksack” is being implemented, aimed at familiarizing primary and secondary school children with all forms of art. In Denmark, the “Association for Cultural Education of Children” has been established, which includes representatives of three ministries (Education, Culture, and the Ministry of Family and Consumer Affairs), as well as four ministerial structures – the National Library Authority of Denmark, the National Cultural Heritage Association, the Arts Council, and the Danish Film Institute. Through the efforts of this “Association,” the Action Plan 2004–2005 and the Action Plan 2006–2007 were implemented. Within the framework of the latter plan, such pedagogical initiatives and programs were launched as Culture in Childcare Centers, “Culture in School,” and “Culture in the Family,” aimed at involving children and youth in the artistic and cultural life of society<sup>15</sup>.

In the Netherlands, the successful implementation of the 2001–2004 Action Plan aimed at the democratization of the arts sector inspired the continuation of the project until 2008, and subsequently to the present day. Two ministries – Education and Culture – introduced cultural-arts education vouchers to support the financing of artistic and cultural education for every student<sup>16</sup>.

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<sup>13</sup> Волинець Л.Л. Тенденції розвитку загальної мистецької освіти в країнах Європейського Союзу. *Порівняльнопедагогічні студії*. 2009. № 2. С. 36–47.

<sup>14</sup> Wimmer M. Promotion of Cultural Education in Europe: A Contribution to Participation, Innovation and Quality. Pre-Conference Reader for the European Conference. Graz (Austria), 8–10 June 2006. Available at: <http://portal.unesco.org/culture/fr/filedownload.php>

<sup>15</sup> Ibid.

<sup>16</sup> Actieplan Cultuurbereik. Glossaire européen de l'enseignement artistique et culturel. Available at: <http://www.cultuurnetwerk.nl/glossary/fr/term.asp?termid=45>

The system of art education in Ukraine is positioned within the metasystem of culture, which presupposes the improvement of professional training of future specialists on the basis of expanding cultural heritage. The reform of the system of art education, its conceptual and organizational-structural foundations, is carried out in the context of socio-economic transformations. Following global trends, reform efforts emphasize the cultivation of an individual capable of directing his or her life activities towards the humanistic development of society and self-development through the assimilation of national and universal values, while being a competitive specialist and possessing a set of competencies that allow one to sell one's services on the market.

Focusing on the harmonization of individual and societal interests, the following priority tasks are identified in professional art education: the activation of students' creative potential, the development of critical thinking, and mobility through mastering various types of activities, which will allow the future specialist to retrain for related professions in accordance with the needs of cultural practice. Social activity and professional openness, as important postulates of art education in Ukraine, are ensured through the connection between learning and practice, which is the cornerstone of the work of art education institutions. The creation of an educational vertical "school – college – higher education institution," as a network of art institutions throughout Ukraine, ensures the consistent formation of the personality of a professional artist. At the same time, it creates certain challenges in reforming the educational structure and implementing new fields, specialties, and qualifications.

Under conditions of insufficient budgetary funding for educational institutions, the training of specialists in the artistic sphere is accompanied by certain contradictions. Following foreign models of higher education organization and the introduction of a tiered education system leads to the closure of small educational institutions with small student populations and the simultaneous establishment of large institutions (universities), which does not always consider or ensure the exclusive nature of educating a competitive specialist.

## **2. Pedagogical Technologies in Arts Education: Current Challenges and Innovative Methods**

A market economy is characterized by the constant emergence of new social relations. This presupposes significant changes in the education system and encourages it to develop rational models of professional education based on social, collective, or individual demand for educational services.

Educational reforms, which are becoming an important component of the social policy of many countries, are acquiring an innovative character. Undoubtedly, under current conditions, higher education requires increased attention. The challenges of training highly qualified specialists are relevant in all regions of Ukraine and in other countries. Recently, the term “innovative pedagogical technologies” has become widely used. Transformations inherent in Ukraine’s education system become extremely urgent as new innovative educational technologies, aligned with the needs and expectations of modern youth, are increasingly introduced.

The modern demands of society for the development of the creative potential of the individual as an important factor of career growth are now encountered much more frequently. In this context, art education plays perhaps the most important role in forming creative skills and serves as a foundation for the cultural development of the individual. However, traditional methods of art education are not always sufficient for modernizing the educational process, particularly in the context of digitalization, changing social standards, and other factors.

The development of creative potential through art education requires the use of innovative methods that consider the contemporary educational environment, including digital technologies, interdisciplinary approaches, and methods that foster critical thinking<sup>17</sup>.

In Ukraine’s education system, the readiness of future specialists for innovative activity is ensured through their mastery of modern teaching technologies, their organization, and practical implementation. Therefore, the central issue in this process must be the preparation of teachers for work in the modern school, which is changing not only in type but also in the content of education and forms of organizing the educational process.

The innovative processes of reforming Ukraine’s educational system have significantly affected the training of specialists in the field of culture and arts, which requires diversification of educational services and alignment with the requirements of the modern arts sphere and the art market. This is due to the fact that the current state of higher cultural and art education is characterized by a number of problems. These problems are primarily connected with pedagogical technologies.

The insufficient development of the theoretical aspects of higher art education – including criteria for selecting and structuring educational content, systems for assessing the quality of graduates’ professional training, the optimality of the transition to a tiered model of organization, retraining

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<sup>17</sup> Коломієць В.А., Савастру Н.І., Шевченко Г.В. Мистецька освіта як інструмент розвитку творчого потенціалу: сучасні підходи. 2025. URL: <https://doi.org/10.5281/zenodo.14789424>

of teaching staff to address contemporary educational challenges, and the undervaluation of art culture as a factor in societal development – are all consequences of the methodology used to train specialists in social and cultural management, which today is somewhat inadequate.

Thus, the implementation of innovative pedagogical models and technologies in educational practice, aligned with the requirements of societal development, becomes an urgent issue in the formation of competitive specialists in social and cultural management.

Under the conditions of crisis in the field of culture and the arts, we also encounter challenges associated with reform processes in this sector. Unfortunately, the field currently requires research-oriented specialists who, in addition to possessing professional competencies, have skills in research and inquiry, which are essential for developing development strategies.

Thus, we conclude that, within the learning process, the management of students' educational and creative work becomes increasingly important, as it develops their creative and research abilities in studying contemporary issues of the country's economic development and the cultural and arts sector.

The pedagogical technology of managing educational and creative activity (management education) represents a combined system of elements for managing the scientific and creative activity of students, among which the following are distinguished:

- planning an individual strategy for student self-learning;
- structuring educational material into separate modules;
- technological sequencing of studying the discipline;
- a system of didactic support for the learning process;
- motivational conditions for students' educational and creative activities;
- establishing effective feedback and monitoring the quality of education.

The methodological foundation of this technology is the humanistic approach, which consists in ensuring a high degree of decentralization and flexibility of managerial influence in the educational environment, as well as creating a structure of the didactic process in which students have the opportunity to deeply individualize their scientific and creative activity according to the pace of mastering educational material, didactic methods and forms, and the content of learning according to the psychological structure of the individual.

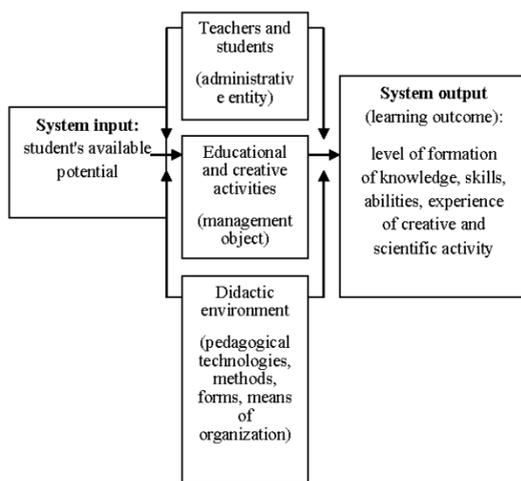
The object of management in this didactic model is educational and creative activity, which transforms the student's existing potential (abilities, motives, needs, individual traits, character, temperament, level of

preparedness, etc.) into a qualitative result – a high level of knowledge, skills, abilities, and creative experience.

Educational and creative activity, in turn, functions as a processor that senses pedagogical influence aimed at creating and effectively functioning subsystems of planning, organization of the learning process, motivation, and control. Educational and creative activity is defined primarily by the programmed management block, which includes elements of management and self-management, the primary of which is the module. Self-management of learning includes such student functions as self-planning, self-organization, self-motivation, and self-control (self-analysis), which lead to the activation of educational and creative activity and, consequently, to achieving the primary goal – the formation of creative experience.

Adjustment of managerial influence is carried out both by teachers and students, as well as by didactic processes (innovative methods, forms, means of activating educational and creative activity), which influence both the controlled system and the system that exerts control (Fig. 1).

The didactic foundation of educational and creative activity consists of a set of informational, operational, search, and other methods. To intensify the development of students' creative abilities, the educational process incorporates a system of phased knowledge assessment using a game-based method at all stages of entry, current, intermediate, final, and delayed assessment.



**Fig. 1. System of methods for activating students' educational and creative activities**

Didactic forms of activating educational and creative activity are adapted to the ECTS system of the educational process. According to the developed model of rating assessment, a student can independently determine their level of academic success at any stage of acquiring knowledge using the ECTS scale.

For example, the pedagogical technology “Management Education” allows students to master knowledge and skills more actively and independently, stimulates cognitive activity, and creates objective conditions for revealing the creative components of individual activity. The socio-economic outcomes of implementing this pedagogical technology include:

- optimization of educational services and effective European integration into the European educational space based on the implementation of foreign standards;
- increasing the productivity of the educational process through its technologization and the use of educational management concepts, as well as reducing unproductive learning time;
- improving the quality of specialist training through the systematic acquisition of educational material, higher motivation, and increased responsibility for the results of educational and creative work;
- effective feedback with each student at all stages of learning;
- reducing the period of professional adaptation of specialists in the workplace through high levels of professional preparedness and accumulated creative experience.

According to its sociocultural purpose, the national system of training and professional development for specialists in culture and the arts must meet the following key requirements:

- form collectively and individually significant spiritual and moral needs, interests, and demands of learners and satisfy them in accordance with societal norms;
- create conditions for the self-realization of individual and collective potential;
- ensure the reproduction of cultural models and practices.

A defining role in this process must be assigned to art management technologies aimed at forming a competitive professional who is in demand within the socio-economic environment of a specific region of the country. The effective implementation of such technologies results in a specialist who possesses general and professional competencies, including:

- the ability to improve and develop their intellectual and general cultural level;

– the ability to demonstrate initiative, including in situations of risk, take full responsibility, and apply cultural, artistic, and art history knowledge in professional and social practice;

– proficiency in theories, categories, and methods related to the study of cultural forms, processes, and practices.

Modern classification involves the use of various types of art management technologies that improve the quality of professional training for graduates of colleges and higher education institutions in culture and the arts. Among them, the following types are particularly notable:

– **organizational, managerial, and marketing technologies**, which support planning, organizing, implementing, and motivating performers in cultural projects and artistic or musical activities, as well as developing strategies for cultural and arts educational institutions. They focus on evaluating the effectiveness of managerial decisions within the system of cultural personnel training, specifying marketing strategies, and planning activities aimed at studying labor market needs for socio-cultural specialists;

– **educational and professionally oriented technologies**, designed to ensure coherence of goals, tasks, motivations, and methods of students' educational activities within artistic, socio-cultural, cultural studies, and art history programs;

– **creativity-developing technologies**, which positively influence the development of spirituality, value orientations, emotional culture, and cognitive qualities through emotional and sensory engagement;

– **communication technologies**, aimed at creating an effective communication infrastructure within the educational institution, ensuring internal and external communication, strengthening corporate culture, and improving relations between participants of the educational process and the public, alongside building a positive reputation for the system of training cultural professionals;

– **advertising and public relations technologies**, focused on developing, producing, and distributing promotional materials that highlight opportunities for professional education in culture and the arts, as well as fostering public interest in cultural and socio-cultural specialties;

– **event technologies**, grounded in psychological and pedagogical principles of entertainment, gaming, and performance activities, as well as organizing memorable events that reinforce the social, cultural, and educational mission of cultural personnel training;

– **publicity technologies**, based on unpaid promotion of a positive image of an educational institution through dissemination of favorable information and establishing goodwill among various stakeholder groups.

Research findings demonstrate that the comprehensive use of art management methods and technologies within the system of training specialists for the cultural and artistic sectors reaches high levels of effectiveness under the following pedagogical conditions:

– systematic pedagogical and andragogical support of the educational process through mechanisms and tools aimed at forming students' ability to apply essential professional knowledge and competencies in socio-cultural practice, including awareness of the social significance of their future profession, high motivation for professional activity, and striving for self-development and professional growth;

– the ability to critically assess one's strengths and weaknesses, identify pathways for improvement, and select appropriate means for developing strengths and addressing shortcomings<sup>18</sup>.

For example, such a specialty as "Management of Socio-Cultural Activities," which is typically practical in nature, should, in our view, incorporate the method of "learning as research" within the educational process.

The technology is inherently multivariate. It may be implemented according to the technological models of V. Bukhvalova, M. Klarin, Ye. Korshak, D. Levitas, O. Piekhota, and others. A distinctive feature of students' research activity within the "learning as research" technology is the learner's subjective discovery of new knowledge. This is based on the individual actualization of previously acquired knowledge and skills, integrating them into one's personal cognitive space.

The conditions created in the educational process lead to the transformation of the research method into a full-fledged technology. Taking into account the specifics of tasks, the development of cognitive interests, and the readiness level of students for such activity, the instructor selects one of the variants of the research technology<sup>19</sup>.

The technology is characterized by systematized educational research activities (organized by learning periods and disciplines), which exert a comprehensive influence on the student's personality. The essence lies in designing a system of research tasks and identifying the content blocks of educational and research activities within a defined timeframe (a semester, academic year, etc.).

It is also essential that, when choosing specific types of technologies for a particular specialty, one must consider the psychological and pedagogical

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<sup>18</sup> Татарнікова А.А. Технології арт-менеджменту та їх роль у модернізації професійної підготовки кадрів для сфери культури й мистецтва. *Педагогічні науки: теорія, історія, інноваційні технології*. 2015. № 6 (50). С. 381–388.

<sup>19</sup> Пехота О. Освітні технології: навч.-метод. посібник. Київ : А.С.К., 2001. 256 с.

specifics of training within cultural and arts higher education institutions. Any pedagogical technology must comply with several core methodological requirements (criteria of technologization):

– **conceptuality**: each pedagogical technology must rely on a specific scientific concept that includes philosophical, psychological, didactic, and socio-pedagogical justification of its educational goals;

– **systematicity**: the technology must exhibit all features of a system–logical sequence of processes, interconnection of all components, and overall integrity;

– **manageability**: the technology must allow diagnostic goal-setting, planning, design of the learning process, phased assessment, and variation of methods and tools for adjusting results;

– **effectiveness**: modern pedagogical technologies must operate under competitive conditions, ensuring effective outcomes, optimal use of resources, and meeting established educational standards;

– **reproducibility**: the possibility of applying (repeating) the technology in other identical educational institutions by different instructors;

– **visualization** (applicable to certain technologies): the use of audiovisual and computing equipment, as well as the development of original didactic materials and visual aids<sup>20</sup>.

According to I. Dychkivska, recent years have seen widespread innovative processes in higher education aimed at the systematic and consistent introduction of original, novel pedagogical approaches, techniques, and tools that cover the entire educational process—from defining objectives to achieving expected outcomes<sup>21</sup>.

As noted by D. Mazocha and N. Opanasenko, the innovative potential of a future specialist is a set of socio-cultural and creative personal characteristics that support the improvement of pedagogical mastery and ensure readiness to implement innovations in professional activity<sup>22</sup>.

Analysis of innovative activity shows that in the professional and practical training of future technology teachers, a range of pedagogical technologies is implemented to develop their professional competence. These include learner-centered education, group learning technologies, information technologies, project-based learning, problem-based learning theory, interactive technologies, technologies for the development of

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<sup>20</sup> Ігнатенко М. Сучасні освітні технології. *Математика в школі*. 2003. № 4. С. 2–6.

<sup>21</sup> Дичківська І.М. Інноваційні педагогічні технології: підручник. 2-е вид., доповн. Київ : Академвидав, 2012. 349 с.

<sup>22</sup> Мазоха Д.С., Опанасенко Н.І. Педагогіка: навчальний посібник. Київ : Центр навчальної літератури, 2005. 232 с.

creative personality, game-based learning theory, specialized (profile) education, integrated technologies, and others.

Interactive technologies are based on the idea that the cognitive process occurs through constant active interaction among all participants of the learning process. The essence of interactive learning is that instruction is carried out through continuous, active engagement of all students, with the student and teacher acting as equal participants. Interactive learning fosters the development of both subject-specific and general competencies, the formation of life values, an atmosphere of cooperation and communication, and the development of communicative skills. It involves modeling real-life situations, using role-play, and solving problems collectively.

Group (collective) learning technologies involve organizing the learning process through communication and peer-learning within groups. A group may consist of two or more individuals, may be homogeneous or heterogeneous, and may be permanent or dynamic.

The conceptual core of project-based technologies is the acquisition of new knowledge in the context of a specific situation and its practical application.

The project method has, under contemporary conditions, evolved into a project-based system of organizing education, in which students gain knowledge and skills through planning and executing practical project tasks.

The technology of learner-centered education focuses on creating optimal conditions for the development and formation of the student's personality as an active subject of professional and social relations, who organizes their activities and interactions according to a stable hierarchy of humanistic and existential personal values. According to V. Sgadova, the societal awareness of the need to support and reproduce the national intellectual elite has intensified efforts to update educational goals and content, prompting the search for new teaching technologies aligned with modern socio-pedagogical conditions<sup>23</sup>.

Information technologies in education provide students with access to non-traditional information sources, support creative activity, and facilitate the development of information competence.

Information competence is a set of competencies related to working with information in all its forms, enabling effective use of various information

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<sup>23</sup> Сгадова В.В. Педагогічні умови підготовки майбутнього викладача до інноваційної діяльності. *Вісник Львівського університету. Серія: Педагогічна*. 2009. Вип. 25, ч. 3. С. 136–143.

technologies, both in traditional printed formats and digital telecommunications, in everyday life and professional activity<sup>24</sup>.

Technologies of individualized learning organize the educational process in a way that the choice of methods and pace reflects the individual characteristics, abilities, and prior experience of students.

Game-based learning technologies involve structuring the educational process so that learning occurs through participation in educational games (simulation of phenomena or “experiencing” situations).

Integrated technologies require a fundamental restructuring of both pedagogical thinking and the entire educational system, including the teacher’s expansion beyond the boundaries of their subject. This underscores the need for new methodologies that support integrative education and require deep scholarly inquiry into teaching methods. The introduction of integrated lessons enhances learning both in content and form, while also supporting the practical implementation of national higher education development priorities.

Thus, modern innovative technologies make it possible to achieve effective personal development outcomes in the process of mastering knowledge, skills, and competencies.

Z. Denysiuk writes: “An important issue in the development of students’ creative abilities in contemporary institutions of arts education is the use of information environments and technologies that introduce heuristic, research, and project-based methods into the educational process, together with diverse practical activities (development of creative projects, artistic experiments), which match the learners’ cognitive activity and interests. This, in turn, fosters the development of creative and intellectual initiative.”<sup>25</sup>

Nevertheless, educational reform remains a crucial factor. The reform of the educational sector, now entering its most active phase, directly affects the future of arts education in Ukraine, which may rightfully be considered a national treasure.

Throughout all the years of educational reform discourse in Ukraine, arts education has never been treated as a separate area of attention, including at the legislative level, remaining instead embedded within the general education system.

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<sup>24</sup> Баловсяк Н. Інформаційна компетентність фахівця. *Педагогіка і психологія професійної освіти*. 2004. № 5. С. 21–28.

<sup>25</sup> Денисюк Ж.З. Креативність у мистецькій освіті як середовище реалізації професійного і творчого потенціалу особистості. *Вісник Національної академії керівних кадрів культури і мистецтв*: наук. журнал. 2023. № 2. С. 9–15.

To some extent, it is necessary to reconsider the role and place of cultural and arts education both within the educational system and in society. All cultural and educational institutions are functionally interconnected; therefore, an effective system of territorial complexes for cultural services should be ensured, united by a common service area and shared resources. The implementation of these tasks will contribute to the development of social protection, the revival of spiritual values within Ukrainian society, and the strengthening of national identity. Achieving socially oriented objectives will be facilitated by the growth of assets in cultural and educational institutions, the development of creative approaches to addressing urgent problems, improving service quality, active adoption of innovations, reducing staff outflow, strengthening internal solidarity, and enhancing the positive reputation of cultural and educational entities in society. The development of cultural and educational institutions is a necessary and unavoidable condition for forming an efficient socio-economic system within Ukraine's national economy.

Modern education, influenced by scientific and technological progress and the information boom, has long been in a state of continuous organizational reform and re-evaluation of established psychological and pedagogical values. In connection with the modernization of higher education, profound changes are taking place in the selection of organizational forms and effective methods aimed at establishing social partnership between teachers and students, as well as all stakeholders in the field of education—university graduates, employers, local authorities, and civic organizations.

The most widely used approaches include:

- the case-study method;
- the research method of the Chicago Business School;
- training delivered by practicing managers at the University of Cape Town (Republic of South Africa);
- the Japanese approach to training.

The case-study method is most widely used in teaching economics and business sciences abroad. It was first implemented in the Harvard Law School in 1870 and introduced into the Harvard Business School in 1920. The first collections of cases were published in 1925 in the Harvard University Business Reports. Today, two classical case-study schools coexist—the Harvard (American) and the Manchester (European). The American school aims to teach students to find a single correct solution, while the European school allows for multiple solution options. American cases are larger (20–25 pages of text plus 8–10 pages of illustrations), whereas European cases are 1.5–2 times shorter. The leading center for case

collection and dissemination is The Case Clearing House of Great Britain and Ireland, created in 1973 by 22 higher education institutions, now known as the European Case Clearing House (ECCH).

The basis of the method is independent research by students into publications and corporate practices, group discussion of results, and the preparation of recommendations for decision-making in corporations. Students are allowed to choose the research topic, project supervisor, and the sequence of studying disciplines based on the logic of training. This method enables business-course participants to develop consulting skills and teamwork abilities.

Training through practicing managers (University of Cape Town, South Africa) involves inviting managerial practitioners with teaching experience—usually managers from leading companies educated in major U.S. business schools and holding MBA degrees.

Advantages of this approach include:

- practical orientation of training;
- acquisition of solid knowledge of modern business problems and management tools;
- reduced costs for maintaining staff instructors; conducting classes directly in companies;
- establishing connections between educational institutions and businesses.

The Japanese approach to teaching management and marketing is based primarily in corporate training centers, whose instructors are typically trained at the Tokyo Institute of Management. Advantages include: applied, firm-specific training; high student motivation; absence of barriers between training and practice; and high effectiveness resulting from preparation for specific job positions. Today, understanding the challenges of this model, Japanese companies increasingly send their managers for training in well-known U.S. and Western European business schools.

The introduction of innovative, informational, and modern pedagogical technologies into the educational process enables future specialists to meet the demands of society and brings training closer to real professional conditions.

Work continues state programs aimed at: informatizing and computerizing general secondary, vocational, and higher education institutions; implementing information and communication technologies in education and science; supplying educational institutions with modern technical equipment for teaching natural science, mathematics, and technology; and supporting targeted state programs for gifted youth, teachers, and the “School Bus” initiative.

Recognition of positive progress in national education development came during the Forum of Education Ministers of European Countries “School of the 21st Century: Kyiv Initiatives,” where seven priorities for the European integration of secondary education were announced, along with action plans under each of them (“Preschool Education”; “Shared History Without Dividing Lines”; “Tolerance”; “Through Language to Understanding”; “ICT–Education Without Borders”; “From Partner Schools to Partner Countries”; “A New European Teacher for a New Europe”).

At the same time, the depth of educational reform and the quality and effectiveness of educational institutions cannot fully meet the modern needs of individuals or society. The current level of education in Ukraine does not allow it to fully function as a key resource for socio-economic development and improving citizens’ well-being. The prestige of education and science remains low. The strategic tasks declared in previous decades – ensuring equal access to education, sustainable development, improved quality, and democratization of governance – have not yet been fully realized.

The content and organization of national education remain insufficiently oriented toward the individual child, toward forming essential life competencies and active socialization. Current learning conditions are extremely stressful, difficult, and in direct ways dangerous. Concerns persist regarding the low level of health, moral, cultural, and spiritual development among young people. The financial and material conditions of the education system also remain critical.

Ukraine’s integration into the global educational space requires constant improvement of the national education system, the search for effective ways to improve the quality of educational services, testing and introducing innovative pedagogical systems, ensuring equal access to quality education, modernizing content and organization in accordance with global trends and labor market demands, and implementing a public–state governance model.

Given these priorities, the most important task for the state is to cultivate individuals with innovative thinking and culture, and to design an acmeological educational environment that reflects the needs of both personal development and society.

The modern labor market demands from graduates not only deep theoretical knowledge but the ability to apply it independently in non-standard, rapidly changing circumstances, enabling the transition from a “knowledge society” to a society of “life-competent citizens.”

The modernization and development of education and science must become anticipatory and continuous, responding flexibly to all processes occurring in the world and in Ukraine. The efforts of educational authorities, scientific and methodological services, society, and the state must focus on

implementing priority development areas, addressing current problems, and solving strategic tasks:

- developing new and improving existing legislative and regulatory frameworks;
- renewing the content of education based on national traditions, world experience, and sustainability principles;
- creating an effective national upbringing system that ensures the physical, moral, cultural, and spiritual development of children and youth, forming socially mature, creative individuals and responsible citizens of Ukraine and the world;
- strengthening linguistic, informational, environmental, economic, and legal training of students;
- ensuring economic and social guarantees for educational personnel, raising their status, and providing conditions for professional development and creativity;
- creating a modern material and technical base for the education system and supporting the development of educational tools (methodological, electronic, technical, ICT-based);
- developing a public–state system of educational governance and ensuring objective assessment of educational quality;
- designing effective mechanisms for financial and economic support of education.

A priority of educational development is the implementation of modern information and communication technologies that improve the educational process, increase accessibility and efficiency, and prepare younger generations for life in an information society. This includes:

- gradual informatization of the education system to meet the information and communication needs of all participants in the learning process;
- implementation of distance learning using ICT alongside traditional formats;
- development of individualized modular learning programs of varying complexity and the production of electronic textbooks.

## **CONCLUSIONS**

The study has established that strategic management in the system of arts education is a key factor in enhancing its effectiveness, competitiveness, and social relevance. The introduction of strategic planning, goal setting, and performance evaluation ensures coherence between educational, cultural, and societal objectives and contributes to forming a unified policy for sectoral development. It has been determined that arts education, as an

integral component of the humanitarian space, requires continuous renewal of its content and teaching methods in line with contemporary cultural transformations and the dynamics of the socio-cultural environment.

The analysis of pedagogical technologies for managing students' learning and creative activities has demonstrated that the most effective approaches include learner-centered, competence-based, and project-based learning. These technologies foster creativity, reflection, self-organization, and professional self-realization among future specialists. A direct link has been identified between the quality of the educational process and the level of the instructor's managerial culture, particularly their ability to create an innovative, flexible, and student-centered educational environment.

The findings confirm the need to develop a new model of management in arts education, based on partnership among state institutions, educational establishments, cultural organizations, communities, and civil society.

**It is recommended to:**

- improve strategic planning systems in arts education institutions through the analysis of labour market needs in cultural and creative industries;

- introduce systematic monitoring of the quality of educational programs and professional development of teaching staff;

- strengthen the digital and media competence of teachers and students to support the adaptation of arts education to the conditions of digitalization;

- intensify international cooperation and academic mobility in the fields of culture and the arts;

- ensure the integration of humanitarian and managerial approaches into the training of future professionals.

Thus, the results of the study confirm that effective strategic management and the implementation of modern pedagogical technologies in arts education are essential conditions for shaping a competitive, creative, and socially active specialist capable of contributing to the sustainable cultural development of Ukraine.

**SUMMARY**

Arts education is viewed as an important component of the humanitarian development of society, combining the creative potential of the individual with the needs of the state's cultural policy. Accordingly, the current transformational processes in Ukraine's system of arts education determine the need for a strategic rethinking of the content, methods, and approaches to professional training.

The strategic directions of managing arts education are identified, aimed at shaping a competitive specialist with a high level of creativity and cultural

competence. The effectiveness of implementing pedagogical technologies focused on the development of students' autonomy, reflection, and innovative thinking is substantiated. The study proves the interdependence between the quality of educational process management and the outcomes of professional formation of future artists.

The results deepen the understanding of strategic mechanisms for the development of arts education under conditions of humanitarian transformation and may be used in the modernization of educational programs, the training of managerial personnel, and the implementation of state cultural policy.

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