Higher art education in the European Union: Innovative technologies

Enseñanza artística superior en la Unión Europea: Tecnologías innovadoras

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Abstract

The modern development of information technologies has significantly influenced the transformations in the system of learning and teaching in European institutions of higher education of art. The purpose of the article is to analyze the use of innovative technologies in teaching methods in modern higher art education in the countries of the European Union. General scientific methods of analysis and synthesis were used to write the article. The results identified the main philosophical principles on which modern principles of educational work are based, in particular the democratization of the educational process, taking into account modern requirements in teaching and creative work. It has been established that classical models of teaching activity are in crisis due to the use of digital

technologies and digital education. In higher educational institutions of France, Germany, Austria, and Latvia, art departments and universities use E-learning and engage temporary lecturers and artists to conduct classes. Content analysis of syllabi and educational programs of art institutions and faculties of higher education in the countries of the European Union was also carried out. The conclusions emphasize the fact that in the educational environment of European countries, the formation of digital and informational competence of students is emphasized.

Keywords: artistic higher education, European Union, digital technologies, pedagogical innovations, digital competence.

Resumen

El desarrollo moderno de las tecnologías de la información ha influido significativamente en las transformaciones del sistema de aprendizaje y enseñanza en las instituciones europeas de educación superior de arte. El propósito del artículo es analizar el uso de tecnologías innovadoras en los métodos de enseñanza en la educación superior de arte moderna en los países de la Unión Europea. Para redactar el artículo se utilizaron métodos científicos generales de análisis y síntesis. Los resultados identificaron los principales principios filosóficos en los que se basan los principios modernos del trabajo educativo, en particular la democratización del proceso educativo, teniendo en cuenta los requisitos modernos en la enseñanza y el trabajo creativo. Se ha establecido que los modelos clásicos de actividad docente están en crisis debido al uso de las tecnologías digitales y la educación digital. En los centros de enseñanza superior de Francia, Alemania, Austria y Letonia, los departamentos de arte y las universidades utilizan el aprendizaje electrónico y contratan a profesores y artistas temporales para impartir las clases. También se llevó a cabo un análisis del contenido de los planes de estudio y los programas educativos de instituciones artísticas y facultades de enseñanza superior de los países de la Unión Europea. Las conclusiones destacan el hecho de que en el entorno educativo de los países europeos se hace hincapié en la formación de la competencia digital e informacional de los estudiantes.

Palabras clave: enseñanza superior artística, Unión Europea, tecnologías digitales, innovaciones pedagógicas, competencia digital.

1. Introduction

The development of educational processes in the XXI century. is characterized by the special importance of humanistic social development, based on theoretical ideas, logical constructions, and historical and methodological concepts, on the global difficulties of modern society and multi-vector possibilities of design in the future. New interpersonal relations are accompanied by overcoming complex problems, the exploration of new aspects of teaching skills, the growth of information volumes, generalization, and the systematization of knowledge. At the same time, modern requirements, still institutionalized in society, make more intense intellectual reflections on the future and the prospects of humanity, which encourage a renewed interpretation of history, the achievements of the past and contradictions, the heat of real realities. At the same time, we are aware of a process in which the main achievement is not a complete and exhaustive description of the educational phenomenon, but a call for new solutions and attempts to form theoretical images of the future.

Global challenges have also become palpable. The COVID-19 pandemic and related quarantine restrictions, among other things, demonstrated that distance education is quite a full-fledged way of achieving educational results. The use of digital methodologies for organizing the educational process has shown effectiveness and promise for future use, but these processes require more detailed analysis based on further research, as rapid changes of technological nature allow for adjustments and updates of the educational process in the future.

Higher art education is not immune to these trends. In particular, the latest teaching methods have combined with the potential of digital technologies, which has developed into a beneficial symbiosis of pedagogical ideas and possibilities for their implementation. At the same time, the issues of updating the system of art education, the study of developmental paradigms, the evolution of digital teaching methods, etc. need further updating. Particular attention should be paid to the methods of art education in European countries, as their best practices are very important for developing countries to emulate.

The article aims to analyze higher art education in the European Union and to investigate the possibilities of using innovative technologies in it, to identify possible difficulties and prospects for further development.

2. Theoretical Framework or Literature Review

The problem of using innovative technologies in EU art education has been partially researched. Mainly scholars have paid attention to the advantages and disadvantages of using digital technologies through current global changes. For example, Prokopenko (2021) analyzed the main technological challenges to the global digitalization of the education system. On the other hand, Safonov, Usyk & Bazhenkov (2022) noted the inevitability of the digitalization of the educational industry, characterized the threats and challenges of the modern digital transformation process of education. Based on a comparative analysis, Rani, Kaur & Sharma (2022) determined that the whole world faces many global educational problems, especially in developing countries. This negatively affects the development of digital education naturally developing in megacities. Also valuable for this study are the works of art historians and educators who have investigated the peculiarities of the transformation of art and culture education. In particular, Baldacchino & Vella (2013) described the phenomenon of Mediterranean art education through the lens of the concept of orienting to local, regional, and global notions of learning. The main trends in the development of art and educational culture were characterized by the collective of Ferro et al., (2019). At the same time, Kárpáti (2019) investigated key aspects and trends of art education in Central and Eastern Europe. Popyuk (2020) identified the integrative relationship of art education in Ukraine and Europe based on an analysis of the development of artistic metal art. Hickman et al., (2019) analyzed key contemporary concepts, phenomena, problems, and solutions in the international encyclopedia of art and design education. Sickler-Voigt identified the importance of The Choice-Based Art Curriculum and described how the various components come together to form meaningful lecture plans. A well-crafted Choice-Based Art Curriculum, with its anticipated and unpredictable outcomes, is professionally rewarding and inspires students to learn. At the same time, the authors conclude that an effective choice-based art curriculum has a logical order and is based on prior learning to ensure that all learning elements are unified.

3. Methodology

To achieve the objectives of the study were used theoretical methods of pedagogical knowledge: analysis, synthesis. The analytical principle was applied in order to determine the current state of art

teaching, to characterize the content of educational programs and methods used in the implementation of education. The work is also formed based on the method of abstraction, which is based on the transition of analysis from general theoretical provisions to the formation of specific recommendations and generalizations. At the same time, based on comparativistic method a comparative analysis of educational approaches and methods used in the EU countries has been carried out.

The question of further implementation of innovative technologies in the field of education of culture and art is investigated with the help of the prognostic method. The article is also formed on the principles of critical analysis of educational programs and syllabuses of disciplines, the key purpose of which is to investigate the process of using certain innovative methods of teaching in EU institutions.

4. Results and Discussion

Philosophical trends and their influence on the development of contemporary art education

The dynamics of the development of modern society draws the attention of higher education to a certain set of fundamental and basic issues, to overcome which depends on the further formation of its cultural and attitudinal features, familiarity, and mastery of modern achievements in professional work. Relevant epistemological innovation of this process is the interconnectedness and interdependence of philosophical systems and learning and pedagogical process. It is the philosophy of education that occupies several important aspects of the cooperation of all major forms of knowledge acquisition and many other varieties of professional work: from the most abstract and general to the specific manifestations of all things general in each case, individuals, and certain separative activities (Ferro et al., 2019). From this perspective, philosophy and education are in permanent inseparable relations, conditioning and mutually influencing each other. At the same time, the separate and almost identical important problems of contact between society and the outside world are just as equally important for philosophical scholarship as they are for the development of pedagogical thought in higher education.

The main importance of philosophy for higher art education in particular is that by comparing different practical concepts of teaching and the organization of the educational process, establishing the basis of each of them, and critically examining them, this science selects the limits of the educational system and the pedagogical ideas used, which can become a promising basis for finding a consensus of different points of view on the problem (Baldacchino & Vella, 2013). Also, the philosophy of educational technology points to specific reference points that reorganize the educational system itself, offer some new axiological reference points for the formation of new projects and transformations of educational systems and pedagogical thought in general.

Also, based on philosophical trends it is possible to determine the main vectors of the modern development of art education (Kurbanbaev & Omorkulov, 2018). In particular, the main vectors of the modern development of art education in the EU countries can be considered as: humanization; humanitarianization; national orientation; socio-cultural compliance; tolerance and openness; special emphasis on the organization of artistic and learning and cognitive activities, not just educational; transition from a reproduction of knowledge to creative activities, comprehension of new material; formation of educational conditions for successful self-actualization; educational interaction and cooperation;

Art institutions of higher education institutionally are among the unified system of higher education, which is characterized by special models of learning, spiritual education through creative work, creation of artistic worldview forms, humanistic axiological features that create a life orientation (Holochwost et al., 2021).

An important change is individualization, which is directed to the formation of creative achievements during the learning process, the emergence of emotional experiences at different stages of learning new knowledge, interesting and non-standard presentation of information, activation of creativity, and manifestations of self-expression in art and creative work. It is important to assimilate national and universal reference points.

Analyzing the general spheres of modern higher art education development in European states, it is possible to point out several main transformational tendencies (See Table 1).

Table 1.
The main trends of characteristic changes in art education in the EU countries

Trend	Statement
Transformations of the main elements and models of higher education	First of all, we are talking about the crisis of classical models and systems of obtaining education, as demonstrated by the introduction of distance education. In this regard, new fundamental philosophical and pedagogical ideas in the sociology of education, in general within the humanities were formed. As a result, experimental and alternative methods of teaching art disciplines in universities were created.
Integration of art education with the philosophy of humanization (which has already been partially discussed) and digitalization of education	Modern promotion of art education the rapid evolution of all its varieties leads to close integration with the world culture. First of all, we are talking about the democratization of educational processes, the creation of separate research teams of teachers and students, the formation of a system of lifelong learning focused on the permanent learning process, turning to the ideals of humanism and posthumanism. The digitalization of art education also includes the use of modern computer technology and software, an appeal to asynchronous learning, and the possibility of choosing new curricula.
An appeal to the traditions of national pedagogical art schools, higher education, and culture in general, which demonstrate diversity in the unity of European art and, accordingly, its research and teaching	The principle of unity in diversity corresponds to the modern slogans of European integration, aimed at overcoming the negative effects of globalization.

Authors' development

An important distinctive feature of the personnel strategies of contemporary European art universities for a long time has been the habitual support of the art-pedagogical schools, which have been formed over the years and which restored their personnel potential at the expense of the best graduates, who imitated the methods of teachers' work (Safonov et al., 2022). The vectors of contemporary art education development show a different approach - using the opportunities of international teachers' exchange, organization of seminars, master-classes, and separate cycles of lectures. This enables art institutions of higher education to exchange experiences, to attract famous art experts, artists, and

teachers from other universities, etc. to teach. For European universities, this trend is quite natural, as they have sufficient resources for higher education institutions to reach the international level of teaching, a gradual steady increase in the quality of teaching, staffing of teaching staff, the use of progressive innovative digital methods of work.

Aspects of digitalization of art education

According to European researchers, with the use of digital technology in visual arts classes, students have opportunities to develop and maintain an impressive portfolio of finished work that can be used in potential employment, shared with teachers, or other higher education applicants (Schneider & Rohmann, 2021). The concept of critical inquiry and peer review can be developed when students begin to observe their people's work. Students can critique each other's art-related work. Students can actively use technology to collaborate with other students. With today's digital techniques, this kind of collaboration can take place regardless of distance, though also during traditional classroom instruction - opportunities to eliminate the boundaries of limited space are no small application actively used in today's curricula (Hickman et al., 2019).

An important feature of modern teaching has also become special classes (thematically) devoted to the use of Internet resources for student research using modern visual and audio technology capabilities, video editing, creating 3-D models for sculptures, etc. (Prokopenko, 2021). By doing so, learning goes beyond the reproduction of conventional lecture diagrams. The use of digital technology also provides students with the help they need to create their own original artwork and form projects that help develop practical skills (Ferro et al., 2019). With the use of the latest digital technology, there is also the opportunity to develop themes and techniques for artwork that greatly increases higher education applicants' awareness of current art trends.

In the online learning system, European universities have formed their own E-learning resources and platforms on which the learning process is organized (Rani et al., 2022). On the other hand, European universities implement specific educational solutions for their online visitors. The e-learning platforms created contain many different topics and are designed for different target audiences. Students visiting such resources or platforms generally work with didactically composed multimedia content (Popyuk, 2020). However, e-learning based on university platforms tends to affect the implementation of continuous learning processes and lengthy visits. On the other hand, e-platforms allow users to actively participate in various international educational projects and creatively interact with other users. Several European universities (France, Germany, Austria, and others) combine their E-learning into a professional global service called web2.0. This additionally allows applicants to interact and communicate and even form new content. Several educational games and quizzes can be found on the web pages of such universities.

Despite this, effective use of online resources is not possible without the parallel creation and promotion of media literacy disciplines. Consequently, many European universities focus on media literacy and the development of digital and information competence in all disciplines (Sickler-Voigt, 2019).

Educational art technology

In EU countries, pedagogical art technologies correspond to globalization and information trends in the development of society. In particular, technologies of developmental, collective, interactive,

modular learning are actively used. The content of interactive learning consists in dialogicality, cooperation between the teacher and the student. In addition, learning is formed as a series of interconnected problem situations and implements, as a rule, group work of students. This affects the emergence of trust and cooperation in the learning team (Kárpáti, 2019). At the same time, the technology of level differentiation is a method of building the learning process, which allows maximum satisfaction to each participant, taking into account the possibility of mastering the material. Integral technology performs the role of a method of learning based on the identification of related elements in different educational subjects: problems, events, plots. This method also involves combining it in a new system with a specific goal.

Important attention in the EU countries is paid to the technology of learning through the prism of research. The main purpose of this method is for students to gain experience in research activities, which in turn affects the development of critical thinking and creativity. Consequently, many students devote most of their time to independent research work. In addition, in the process of training future art historians a significant role is played by the game, project technologies, case-method, etc. (See Figure 1).

European states are developing modern unified curricula in the field of culture and art (Sprague, 2016). In particular, in France, training is organized on the modular system of education. For this reason, students-future professionals in the field of culture and arts can receive official documents annually, which facilitate their entry into the labor market without completing their studies. This is realized by the characteristic principles of compiling programs of study in higher education institutions or specialized art schools and other institutions - teachers form them based on specific blocks of disciplines. This contributes to the fact that students receive an intermediate qualification certificate after several years of study (Khojasteh et al., 2020). Such modules (blocks) in French universities are designed in such a way that they implement the basic requirements of professional training of a future art specialist. This experience is useful because such a system of training responds flexibly to the needs of the labor market and motivates young people to seek employment. The importance of training programs can also manifest itself in their content (Serdyukov, 2017). For example, the value of such a part as pedagogical practice can vary (depending on the discipline) from 0 to 50% of the total educational period.

Interactive learning technology	•The content of interactive learning consists of dialogic, cooperative interaction between the teacher and the student. Learning in the form of a series of problem situations.
Modular training	•Training is based on a modular principle, and the forms, methods, and means of the educational process are formed according to this principle.
Integral Technology	•A way of teaching based on identifying related elements in different educational subjects: problems, events, plots
Learning "as research"	•Providing the educational process in terms of systematic research and development by students
Problem-based learning technology	•Solving problem situations and tasks
Game modeling	•Building learning through the inclusion of participants in the educational process in the game
Case Technology	•Student's investigation of a problem situation for which there is insufficient information
Project technology	•Problem-oriented search leading to a practical result
Information and communication technologies	•Integration of communicative and information technologies, the use of multimedia programs in the training of students

Figure 1. Basic learning technologies of art.
Authors' development

At the same time, in the conditions of digitalization, it is relevant to obtain information competence, the vector to which is addressed in the activities of modern European universities. Art historians with information competence in their activities can effectively implement critical analysis of information sources, use expedient ways of selection, interpretation, systematization of media texts. Such specialists are also able to resist various information manipulations and propaganda, actively use computer programs and online resources in their work and rationally combine traditional educational methods with digital ones (Holochwost et al., 2021).

However, in order to prepare such a specialist, special methodological materials should be compiled, which contain a methodology for the organization of training that is based on problem-based, productive, heuristic forms of learning, affecting the development of independence, teaching to explore the structure of the media text (Kárpáti, 2019). For example, in Germany, the teaching of culture and art takes place through the prism of the formation of multicultural, digital competencies. Berlin University of the Arts, containing faculties of design, fine arts, music, where digital and

information, and communication technologies are actively used. At the same time, education at the Faculty of Design is aimed at developing information literacy in students: such disciplines as: "information culture", "art and media", "visual communication", "social and business communication", etc. In the Netherlands, the main emphasis of teaching comes down to a person-centered approach to teaching, which uses project technologies and case-methods, the technology of learning "as research". Students acquire relevant digital, multicultural, creative competencies and skills. For example, Maastricht University has a Faculty of Arts and Social Sciences, where the main focus of education is on the practical activities of an art specialist. The key disciplines of the Faculty of Arts and Social Sciences are aimed at acquiring knowledge of the regularities of the educational process under conditions of globalization of education, skills to apply modern digital resources, analyze artistic technical and software tools, navigate various standard applications and organization of traditional and contemporary art. At the same time, students are taught how to organize modern and traditional art techniques based on the use of modern innovative resources and portals. Consequently, in the Netherlands, the educational process is aimed at the implementation of modern interactive software tools, Internet resources of educational purpose, and the acquisition of practical experience in the use of educational and methodological developments taken from the local and global information networks by the students. Consequently, special attention should be paid to media education and the formation of media literacy in the learning process.

The University of Latvia has a Department of Education, Psychology, and the Arts where art teaching is implemented (Andersone, 2020). The formation of practical skills is the main focus in the system of training of future art professionals, but also in Latvia, the main emphasis is on the unification of the principles of education, art, and psychology through the implementation of innovative methods.

5. Conclusions

So, the latest technologies are actively used in higher art education. In particular, we are talking not only about the technological aspect of the problem but also about the theoretical and pedagogical foundations of work. For example, modern paradigms of humanization of higher education focused on the formation of students' personalities, their worldview, skills, and abilities. Classical models of teaching since the introduction of distance education are experiencing a tangible crisis, as a result of which certain experimental methods of teaching in higher education institutions have been formed. Conformity to the principle of unity in diversity, which is a part of modern European integration aimed at overcoming the negative consequences of globalization.

An important factor in the development of higher art education today is the use of digital technologies, as a result of which applicants for higher education can get a considerable portfolio of their works already during their studies - this can be used in employment, which is valued in the European labor market. The analyzed experience of European higher art education demonstrates the active involvement of digital innovative technologies in education. Universities in France, Germany, Austria, Latvia combine their E-learning environment, forming a global learning service web2.0. its use, as well as the involvement of new approaches in teacher training (in particular, the focus on the temporary invitation of lecturers and artists), allows significantly updating of the content of training, conducting it in accordance with modern European labor requirements.

Appropriate is also the appeal to the development of media literacy. For this reason, art universities and faculties in Europe note the formation of digital and information competence in applicants.

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