



Olga Oleksyuk

Prolegomena of Innovative Space of Art Education in Classical University

The formulation of problem. Designing a strategy to modernize arts education as a classical university substructure updated influenced social order that directs the teacher community to meet the objectives of training specialists of new formation with a high level of professional competence. The main mission of the classic university - to bring domestic education to the world of university educational standards, to create a unified cultural and educational space, which is consistent with the values and meanings of modern higher education.

In order to integrate arts education at the University of space, it is necessary to understand the essence of the concept of "art education university type." Summarizing sources that reflect many aspects of interpretation of the concept of "art" philosophical plurality of views on its functioning in society and hierarchy of artistic and educational functions, the researchers describe their art education as a sociocultural phenomenon aimed at the general artistic and aesthetic personality development and entry into the complex basic competencies that provide artistic and creative self-commitment to artistic self, the ability of spiritual self during

life [5, 8]. Professional art education is aimed to train professional artists: painters, sculptors, composers, performers, actors, directors, architects, designers, theorists, art historians, critics and teachers of artistic disciplines - in different areas - music, art, theater and more. Art Institute opened in classical teaching, as well as some technical universities (e.g., design and advertising). Network listed schools and institutions of different objectives set and the amount of artistic disciplines, character training and education, institutional forms (organizational) framework arts education, in which an important role is played at all levels of self-education.

To solve the problem of creating the education based on art for academic studying we need to answer the question what kind of system of training experts for the developed society should be worked up in order to be in congruence with economic and democratic institutions of Europe.

Analysis of recent researches and publications. Modern scientists (N.Bibik, A. Verbytsky, O. Ermakova, B. Kraevsky, B. Kremen, B.Lugovy, O.Savtchenko) fairly note the successive modernization and reforming of education on capacity basis will show a real way to the new studying system, because we need to provide essential changes concerning values, aims and results of education and bringing up, as well as the contents of education, teaching practice, cognitive operations of children and technical support.

One of the highest tasks of modern musical pedagogics is to search patterns of art education corresponding to the modern culture and the new level of civilization. We also base our study on the scientific researches of the scholars who were the first to build national artistic education. (L.Masol, O. Rostovsky, O. Rudnytska, G. Padalka, O.Scholokova). There are some foreign scholars (E.Abdulin, I. Revichas, L.Maykovska, A.Scherbakova) having key statements concerning the consistent patterns of identity formation of young people in the sphere of music.

Object and tasks.

The formulation of purpose and targets of the article. The purpose of the article is to justify methodological functions, principles and sources of innovative space for art education in classical university. Targets: to expose the essence and the matter of methodological functions of art education: characterize the sources and models of innovative space of methodological functions in classical university.

Exposition of the main material. Universal tendencies of the development of the world education confirm the necessity of projecting

new forms of arranging the unitary space in classical universities. Higher art education as a substructure of classical university is bound to effectuate the progressive function in its cultural and educational space. The necessity to justify new models, principles and forms of education arrangement in an innovation-directed art education stipulates it. Subsystem of art education is characterized by awareness and reflection of social control, determination of art culture principles and contents. Thus, other substructures of classical university are influenced.

In our opinion, art education in cultural and educational spheres of university develops on the basis of four methodological functions.

Transdisciplinary, the first function, performs in the content of social and liberal, scientific and methodical, professional and other aspects of a future art expert's schooling. Transdisciplinary is characterized by actual expression of systemforming function of art education in schooling of a future expert. Disciplinary built art education is in conflict with its innovation, so far as new knowledge appears only in the space of its general bounds and relation, in those transdisciplinary centres, where a lot of disciplines collide.

The second methodological function of art education is the spirituality of cultural and educational space. Its substance lies in the direction of future expert's professional schooling toward the formation of spiritual and creative potential and to the creation of humanized surroundings in classical university.

Third methodological function, prognosticity, orients university education at the future via the integration into the universal educational space. It is indispensable to provide forestalling development of art education, to introduce new forms of effective integration of fundamental science and art education.

Technologicity is the fourth methodological function. Innovative space is based on the integration of the most up-to-date education technologies with intensive scientific and experimental activity; on the link of students' researches hold on the cutting edge of science and technology to the education and society's needs. Performing of research projected tasks, participation in scientific researches, holding of educational probations in the form of pedagogical expeditions, partnership in social project and students' social and cultural activity belong to the kinds of future art experts' innovative activity in classical university.

Our concept of future music teachers' professional probation offers the model of modern expert that combines professional competence and

personal professional culture. The projecting of the innovative art space is based on the following principles:

The principle of integrity reflects the inner unity of life space and human spirit. An ontological basis for the integrity of educational space is subjectivity due to which the establishment of constructive human connection with being remains possible.

The principle of culture suitability involves the formation of the educational space according to the cultural model embracing its multilayers, internal ambiguity referring to the modern social and cultural tendencies.

The principle of integration and differentiation unity stands for the interaction of different subspaces and provides autonomic existence of the parts in the limits of the whole.

The search for the sources of innovative space projecting in the depth of the environmental interactions becomes more and more popular. It is reasonable to define educational process in classical universities as a dialogue between student's personality and educational surroundings. In this case we support Orlov's idea [7, 47 – 57] about the appropriateness of phenomenological type of dialogue/polylogue in the educational space of classical university which enables the exchange of values and the understanding of The Other. The author accents the spatial and temporal parameters, historical, cultural and regional contexts of educational space as well as its inclusion in a wide social system that, according to the dialogic approach, evokes the world of many others. Spatial, temporal and human components of the cultural and educational space in the university as an open system stipulate its intercultural particularities - between generations, professional, ethnical, political, social, racial, gender, etc. In the époque of globalization and informatization of the humanity these peculiarities become an inalienable asset of every university thus causing the need in the upgrading of targets, content and technologies of the modern professional education. Orlov's theoretical items [7, 47-57] foresee diligent propaedeutic studies of subcultural student's features, in particular, asceticism as a non-coordination in the system of person's relations, social ethnical groups with culture, natural and social surroundings. It is worth taking into account when solving important issues of innovative educational space projecting in classical universities.

Let us note that in the system of the culture there are subculsts as well as various dynamic subcultural formations of a mixed type. They combine the cultural environment of the social and national groups not

according to the social and demographic belonging but *on the grounds of* social and psychological, religious and cultural context. It is a question of trans subcultural environment that encompasses the international communication, layering the subcultural spaces, mixing and permeating them. This is a macrocultural space which offers a variety of cultural context (regional, interethnic and international), and from which come the intersubjectivity and the panhuman ideals.

In the light of the aforesaid, the innovative space of the esthetic education has its own peculiarities. It is related to the fact that, on the whole, the youth subculture is characterized by the intensive search of the sense of life. The image of the ideal hero within this culture who personifies the extent of confrontation relative to the modern society and culture becomes important for the youth subcultures. Its typical signs are: innovative search of the cultural archetypes, appraisal of the new cultural norms, concepts and beliefs. To these social innovative groups belongs creative youth, which constructs intellectual and artistic environment and contributes to the search and adoption of the new cultural norms, concepts and beliefs.

It should be kept in mind that, on the one hand, the evolution of the student's personality is a social process causing the approach of his behavior to the requirements of society. On the other hand, it is an individual accumulation of life and cultural experience, a special entering into the culture and participation within it. The last-mentioned is related to the mentalization phenomenon (spiritualization, self-actualization), which is manifested in generation and functioning of the person's value-semantic consciousness and determines the features of its self-determination. The crucial role in this process belongs to consciousness of the personality whose level reaches a stage of world outlook understanding, includes ideology. The starting point in the analysis of the consciousness may be 'one's self-concept' which is a collection of beliefs about oneself and includes such elements as persuasions, estimations and behavior tendencies.

In our opinion, the self-education as a universal source of creative self-development is connected with self-improvement and cultural identification. It is based on the formation of individual attitude towards social and cultural environment – the closest subcultural and the farthest trans subcultural surroundings. The level of the self-reflection determines student's attitude towards a certain group, social and cultural environment, subcultures, and, after all, specifies the manner of inclusion

in the cultural activity.

The subcultural and national environments create the conditions for the direct impact of the social institutes, especially media and family, on the formation of person's spiritual potential. As N. Krylova points out [4], this is the reality itself and the *empirism* of cultural context, in other words, the connections and relations between of cultural fields, subcultural and trans subcultural spaces that create a single whole.

It is very important to lay emphasis on the fact that innovative cultural and educative field in university simulates sequence of interrelated educational fields, thus guaranteeing the level of theoretical knowledge which affords to use it as categorical system. Speaking about the question is important to pay attention to Daniluk's integral educative conception [3], according to it, the integration comes out of transfusion of knowledge and consciousness. Obviously, transdisciplinary connections are crucial for this question, they give a possibility to use knowledge of one discipline while studying the other. The mentioned field may be considered as a peculiar educative sphere, which is appropriate for multiple one discipline knowledge application beyond the discipline [9, 40-44.].

Accepting without reserve the analyzed conceptions of professional education integral knowledge is important to highlight that the problems of scientific reality demand the development of scientific approaches oriented on revelation of main directions of scientific – pedagogic activity, taking into consideration cardinal changes, which can essentially influence on mankind community. Oppositional matches of empyrean globalization and preservation national cultures problems were created; tempo precipitation of *scientific-and-technological* progress – valuable status of art and science, etc. creates an object field for integrative knowledge. New, higher level of knowledge integration advances to the forefront, connected with laws of Universe self organization.

Evidently, scientific – pedagogic community is realizing the necessity of a lour on art and its educational potential in the situation of abandonment of progress linear concept and its classic philosophical interpretations. Thus, many problems appear which demand the investigation of art criticism, sociology, culturology, physics, mathematics and biology, etc. The common feature of these spheres is the fact that they study universal principles of complex systems, and transdisciplinarity is trying to explain its functioning.

There is an objective necessity of realization the socio-cultural potential of the country that creates a certain number of conditions for

the modeling of the innovative space within art education at the classical university. The reasonability of modeling is determined by the systemic of the human professional activity. The modeling of innovative space in the art education foresees the harmonization of content, technologies, views about the educational results, levels of involving the students into the cultural environment and so on. The integrative factor of the construction the educational space is the key and subject competencies.

Conclusions. Generalizing the results of the theoretic analyzing the essence of innovative space in the art education at the classical university, such main characteristic features can be marked out:

- It reflects the interconnection between the levels of involving the future art experts into the culture (mental, subcultural and transsubcultural);
- Characterizes the sources of the development of student spiritual potential (self-discovery, self-perfection and self-actualization);
- Realizes the transdisciplinary synthesis in the context of professional art education;
- Provides the organic involving of the educational process at the classical university into all the spheres of the vital activity of the art education subjects.

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The Author

Olga Oleksyuk
 Doctor of Pedagogical Sciences,
 Professor, Chief of Department
 of the Theory and Methods of Music Education,
 Borys Grinchenko Kyiv University,
 Kyiv, Ukraine
 e-mail: olga4148@gmail.com

Abstracts

ОЛЬГА ОЛЕКСЮК. Прологомени інноваційного простору мистецької освіти в класичному університеті. У статті розкриті резерви модернізації мистецької освіти на основі організації інноваційної діяльності класичних університетів. Висвітлені джерела, принципи і стратегічні напрями розвитку мистецької освіти як інноваційної структури класичного університету.

Ключові слова: інноваційний простір, мистецька освіта, класичний університет, методологічна функція, принципи, джерела.

OLGA OLEKSJUK. Prolegomeny innowacyjnej przestrzeni edukacji artystycznej w uniwersytecie klasycznym. W artykule opisano rezerwy modernizacji edukacji artystycznej poprzez zorganizowania działalności innowacyjnej uniwersytetów klasycznych. Przedstawiono źródła, zasady oraz kierunki strategiczne rozwoju edukacji artystycznej jako struktury innowacyjnej uniwersytetu klasycznego.

Słowa kluczowe: przestrzeń innowacyjna, edukacja artystyczna, uniwersytet klasyczny, funkcja metodologiczna, zasady, źródła.

ОЛЬГА ОЛЕКСЮК. Прологомены инновационного пространства художественного образования в классическом университете. В статье раскрыты резервы модернизации художественного образования на основе организации инновационной деятельности классических университетов. Освещены источники, принципы и стратегические направления развития художественно-

го образования как инновационной структуры классического университета.

Ключевые слова: инновационное пространство, художественное образование, классический университет, методологическая функция, принципы, источники.

OLGA OLEKSYUK. Prolegomena of innovative space of art education in classical university. *The main problem of creation of innovative space of art education in the classic university is to find the answer to the question: what should be the system of training specialists for modern innovative society, to bring the results of training to the needs of economic and democratic institutions of the European type. Higher art education as a substructure of a classical university aims to perform a progressive function in its cultural-educational space. This is due to the fact that the art education, focused on innovation, should receive scientific-methodical substantiation of new model, principles and forms of organization's education. It should be emphasized that innovative cultural and educational space in the University has the form of a sequence of interrelated educational spaces, providing a level of mastering the theoretical concepts, which makes it possible to operate them as a complex categorical systems. The objective necessity of realization's social and cultural potential of the country makes the modeling of innovative space of art education in classical University. The expediency of modeling is determined by the system of professional activity of a person. Modeling of innovative space in art education envisages harmonization of the content, technologies, ideas about learning outcomes, levels of involvement's students in the cultural environment, etc. Integrative factor of building educational space is the key and subjectcompetences.*

Key words: innovative space, art education, classical university, methodological function, principles, sources.