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Initial Art Education: Comments about Modern Art School Concept

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Abstract---The purpose of research work is analyze the main provisions of the Modern Art School Concept, to determine the key guidelines and the main content of the modern art school's educational process, proposed by the authors of the document. Tasks of research work: to find out the compliance of the Modern Art School Concept main provisions regarding the possibility of its implementation in practice, to comment it. Research methods: analysis of the document «The concept of a modern art school: Order of the Ministry of Culture of Ukraine [date: December 20, 2017 № 1433]»; generalization of the main provisions, the ratio of the document's main provisions with others (on approval of the Regulations on the art school: Order of the Ministry of Culture of Ukraine [date: August 9, 2018 № 686]; on approval of Methodical recommendations for the development of urban schools' educational programs: order of the Ministry of Culture of Ukraine 16.07.2018 № 633], definition of the main document's trajectories, comments. Results. The authors of the Modern art school concept divide the document into sections: «Initial art education: traditions and foundations», «Contemporary art school: why changes need?», «Model of modern art school» and «Ways to implement the concept».

Keywords---aesthetic education, art education, art school, concepts, education, legislative base, personality, provisions.

Introduction

The urgency of the researches is due to the social needs and practical necessity in the education of cultural personality, which is the main force in solving the problem of activating its creative potential and the formation of aesthetic and artistic values. Art, as a component of culture, influences the people consciousness and enriches the spirituality of society. Its nature is a creative activity, which embodies the desire of human to change the world for the better. The relevance of the research problem is explained by conceptual views on

aesthetic education as an important component of personal culture (E. Bondarevska, O. Zaporozhets, T. Komarova, etc.). The aspect of aesthetic attitude to the historical values of mankind was considered by M. Kagan, L. Stolovich, V. Sukhomlinsky, S. Rusova and others. Studies of aesthetic perception peculiarities and its influence on aesthetic culture are associated with the names of V. Mukhina, K. Prysyazhnyuk, G. Yanchak. The role of art as a multifaceted means of personal development, aesthetic consciousness, is revealed in the works by R. Arnheim, L. Kogan, M. Myropolska, O. Rudnytska, G. Shevchenko and others. The significance of art's mean and artistic activity for the formation of the individual aesthetic culture is revealed in aesthetic and art researches (Yu. Borev, M. Kagan, V. Kandinsky, M. Kiyashchenko, L. Levchuk, O. Onishchenko and others), research in art pedagogy (O. Komarovska, L. Masol, N. Myropolska, G. Padalka, O. Rudnytska and others). The problem of personalities' value orientations formation by means of art is covered in the works of N. Anishchenko, V. Molyako, L. Radkovska.

Research problem

The urgency of the research problem is exacerbated by certain contradictions: from one hand, the urgent need of society to receive new educational art services, on the second – the professional readiness of teaching staff for such changes, on the third – the interest of art schools in maintaining basic tasks, such as: «aesthetic education of children, mastering dumb programs focused on preparation for further acquisition of the future profession». In particular, it is important to solve the problem of modern art schools, their main guidelines and the content of the educational process (Yefimenko et al., 2021; Macovei et al., 2014).

Purpose and objectives

In purpose of research work is research sections of the Modern Art School Concept and its main provisions, we consider it appropriate to identify the following tasks: to determine the compliance of the main provisions of the Concept to enable its implementation in practice.

Research Methods and Methodology

Research methods determine the analysis document's sections; generalization of the main provisions, the ratio of the document's main provisions with others, the definition of the main document's trajectories, comments.

Research results

Analyzing the text of Modern Art School Concept (Order of the Ministry of Culture of Ukraine, date: December 20, 2017 № 1433), we see that the document is divided into subdivisions. Namely, «Initial art education: traditions and foundations», «Modern art school: why change is need?», «Model of modern art school» and «Ways to implement the concept». The first section of the document states that the development of national culture, the formation of national consciousness until the twentieth century was difficult. And an important place in

facilitating this process was occupied by art education and art centers. In this regard, the document quotes: «After long periods of imperial enslavement and bans on all things Ukrainian, in the early twentieth century, came the golden decades formation of the Ukrainian national art school and the formation of art centers. Confessing the freedom of creativity, the Ukrainian art school developed most actively during the national liberation struggle and short periods of the country's independence. The rise of Ukrainian artists' free spirit was disrupted by the Soviet era, when art and art education became an element of the new state ideology, which led to the loss of the artists' national consciousness and the authenticity of Ukrainian art. The Soviet school planned system created many programs and methods that operate today, turning the uniqueness and originality of the creative personality into a tool for promoting the values of particular state system (Furnham & Chamorro-Premuzic, 2004; Aykac, 2015). Frozen academicism, that there is no place for freedom of creativity, progressive ideas, modern realities of Ukrainian society can't be the basis of citizens artistic education of free European state» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017).

Also: «Modern art school should become an environment for the development of free creative personality, guarantee the right to develop talents and revive the national consciousness of the artist and society in general» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). That is, we are talking about equal opportunities for all «who have shown the desire and ability to learn art» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). The second chapter of the document «Modern art school: why change is needed?» turn attention to the urgency of the problem that has arisen in today's conditions: modernization of the art education content, revision of activities' standards, changes in approaches and functions of cultural and artistic education. An important issue raised in this chapter is the question of «new understanding of the of art schools' role in local cultural and educational spaces» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017).

Since the definition of the problem, analysis of the survey and understanding that change should occur, does not provide 100% confidence in all participants in the educational process (teachers, children, parents) in the correctness of the new guidelines, it would be desirable have a clear conceptual system of primary art education transformation. Quote from the document: «Today there is a misunderstanding about the main purpose of the art school. In law, this purpose has always been defined as «aesthetic education of children», at a time when typical curricula and programs are focused on preparing for further acquisition of the artistic profession. Therefore, the modern art school again needs an answer to the question of why it exists. And this answer must be clear and acceptable to society, community, team and student» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). That is, the realization of the main vectors of learning through art is associated with the correct answers to important questions in the field of culture: socio-cultural development, aesthetic development and personal potential (Ponomarenko et al., 2020). «The spiritual development of a person, as well as his cultural formation, is greatly influenced by the range of artistic studies that serve as a mechanism for the development of

the socio-cultural potential of his aesthetic and creative elite. But the implementation of the main strategic directions of training through creative practices has a connection with the importance of answering modern questions in the cultural field» ([Bakushinsky, 1925](#)). Thus, there is a conflict between what a modern art school has to offer and community expectations. Such a conflict occurs due to «lack of clear understanding of the goals and desired results of primary art education» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017).

We agree with the opinion that «modern art school needs new approaches to its staffing in terms of improving the quality and updating the system of evaluating the teachers' performance. Today there is need for creative teachers who are able to implement a creative approach to teaching art. The role of professional development of art schools pedagogical workers also needs to be reconsidered. The old system of certificates pursuit, the formal attitude to professional development should be a thing of the past, and instead the motivation to acquire new knowledge for the development of their professionalism should increase» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). Indeed, there is currently a formal teaching problem in art schools: conformism of teachers, lack of their own views, lack of initiative, adaptation, unwillingness to change professionally; nonconformism of teachers – the desire to deny any point of view, to do the opposite, to be against any change, the denial of certain requirements. About this phenomenon – the law of spiritual flexibility, writes I. Bech: «The realities of personal life can determine two types of its spiritual formation in relationships with others: fear and self-forgetfulness. In various life situations, its is faced with an alternative: to accept certain requirements that contradict its spiritual views, or to resist them. Because of the fear of others, its may refuse to be itself as a spiritual self or show communicative diplomacy: without confronting others, to defend her own position» ([Bekh, 2012](#)).

There are two manifestations of conformal behavior. External subordination is manifested in the conscious adaptation to the opinion of the group, and internal subordination is manifested in the fact that the individual perceives another opinion as its own and supports it. Of all the existing levels of conformal behavior, in our opinion, internalization is more dangerous for change. Internalization is closely linked to an individual's values, inner needs, and principles ([Marchant-Haycox & Wilson, 1992](#); [Reid, 1981](#)). Therefore, human behavior, its choice, regardless of external influences, must be subject to the value system of human. Various factors can influence the formation of values system: standard of living, appropriate level of wages, social environment, sense of security, internal attitudes, interests, opportunities and so on. Quote from the document: «The lack of flexible mechanisms for the use of financial revenues, even tuition fees in schools can't be directed to the development of the institution, as it is perceived as a mandatory addition to the budget. Hence the constant disputes about the amount of tuition fees in schools, attempts to limit their size at the national level. Therefore, the modern art school needs financial autonomy, opportunities to independently distribute financial resources that come from additional educational and economic activities of the school» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). In our opinion, this problem is in the plane of motivational and volitional sphere: there is no reward

for the results of their professional activity – there is no need and desire to change professionally, to grow. In this regard, I. Bech rightly notes, that «the law of motivational and value coherence of the individual's active life is the main characteristic of the individual, its spiritual and practical state as a continuity of good, when every aspect of active life is motivated by higher spiritual and moral values. It is both an act–deed (study, work, communication, etc.) and an act – a moral act, an act-thought, an act-feeling» (Bekh, 2012).

We consider the issue of inclusion to be an important issue in the document. Contents of The New Modern Art School Concept focuses on the individual psycho-physiological characteristics of human and the provision of opportunities for art education for its creative development and professional growth. «Modern art school needs to update the content of its activities, directing it to expand the choice of individual students' learning trajectories, which in the current environment is possible only within the technical requirements for the implementation of the curriculum» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). The purpose of the Modern Art School Concept states: «expand the availability of primary art education for Ukraine citizens, regardless of age and place of residence, including for citizens with special needs» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). In the third chapter of the document «Model of a modern art school» authors fully describe the content of the model. Such as, «the interaction of modern art school with the state and society, the direction and primary art education content in modern art school, the autonomy of modern art school, quality assurance of primary art education, ways to implement the concept» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). Quote from the document: «Primary art education is aimed at gaining special abilities, aesthetic experience and value orientations in the process of active artistic activity, as well as professional competencies of the primary level in the chosen art form and artistic self-realization. A modern art school is an institution where a person has the opportunity to develop artistic abilities, acquire initial professional, including performing, competencies, aesthetic experience and value orientations through active artistic activity. Modern art school is an environment of personalities' creative development, the basis of professional artist training and the center of cultural and artistic life of the community» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). Let's dwell on each in more detail. Thus, according to the document «the school interacts with all local, regional and national institutions» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). Art schools are an environment for obtaining primary art education, namely, the formation of values, national cultural heritage and the development of the creative potential of Ukrainian society (Arslan, 2014; Lefebure, 2019).

The state and local authorities and self-government bodies take part in the art schools' development. Quote from the document: «The state supports the activities of art schools by creating appropriate conditions, including the introduction of legislative mechanisms for their activities, funding of art schools from local and state budgets in accordance with the forms of ownership; contributes to the realization of the art school of its academic and financial autonomy through the tools of deregulation (Pahomov, 1994; Aparicio, 2021). Local authorities and self-

government bodies provide access to primary art education to residents of communities regardless of age and taking into account special educational needs, their funding and logistics in accordance with the needs of the educational process; create conditions for physical and financial accessibility of primary art education in art schools of communities by compensating the cost of persons' education from privileged categories at the expense of local budgets in accordance with the Law, promote strategic plans for development of institutions, and introduce programs for development of art schools gifted students and the most effective and creative teachers» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). The authors see the community and the population, the recipient educational services and parents and/or representatives of the applicants of primary art education as an active participant in the implementation of the strategy for the modern art school's model development. For each of the participants, some positions on the successful implementation of the model of modern art school development are proposed. Some of them: «modern art school provides art and educational services for different categories of citizens without age restrictions, and is also an environment for inclusive art education of primary level» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). Thus, the authors propose to expand the group of the population (residents of the city of any age and psychophysical development) who can receive artistic services in an open cultural space. «The main goal of an arts education program is to develop basic communication skills, including memory and representation, familiar craft performance, modelling and developing visual knowledge, creative style and imagination, aesthetic awareness and understanding to teach the craft. The subject is reality and art, which includes related artistic activities, including aesthetics» (Mun, 2001).

An important innovation is that the authors of the document offer teachers of art schools to be partners for applicants and, most importantly, give the opportunity to choose personal professional guidelines, creating educational programs based on the demands of society. Quote from the document: «Modern art school builds individual educational trajectories for each primary art education student through the introduction of various educational programs. Every student of primary art education has the right to choose an educational program from those offered by this art school and has the right to support in their creative self-realization, their talent» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). «In connection with the renewal of the teaching principle, it is necessary to introduce a new teaching method in educational institutions. The procedure for the implementation of the foundations of goal-setting also of the current school self-awareness changes the figures, the essence and the ways of educational work of students, the main transformations of educational activity» (Nyandra et al., 2018).

The following opportunities are documented in the order of the Ministry of Culture of Ukraine (2018) «On approval of guidelines for the development of educational programs for art schools»: «The educational program is approved by the pedagogical council of the art school and approved by the school principal; it is developed taking into account the peculiarities of socio-economic development of the region, the interests of students, family needs, requests of other educational institutions, youth and children's community organizations, should provide

educational components for the free choice of students; is developed on the basis of standard educational programs approved by the Ministry of Culture of Ukraine» (On approval of Methodical recommendations for the development of educational programs for art schools: Order of the Ministry of Culture of Ukraine, 2018). Parents of applicants are given the role of «school partners and active participants in school life, who have the right to participate in the acquisition of relevant artistic and educational competencies, creating conditions for their creative development and self-expression» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). The directions of primary art education are defined by the authors: general art, art and aesthetic education; primary professional art education, inclusive primary art education. Educational activities are carried out according to their own educational programs, reference to the standards of primary art education. Forms and means of learning are modern, but using «many years of successful experience, traditions and educational innovations. The content is based on the works of classics of Ukrainian and world art, authentic folk and modern art in the educational repertoire, techniques and styles» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). «The extremely poor materials, methodology and staffing also provide arts education, which is also part of the entire learning process» (Muzyka et al., 2021).

A separate subdivision is the issue of art schools staffing as a guarantee of the quality of primary art education. Quote from the document: «Evaluation of the pedagogical worker is carried out according to objective criteria that take into account all aspects of his pedagogical, creative, methodological and organizational activities aimed at quality implementation of educational programs, which include studying: the level of relevant competencies' acquisition; the degree of students' interest and their satisfaction with the educational and creative process at school; the dynamics of the development of particular student creative abilities in accordance with its abilities, the disclosure of its personal creative potential; psychological climate in the relationship between students and teachers; the level of satisfaction of the student's needs for creative self-realization and self-expression» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). And further «the head of a modern art school is a highly professional, creative, responsible, active subject of management, which constantly improves its management skills, learns, applies democratic management methods, is the leader of the team» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017). It is about educational and training influence as if only from the teacher. The evaluation of the teacher's activity depends on the degree of applicant's interest and satisfaction. In our opinion, I. Bekh aptly says about this: «Among the tasks of the school is to establish a connection with the environment at the socio-pedagogical, organizational-pedagogical and psychological-pedagogical levels. However, the educational space with the help of various forms and means should involve pupils in real life, without limiting them to school affairs» (Bekh, 2012).

A separate section of the document is the issue of monitoring the institution quality. Quote from the document: «In order to ensure the quality of primary art education, external and internal monitoring is carried out. It is a necessary tool to increase the efficiency of the institution, its competitiveness, the ability to

respond quickly to rapidly changing circumstances. Criteria for the quality of education should include quantitative and qualitative indicators (Kapoor, 2017; Eshonkulov, 2021). External monitoring is carried out through the tools of external independent audit and public accreditation of art schools in accordance with the Law» (The Modern Art School concept: Order of the Ministry of Culture of Ukraine, 2017).

Discussion

Thus, based on the analysis of the Modern Art School Concept, we can summarize the results. The authors of the document identify ways to implement the concept of development of art schools: approval of the Position for art school; updating the statutes of art schools; approval of standards for providing primary art education services; development of strategic development plan for each modern art school, taking view its main purpose and community demand, the specifics and development strategies of the region (Dyganova & Karkina, 2015; Raluca & Bocos, 2012).

Conclusion

Summarizing the above, we can say that the developers of the Modern Art School Concept is emphasize the need to reform the entire system of art education. They rightly make arguments about the historical and legislative aspects, focus on outdated traditional views and the need for change. The authors of the document raise a questions about the main purpose and objectives of a modern art school, the conformity of teachers and the unwillingness of schools to act autonomously (take responsibility for financial resources, educational and economic activities, etc.). Given the current need for modern innovative approaches, methods and forms of work in art schools, the developers of the document Modern Art School Concept are offer ways to solve this problem.

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