

**CREATION OF A UNIFIED SYSTEM OF HIGHER ART SCHOOLS IN THE EU:  
THE ROLE OF UKRAINE**

***CRIAÇÃO DE UM SISTEMA UNIFICADO DE ESCOLAS SUPERIORES DE ARTE NA  
UE: O PAPEL DA UCRÂNIA***

***CREACIÓN DE UN SISTEMA UNIFICADO DE ESCUELAS SUPERIORES DE ARTE  
EN LA UE: EL PAPEL DE UCRANIA***



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**ABSTRACT:** In times of global change and the development of the creative economy, the intellectual and creative potential of the individual is of great importance. The consequences of the COVID-19 pandemic and large-scale military aggression against Ukraine have led to the transition of the education system from a traditional learning model to a distance learning model. Therefore, there is a need to use new approaches, including STEAM. The concept of art education involves the integration of physical and mathematical sciences with art, which allows for the development of different alternatives to solving one problem. A person with a higher art education is able to comprehensively analyze problems, find solutions, and understand transformational changes in the state. The system of higher art schools forms a creative personality with critical thinking. Socio-historical, axiological, innovative, and other approaches were used to analyze the relationship between art education and digitalization, technologization, and preservation of values.

**KEYWORDS:** Presentation space design. Advertising design. Art education. EU educational systems. Creative self-realization.

**RESUMO:** *Em tempos de mudança global e de desenvolvimento da economia criativa, o potencial intelectual e criativo do indivíduo é de grande importância. As consequências da pandemia da COVID-19 e da agressão militar em grande escala contra a Ucrânia levaram à transição do sistema educativo de um modelo de ensino tradicional para um modelo de ensino à distância. O conceito de educação artística envolve a integração das ciências físicas e matemáticas com a arte, o que permite o desenvolvimento de várias soluções alternativas para um problema. Uma pessoa com uma educação artística é capaz de analisar os problemas de forma abrangente, encontrar soluções e compreender as mudanças transformadoras no país. O sistema de ensino superior das artes forma uma pessoa criativa com pensamento crítico. As abordagens sócio-histórica, axiológica e inovadora, além de outras, são utilizadas para analisar a relação entre o ensino artístico e a digitalização, a tecnologização e a preservação de valores.*

**PALAVRAS-CHAVE:** *Concepção de espaços de apresentação. Concepção de publicidade. Educação artística. Sistemas educativos da UE. Autorrealização criativa.*

**RESUMEN:** *En tiempos de cambio global y de desarrollo de la economía creativa, el potencial intelectual y creativo del individuo reviste gran importancia. Las consecuencias de la pandemia de COVID-19 y la agresión militar a gran escala contra Ucrania han llevado a la transición del sistema educativo de un modelo de educación tradicional a un modelo de educación a distancia. El concepto de educación artística implica la integración de las ciencias físicas y matemáticas con el arte, lo que permite desarrollar diversas soluciones alternativas a un problema. Una persona con educación artística es capaz de analizar los problemas de forma global, encontrar soluciones y comprender los cambios transformadores del país. El sistema de educación artística superior forma a una persona creativa con pensamiento crítico. Para analizar la relación entre la educación artística y la digitalización, la tecnologización y la preservación de los valores se utilizan enfoques sociohistóricos, axiológicos, innovadores y otros.*

**PALABRAS CLAVE:** *Diseño del espacio de presentación. Diseño publicitario. Educación artística. Sistemas educativos de la UE. Autorrealización creative.*

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## **Introduction**

The education system is interdependent on political, social, cultural, and economic changes in the country. The Revolution of Dignity, the COVID-19 pandemic, and the full-scale invasion were key events in the development of the education system. On 01/07/2014, the Law of Ukraine No. 1556-VII “On Education” (UKRAINE, 2014) was adopted. According to this law, the education system is combined with scientific and production processes in order to carry out educational activities of students with intellectual capital in order to form a competitive specialist who is able to realize himself/herself and contribute to the high-tech, innovative, and economic development of the country. The introduction of distance learning, changes in the professional training of teachers, and the organization of the educational process have made the problem of training higher education institutions to form a creative, harmonious personality with high technological and artistic potential more urgent. The higher education system must respond promptly to global challenges and ensure the quality of education through the development of intellectual capital, which will significantly increase the level of the economy in the future. In this context, the implementation of the concept of a modern art school is of great importance. It is through art education that European values and principles can be supported and popularized in the country. In the context of Ukraine's European integration course and countering Russian aggression, the creation of a unified system of higher art schools is an urgent task.

However, the problem of conservatism, traditional teaching methods in the methodological approach, and educational program remains relevant for the development of art education. Currently, there are no significant changes in the development of art schools, as innovative and creative pedagogy is being formed and developed. In order to create a unified system of higher art schools, it is necessary to define the purpose of their activities. At present, the Ukrainian legislation “On Higher Education” (UKRAINE, 2014; 2017) does not have a common understanding of the purpose of the higher art school: is it an aesthetic influence on personal development or is it professional training in artistic disciplines? This issue needs to be clarified in order to avoid contradictions when creating a unified system of higher art schools.

In this study, art education and art school in the EU is considered as a creative organization that uses a creative approach in the educational process of students of various fields (technology, engineering, mathematics). The purpose of the study was to examine the peculiarities of creating a unified system of higher art schools in the EU and the importance of

Ukraine in this process. In order to achieve this goal, the following tasks need to be accomplished:

- 1) to analyze the cause-and-effect relationship in the emergence of the need for the development of an art school;
- 2) to determine the role of art education in the development of the individual and his/her professional activity;
- 3) to study the main approaches in the educational process of an art school;
- 4) to analyze the pedagogical readiness and directions for improving professional activity while teaching in an art school;
- 5) to identify the main trends in the development of art schools in the EU;
- 6) to analyze the concepts of “presentation space design and advertising design” in the development of art schools.

## Literature Review

The importance of developing creative activity in the educational process was emphasized by Boichenko *et al.* (2022). The authors reviewed the key skills of creative pedagogical skills: communicative, perceptual, didactic, managerial, suggestive, scientific, and cognitive. The researchers also focused on the interconnectedness of artistic activity with pedagogical skills. An art school teacher must have a high level of intelligence and critical thinking.

Ridei (2021), while studying the professional competencies of the teacher of the future, emphasized the development of digital training, the transformation of a traditional course into an electronic, online course, and a system of combining traditional and innovative teaching methods. Fundamental knowledge needs to be updated in accordance with the dynamic changes in the educational system. The author also emphasized the gradual evolution of innovative professional training of teachers: mastering information and digital literacy → information and digital activity → information and digital creativity.

Yolida and Marpaung (2023) studied the effect of a guided survey model, a media puzzle, and a discussion method on the development of students' critical thinking. The study found that critical thinking scores were higher in students who used the guided inquiry model and media puzzles. Developed critical thinking helps to identify the problem, hypotheses, and solutions.

Zinchenko, Dorosheva and Mosiy (2023), considering the education of the future, focused on the synergy of culture and innovation in higher education institutions. The study examined the cultural and innovative changes in the educational system that interfere with the traditional model of education. The author examined the main digital tools used by teachers in distance learning: Google Classroom, Moodle, YouTube, Zoom, Kahoot. However, this list needs to be supplemented with new virtual platforms. According to the results of a student survey on the quality of the learning process, respondents emphasized the lack of interaction and feedback, as well as the low digital competence of teachers.

Haidabrus (2022) emphasized the importance of organizing the educational process, developing management skills, and information technology in higher education institutions. The author emphasized that the traditional model of education and the innovative one complement each other, improving the educational process. Among the main trends in the world's educational system, the scientist identified: self-study, the development of online courses, the transition from the educational and cognitive process to the competence-based one.

Diachenko (2020) analyzed the importance of art education in personality formation. The scientist noted that the implementation of a creative approach in educational activities contributes to self-realization and solving problems in life. Yuryeva (2021), studying the trends in the development of art education in China, identified: the priority development of higher education on the conceptual basis of art; preservation of the spirit of nationality in the development of art education; integration of curriculum content with the humanities and natural sciences; combination of various forms of art education during the educational process, extracurricular activities; art school uses the latest innovative methods and tools; art school brings together teachers, students, parents, the state and society.

## **Materials**

The study used scientific materials from other authors, including articles in professional journals of category B, which reveal the state of art education and prospects for its development under martial law; a monograph that reveals development trends in the EU. In addition, articles from international publications were analyzed, covering the issues of creative activity of higher education institutions and the competence of future teachers. Using online publications, innovative approaches in the system of higher art school and the readiness of teachers to use them were analyzed. The study also used statistical material from open web resources (in

particular, Ilko Kucheriv “Democratic Initiatives” Foundation, Epravda) to study public opinion on changing the language issue, preserving cultural heritage, and developing the creative economy in the context of a full-scale war.

The Law of Ukraine “On Education” of 05/09/2017, No. 2145 (UKRAINE, 2017), the Order of the Ministry of Culture of Ukraine of 03/09/2018, No. 1004/32456 “On Approval of the Regulation on Art School” (UKRAINE, 2018), which regulates the activities of art education, and the Order of the Ministry of Economy of Ukraine of 04/09/2018, No. 1110-22 “On Approval of the Professional Standard” “Art School Teacher (by Type of Discipline)” (UKRAINE, 2022), which defines the key competencies and job responsibilities and functions of an art school teacher, were analyzed.

## **Methodology**

The study used a number of scientific approaches. The socio-historical approach was used to study the development of art education in the context of traditional and innovative education, which is associated with socio-cultural changes in the country. The essence of the phenomenon of creating a single higher art school is considered with the help of the conceptual approach. Using the axiological approach, the development of the art school was studied in terms of preserving the values of society and the educational process. This approach also helped to determine the relationship between the technical sphere and art, which is a necessary synergy in the development of an art school. The systematic approach allowed us to explore the importance of art in solving practical problems and the role of an art school in the development of a harmonious personality. The legal analysis allowed us to analyze the current Ukrainian legislation that defines the phenomenon and concept of art education. The competency approach was used to study the key competencies and areas of development of professional training of art school teachers. The organizational approach allowed to identify the main forms of work in the presentation space. Using the innovative approach, the main trends in the development of the European education system were studied and it was determined that in an art school, an effective tool for personal development would be a combination of traditional and innovative teaching methods.

In addition to scientific approaches, the study used general scientific and special research methods. General scientific methods include analysis and synthesis, induction and

deduction, and specification. Special methods include generalization, graphic, legal, factor analysis, discussion, text compression.

The conceptually important works in the study were (KUZMENKO, 2020; CHURSANOVA; GAREEVA; SAVCHENKO, 2021; RIDEI, 2021; HAIDABRUS, 2022).

## **Results**

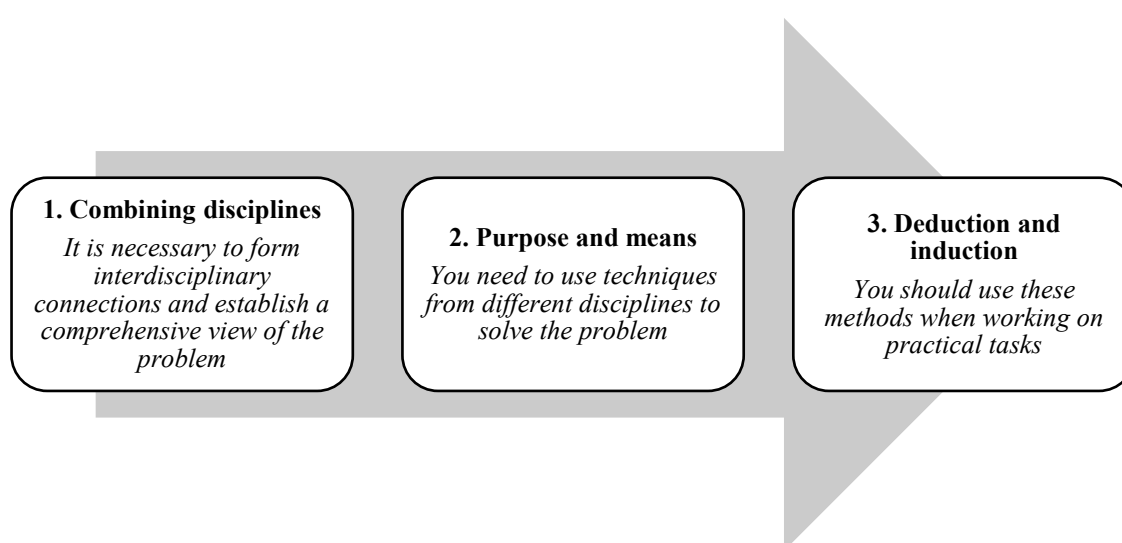
The full-scale invasion on 24/02/2022, led to a rapid rethinking of civil society's values. Freedom, democracy, respect for human dignity, respect for human rights, equality, and the rule of law have become important for Ukraine under martial law. Ukraine's European integration is ideologically based on the principles of respecting and promoting the EU's "democratic" values. On 23/06/2022, Ukraine received the status of a candidate for EU membership, which leads to the development of a common policy based on the values listed above. Ukrainian national values have undergone a significant transformation, which is reflected in culture and language. According to the results of a survey (13-21.12.2022) conducted to study changes in public opinion regarding national culture and language in Ukraine, it was found that the number of citizens who identify themselves as Ukrainian by the use of the language is 87%, as opposed to 2021, where this figure was 77%. That is, the issue of linguistic identity has become important in the identification of "friend or foe." There have been changes in culture that have led to the removal of works by Russian authors from educational programs, the ban on Russian cultural products, and the development of professional activities of Russian artists in Ukraine. 63.4% of respondents support this policy because it is aimed at protecting the state (ILKO KUCHERIV "DEMOCRATIC INITIATIVES" FOUNDATION, 2023).

There is a need to develop individuals who are interested in preserving the national cultural heritage. In this context, the creation of a unified system of higher art schools plays an important role. The main goal of art education is to form a personality that has free creative expression. The urgent task of the teacher is to develop the creative abilities of students by popularizing the history of Ukrainian art and involving them in this process, familiarizing them with traditions and customs in order to form an original Ukrainian culture within Ukraine and abroad. While studying at an art school, a student learns to react quickly and perceive changes caused by the development of science and modern technologies. Today, the development of the intellectual capital of the individual is a strategic task of the state, as it contributes to the social

and economic development of the state. Hetmantsev *et al.* (2022) noted that 7 to 10 % of added value was accounted for by the functioning of creative industries. According to this, the creative economy is a relevant direction of development of the state economic policy.

The creation of a higher art school involves not only the overall creative development of the individual through literature, music, theater, choreography, and visual arts but also the artistic influence on other subjects. On the example of the United States, let's look at the concept of STEAM (Science, Technology, Engineering, Art, Mathematics) (Fig. 1).

**Figure 1** – Components of the STEAM approach



Source: Developed by the author

Using this approach to teaching, it is possible to develop skills of innovative and critical thinking, creative problem solving on the verge of functioning of disciplines that are opposite in nature.

At the legislative level, the process of reforming art education in Ukraine has been ongoing since 2016. According to the Law of Ukraine “On Education” of 05/09/2017, No. 2145 (UKRAINE, 2017), art education is a specialized education (Article 21). However, the level of quality higher art schools remains low. This is due to the fact that the vast majority of teachers belong to Generation X, who are characterized by individuality, pragmatism, and technical literacy. The buzzer generation plays an important role in the development of the unified higher art school, as they are characterized by a sense of dynamism and interest in digital technologies. The main directions in the activity of a pedagogical worker in the system of the EU higher art school should be 1) psychological support for their mental health and students; 2) interaction with students and solving practical cases, participation with students in solving social problems



of the city, village, region; 3) use of information and communication technologies as an effective means of increasing the level of interest in the learning process; 4) socialization and development of students; 5) teamwork; 6) inclusiveness and understanding of the specifics of cultures not only of Ukraine but also of other countries.

The main trends in the development of art schools in the EU countries are characterized in Table 1:

**Table 1** - Trends in the development of the art school system in the EU

Country	Trends
Germany	<ul style="list-style-type: none"> <li>- digitalization of education</li> <li>- investing in e-learning</li> <li>- motivation to the educational process through innovative approaches, creative development, and professional training</li> </ul>
Ireland	<ul style="list-style-type: none"> <li>- involvement of students in the process of forming the content and materials of the educational program</li> <li>- visiting cultural institutions during the educational process</li> <li>- increasing the importance of art in education</li> <li>- development of human intelligence</li> <li>- functioning of the STEM approach in education</li> </ul>
Poland	<ul style="list-style-type: none"> <li>- humanization</li> <li>- democratization</li> <li>- equal access to education</li> <li>- use of virtual reality in education</li> <li>- introduction of digital ethics and confidentiality</li> <li>- transition from STEM-approach to STEAM</li> <li>- professional retraining of teachers</li> </ul>

Source: created by the author based on data (LOKSHYNA *et al.*, 2021)

As can be seen from Table 1, the system of higher education in the EU is on a constant path of modernizing teacher education using innovative teaching tools. The outbreak of the global COVID-19 pandemic has led to a shift from traditional to distance learning. Ovcharuk and Ivaniuk (2020), studying the issues of teacher training in the implementation of digital technologies and information and communication tools, identified two problems: 1) lack of awareness of the use of innovative tools; 2) low level of professional training of teachers and educational institutions. In distance learning, not only the content of the message is important, but also the form. For the most part, it is the form that arouses students' interest in the discipline. For example, in Germany, students use video lectures, group presentations using digital tools, educational films, podcasts, virtual campuses, and interactive educational platforms (CHURSANOVA; GAREEVA; SAVCHENKO, 2021). However, before the COVID-19 pandemic, Germany was committed to the traditional model of education.

We propose to use the design of presentation space and advertising design in the system of higher art school formation. Presentation space design is used to organize various forms of

group and individual learning activities. It includes presentations, project work, trainings, brainstorming, teamwork, presentation and defense of assignments, and evaluation. All of these forms are multifunctional and can be adapted, if necessary, to meet the educational goals of the teacher and student. In the context of distance learning, the presentation space is combined with the mobile learning space into one, which involves the use of various platforms (including Zoom, Google Meet) to organize and conduct online meetings, both local and international. The introduction of presentation space by teachers in the educational process contributes to the development of critical, analytical, and creative thinking of students. Advertising design is an important concept in the functioning of an art school, as it reflects the values and traditions of a certain mentality, culture, and history. The basis of advertising design is ideological. It is the development of art education that can influence the design of advertising, which reflects the socio-cultural, political, and economic level of society and the state. An important task of an art school is to develop creativity and a sense of cultural identity with a particular country so that the design of advertising (selling goods and services) is unique and in line with the cultural style of the country.

In the context of martial law and the EU integration course, the creation of a single higher art school is a prerequisite for Ukraine. In 2018, the Ministry of Culture of Ukraine approved Order No. 1004/32456 “On Approval of the Regulations on the Art School” (UKRAINE, 2018). And in 2022, the Ministry of Economy of Ukraine approved Order No. 1110-22 “On Approval of the Professional Standard “Art School Teacher (by Type of Discipline)” (UKRAINE, 2022). However, the issue of creating a unified system of higher art schools has not been addressed. The professional training of teachers is an important component in the transfer and assimilation of knowledge by students, but the concept of an art school involves spending a lot of time on self-study. The synergy of distance and traditional learning models will allow to implement the STEAM approach in educational activities.

## **Discussion**

Bulana (2022), studying the EU's adherence to European values during the Russian aggression against Ukraine, emphasized that a candidate for EU membership should first of all support and implement European value orientations, followed by economic, political, etc. Coleman, Fraser and Doering (2022) focused on international support for the preservation of Ukrainian cultural heritage. Teteriuk-Kinch (2022) supported the importance of creating a

single higher art school based on cultural, humanistic, and creative principles of personal development. The changes that have taken place in Ukrainian culture since the beginning of the full-scale war should be reflected in education in order to support European values and principles of social development. Marynenko and Shevchuk (2022), exploring the topic of the creative economy and Ukraine's place in the innovation space, noted that soft skills and creativity are relevant skills for the labor market.

Researchers Ivashchenko, Podhaietska and Buriak (2022), studying the use of innovative tools by teachers in the distance learning of cultural and artistic students, named the following methods of art education as the main methods of art education: consideration of a specific situation and search for a solution to the problem, creative and game presentation, situational role-playing games, teamwork (4-5 people), and individual work. The authors also added the main skills that are developed in an art school: the development of self-management, communication skills, and the ability to interact effectively with others. However, in our opinion, the design of the presentation space may be limited by the heavy workload of the teacher, who, in addition to teaching and learning, has a research activity.

Kuzmenko (2020), analyzing the approaches in the educational activities of higher education in Europe, identified STEM and STEAM approaches. The author concluded that the STEM approach is not universal on the way to forming competitiveness and an innovative economy. For women, the STEM approach, which involves studying only the exact sciences, is difficult, so the STEAM approach has become relevant in the context of the development of art education. The difference between STEM and STEAM approaches is that STEM focuses on the natural science component. STEAM, on the other hand, explores the same ideas but focuses on the creative, artistic component.

In the context of creating a single higher art school, Marchenko (2022) provided the following recommendations for the integration of the Ukrainian educational and artistic system into the European space: the transformation of the extensive system of knowledge acquisition into an intensive one; modernization of the educational process based on the model of variable learning rather than standardized learning; transformation of a single method of teaching into a human-centered approach.

Chursanova, Gareeva and Savchenko (2021) noted that the creation of a unified system of higher art school is not possible without the use of digital technologies. The authors noted that common digital tools in higher education institutions in Europe are the use of virtual learning platforms, discussion platforms, online courses, blogs, video lectures, podcasts, etc.

Tsugorka (2022), studying higher art education during martial law, noted the problem of developing an art school in Ukraine. The difficulty lies in mastering modern innovative teaching methods. The main tasks to be solved on the way to creating a single higher art school are: 1) to change the traditional educational space into a virtual cyberspace; 2) to search for methods and techniques of distance learning that are best suited for educational and creative tasks; 3) to establish effective communication in the cyber environment between all participants in the educational process; 4) to improve the standards of traditional and distance learning 5) to increase the motivation of teachers and form good educational practice; 6) to learn foreign languages; 7) to look for a successful synergy of art, science, and teaching; 8) to constantly update the content of the educational program and teaching aids in accordance with trends in contemporary art education (TSUGORKA, 2022).

Thus, the creation of a single higher art school is an urgent need, as it contributes to the harmonious and comprehensive development of the creative component of the individual. A person with a higher art education is able to comprehensively analyze problems, find solutions, and understand transformational changes in society and the state.

## **Conclusions**

The study reveals the cause-and-effect relationship of the importance of creating a single higher art school. Ukraine's role in this process is imperative, as the preservation of Ukrainian culture and nation is of particular importance during a full-scale war, and adherence to common European values and principles is an urgent task in the context of Ukraine's integration into the EU.

The system of a single higher art school contributes not only to the comprehensive creative development of the individual, increasing the level of professionalism, competitiveness in the labor market, but also affects the socio-cultural, political, and economic situation of the state.

It is determined that the creation of a higher art school is necessary for the development of an interdisciplinary approach to solving practical problems. The concept of art education involves the integration of physical and mathematical sciences with art, which allows to develop different alternatives to solve one problem. In this context, the components of the STEAM and STEM approaches are analyzed, and the differences between them are identified.

The article analyzes the legal readiness of Ukraine for the development of a higher art school. Laws and orders regulating this activity have been adopted at the legislative level. However, teachers are not ready to quickly change teaching standards. In this context, it is important to adopt the EU experience. The results identify the main areas of activity of a pedagogical worker in the system of higher art schools in the EU. Trends in the educational systems of Germany, Ireland, and Poland are analyzed.

The design of presentation space and advertising design are defined. The problems of introducing digital technologies and information and communication tools and emphasizing the professional retraining of teachers are considered.

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