

Formation of information competence of future specialists of culture and arts in the process of professional training in higher education institutions

Formación de la competencia informativa de los futuros especialistas de la cultura y las artes en el proceso de formación profesional en las instituciones de enseñanza superior

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Abstract

The article examines the role and importance of information competence. The main attention is paid to the analysis of the teaching experience of university teachers from different European countries, a set of courses and disciplines that are offered for use in the training of culturologists and art critics. Accordingly, the purpose of the work is to analyze the features of the formation of information competence among specialists in culture and arts in the process of professional training in higher education institutions. We used particular methods as synthesis, analysis, induction and deduction, methods of comparison and abstraction. The conclusions state that during the study students get acquainted with the basics of information competence during theoretical courses, but work with its use is based on practical use. An analysis of the curricula of several European universities has shown that the integration of this element into the educational process is linked to practice.

Keywords: Education. Teaching. Culture. Art. EU.

Resumen

El artículo examina el papel y la importancia de la competencia informativa. Se presta especial atención al análisis de la experiencia docente de profesores universitarios de diferentes países europeos, un conjunto de cursos y disciplinas que se ofrecen para la formación de culturología y crítica de arte. En consecuencia, el propósito del trabajo es analizar las características de la formación de la competencia informativa entre los especialistas en cultura y artes en el proceso de formación profesional en las instituciones de educación superior. Se utilizaron métodos particulares como la síntesis, el análisis, la inducción y la deducción, los métodos de comparación y la abstracción. Las conclusiones afirman que durante el estudio los estudiantes se familiarizan con los fundamentos de la competencia informativa durante los cursos teóricos, pero el trabajo con su uso se basa en el uso práctico. Un análisis de los planes de estudio de varias universidades europeas ha demostrado que la integración de este elemento en el proceso educativo está vinculada a la práctica.

Palabras clave: Educación. Enseñanza. Cultura. Arte. UE.

1. Introduction

Today's information society presents students and university professors with new challenges that require a timely response. We are talking about the increase in information flows, the quality and reliability of disseminated information, news, analytical assessments, etc. Orientation in a complex set of diverse information, which may contain cardinally opposite conclusions, requires flexible transformations and a certain rethinking of modern higher education curricula. The competencies required for proper information

discovery work have only relatively recently become an important subject for consideration and detailed analysis.

Accordingly, these issues are extremely relevant in European humanities, including cultural studies and art. The latter items are very important parts of identification and self-identification in the globalized world. For this reason, the study of information competence formation in future specialists of this direction requires further development and new recommendations for implementation. The article aims to analyze the formation of information competence of future specialists of culture and arts in the process of professional training in higher education institutions. However, the difficulties of integrating information competence into the educational process, which is related to the adaptation of the educational system to modern requirements, remain poorly studied issues. It is also important to compare the experience of teaching in the EU countries, where the latest teaching methods are actively involved, including in the training of future specialists in culture and art studies.

2. Methods

The work used general theoretical methods of research, in particular, synthesis, analysis, induction, and deduction. As a result of using the method of comparison, it was possible to analyze the process of formation of information competence in specialists and the European Union. The work is built based on using the method of abstraction, involving the transition from generalization to conclusions and recommendations. Special attention in the research is paid to empirical methods of information collection and interpretation. The article is formed based on a critical analysis of curricula and syllabuses of disciplines. The final goal is to cover the process of formation of information competence of future specialists of culture and arts in the process of professional training in institutions of higher education. At the same time, the issue of further implementation of information educational foundations in education is characterized based on the prognostic method.

The methodological basis of the article is the works of contemporary leading educators and cultural scientists. In particular, Hussin (2020) explored contemporary challenges in culture and the arts. Richards (2019) highlighted the problem of multicultural skills in cultural studies students. At the same time, Andersone (2020) characterized the key innovations in the educational plane, certain attention was paid to the analysis of the formation of information competence as one of the weighty components of modern education Caiado et al. (2021) investigated modern teaching methods used in the educational process. So, the topic under study received a certain response in the scientific literature, however, it is partially covered, in particular, through the prism of the study of innovative teaching methods. At the same time, the formation of informative competence in the narrow specialization of culturologists and art historians has not yet received due attention in modern analytical works.

3. Results

At present, the formation of information competence of culture and art professionals occupies a prominent place in the system of general professional training. Since today the European Commission is actively supporting numerous projects for the renewal of the quality of education, the formation of different kinds of professional skills in teachers is an important task of modernization processes. At the same time, the importance of knowledge in the field of culture and art is emphasized by the fact that the European Union introduces into its strategic goals the principles of protection and development of culture and art. In particular, the investment plans, the implementation of the EU-2020 Strategy, and the further EU-2030 Strategy serve as a vivid confirmation of this. Consequently, the development of this sector is connected with the introduction of the basics of information and cultural education.

The information culture of the person is expressed in presence of a complex of knowledge, abilities, skills, and reflective attitudes in cooperation with the information environment. According to the researchers' definition, information culture is a system characteristic and an integral part of a person's culture (Kizi, 2021). It allows a person to effectively participate in all types of work with information (we are talking about receiving, accumulating, transmitting, encoding, and transforming).

Undoubtedly, mastering media culture implies acquainting teachers with its content in the first place, because if these specialists do not understand the basic requirements and teaching methods, they will not be able to justify them to students. The modern teacher of culture and art should have a high level of professional culture, give preference to creative thinking, be constantly oriented to search and novelty, to use scientific and technical knowledge to solve technical problems. This versatility contributes to opening up a wide range of opportunities to improve the educational process (Andersone, 2020). This, in turn, requires teachers to use electronic media resources in their work and to be able to plan and clearly understand the goals and objectives of their lecture and seminar classes.

Consequently, information culture is a set of knowledge, abilities, and skills of effective interaction with the rapidly changing information environment, the ability to use competently and morally the opportunities provided by it, affecting the formation, organization of life professional, and social experience. At the same time, it should act as one of the pedagogical conditions for the formation of media competence.

At the same time, in today's world, cultural achievements act as a kind of business card for social groups and even entire nations. The appeal to culture and artistic heritage is caused by the desire of elites (political, intellectual, etc.) to demonstrate the "spiritual power" of a nation (von Zastrow; Perez, 2019). Accordingly, the job of contemporary cultural and art historians is to interpret cultural achievements and integrate them into the

information space (Bista, 2021). Thus, mastery of information competence becomes the most important aspect in the training of specialists of the mentioned specialization.

We believe that information competence skills solve the following tasks of modern training in the field of culture and art. First of all, it is about developing the actions of searching and monitoring the basic information necessary for solving general cultural and art history problems. Besides, information culture influences the process of systematization, interpretation, the transformation of the general information field, using the information received from different sources to form cause-and-effect relationships (Kizi, 2021). In the field of culture and art information competence also leads to the explanation and justification of generally accepted cultural statements and influences the experience of a critical attitude to the generally accepted theses in the scientific circle (Hussin, 2020).

Cultural researchers and art historians who have information competence in their professional activities, carry out a critical review of media texts, apply rational methods of searching, selecting, organizing, and using information materials, can resist manipulation and propaganda, use computer programs, educational resources of the Internet rationally combines traditional methods with multimedia means of illustrating and demonstrating information in the learning process.

At the same time, to train such a teacher, it is necessary to develop methodological materials that provide a methodology for classes that are based on problem-based, heuristic, productive, game-based forms of learning that promote independence in the decisions made, teach how to interpret and analyze the structure of a media text, stimulate creativity in the process of creative tasks in higher education institutions. In Germany, in particular, the teaching of disciplines related to culture and the arts takes place with an emphasis on the formation of multicultural and informational competencies. An example of this is the University of the Arts, located in Berlin. Currently, four faculties (Faculty of Design, Faculty of Fine Arts, Faculty of Music, and Faculty of Historical Art) offer more than 40 different programs of study that include art history, cultural studies, pedagogy, and other aspects (Universität der Künste Berlin, 2022). Teaching in the Faculty of Design and Fine Arts is aimed at building students' information competence. In particular, the Faculty of Design teaches such disciplines as "visual communication", "art and media", "social and business communication", "information culture", etc. Thus, this university pays much attention to the formation of a critical attitude towards media resources. At the Faculty of Design there is a two-year master's program "Visual Communication", the main emphasis of which is reduced to the teaching of visual systems, the study of the principles of formation of the advertising environment, new media.

In the Netherlands, where the teaching of art and culture is at a fairly high level, the main focus of teaching is on the development of multicultural, information, information-communication, and creative skills. At Maastricht University, where the Faculty of Arts and Social Sciences operates, the focus is on cultural studies and the study of media literacy (Maastricht University, 2022). In particular, students are introduced to its basic

criteria to help ensure the effectiveness of the educational process. The main efforts of teachers of art and social sciences are aimed at improving knowledge of the regularities of the educational process under the conditions of informatization of education, the ability to use digital resources, to evaluate technical means; to apply different standard applications, to prepare different kinds of graphic illustrations. Despite this, training is aimed at the application of various programs, Internet resources for educational purposes and to acquire practical experience in the use of educational and methodological developments taken from local and global information networks. 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 Faculty of Education, Psychology, and the Arts, which teaches culture and the arts (Faculty of Education, 2022). The main focus of teaching here is the formation of practical skills; however, the original synthesis of art, education, and psychology lead to the implementation of innovative methods (Faculty of Education, 2022). Critical awareness of media resources and the development of students' information culture skills are important aspects of teaching in this department.

European curricula in the field of culture and the arts pay great attention to media education as a key factor influencing the formation of informational competence. In general, it aims at laying down the ability to evaluate the available resources, to be aware of the consequences of their impact on the psyche, to master the ways of communication-based on non-verbal forms of communication (Andersone, 2020). Currently, media education is seen as a peculiar process of personal development based on critical analysis, the main goal of which is to form a culture of communication with the information field. At the same time, it should form creative, communicative abilities, critical thinking, the ability to fully perceive, interpret, analyze and evaluate, to teach different forms of self-expression through the study of information texts. The literacy acquired as a result of this process helps a person to actively use the possibilities of the Internet, television press, radio, video, etc.

So, European universities offer a wide range of means of forming information competence. First of all, it is expressed in the content of curricula and their general orientation towards training specialists in culture and art studies of the modern level. Another important aspect is following an individual educational trajectory, which allows students to independently create the list of disciplines they need for further training. In addition, the involvement of elements of independent media education in practice leads to the formation of critical thinking and an active life position.

4. Discussion

Based on our analysis we can define informational competence as a certain set of knowledge, skills, and abilities concerning the effective performance of various types of information activity, solution of professional tasks with the use of the latest means and

technologies. For cultural professionals in the modern world, this competence becomes one of the key competencies, as the need for proper presentation of the results of cultural research, preserved artifacts, etc. is brought to the forefront. Thanks to mastering the novelties of the technology industry trends are formed, which allows presenting both individual achievements and elements of the national culture of individual nations.

Such a wide range of opportunities requires significant changes in the training of specialists in the field of culture. It should be noted (which is noticeably based on the results of our study): Western European institutions of higher education provide sufficient training for future specialists than in the countries of Central and Eastern Europe (including Ukraine). The emphasis on mastering practical skills when working with information competence allows you to develop your professional level by the modern requirements of the development of cultural studies (Hussin, 2020). At the same time, the passion for theoretical study leads to a difficult period of adaptation at the workplace, which is caused by the lack of experience.

It should be noted that further mastering of information competence in the training of future specialists-culturalists will lead to structural changes. In particular, we are talking about the actualization of the cognitive function of future culturologists, aimed also at the systematization of knowledge, cognition, and self-knowledge (Richards, 2019). The development of the communicative function will allow better quality work with the media of information. The adaptive function will allow adapting to the conditions of work in the modern information space. The normative function will lead to new moral and legal requirements for employers, the legal framework, and one's own work. The assessment function will provide the ability to navigate the complex conditions of work in the information space, the ability to identify sources of information, their relevance, etc. The interactive function is "responsible" for the formation of independent and active creative work, contributing to self-development and self-realization.

At the same time, on the way of further implementation of information competence in the training of future specialists in culture and arts, some problems are likely to arise. First of all, the development of the modern educational process depends on the teachers' development. The latter, in particular, should focus on using the latest electronic media resources, the ability to plan and clearly understand the goals and objectives of their lectures and practical classes. Future employers should also be involved in active cooperation in the formation of syllabuses of academic disciplines. This will make it possible to take into account their wishes in the preparation of future specialists, which will significantly reduce the risk of employment problems. Teachers of higher education institutions should have brilliant media competence, which is not an easy task in today's rapidly transforming information space. It is especially relevant in developing countries. That is, for example, in Ukraine, there is a problem of updating the pedagogical and methodological base of education, which would meet modern standards. If universities in Europe such a problem is solved, then in Ukraine it is still relevant. At the same time, deepening the training of teachers should also help to improve their teaching skills. In

turn, this will significantly increase the productivity of training of culturologists and art historians in the future.

5. Conclusions

Information competence is an important component of modern learning in the field of culture and art. First of all, it is designed to develop the skills of monitoring the received information, which will be needed to work with questions of general cultural or artistic character. In addition, its use in the educational process entails detailed processes of systematization and interpretation of the obtained data. Information competence is also important for culturologists and art historians to use its basics for forming culturological statements and critical attitudes towards stereotypes established in modern scientific literature.

Based on the analysis of curricula of universities in Germany, the Netherlands, and Latvia, we believe that these institutions of higher education offer a wide palette of means of formation of information competence. First of all, it is manifested in the general orientation towards training specialists in cultural studies and art history at the modern level. In addition, the involvement of elements of independent media education in practice leads to the formation of critical thinking and an active life position.

In the process of professional training in higher education institutions, students are introduced to the basics of information competence during theoretical courses. At the same time, more detailed work with its use takes place based on practical use. As shown by the analysis of curricula of several European universities, the integration of this element in the educational process is associated with the practice, which, for example, is not so relevant in the Ukrainian realities of Eastern Europe. Let us note that the main problem of further implementation of information competence in the educational process is the rapid development of the information society and, accordingly, the increase in information flows. Teachers and modern programs may not be as responsive to changes in the modern information space and make adjustments. We believe that one of the ways to overcome this situation would be the partial involvement of employers in the formation of the educational process, which would improve the practical training of future specialists in cultural studies and art history.

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