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Diagnostic markers of academic activity and mobility of applicants for higher music, pedagogical and choreographic education

Marcadores diagnósticos de actividad académica y movilidad de aspirantes a educación superior musical, pedagógica y coreográfica

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Abstract

The article discusses the experience of art university education in Ukraine in identifying and using the main diagnostic markers of academic activity and mobility for students of music and choreography specialties. The research aims to establish the effectiveness of diagnosing academic activity and mobility of art education students. The study is aimed at identifying the structure and sequence of application of diagnostic markers of their content and pedagogical feasibility. The research methodology is based on an integrated approach. The main method is an experiment, and the practice-oriented analysis of diagnostic markers, statistical methods of analysis, and a descriptive method for reviewing theoretical material is also used. The main hypothesis of the study is that the key diagnostic markers are a social activity, participation in educational and exchange programs, participation in complex art projects, as well as internships. The result of the study is the establishment of diagnostic markers of academic activity and mobility of students of art education, which can show the dynamics of the development of this type of activity of students of art pedagogical specialties. In

the future, the main diagnostic markers that determine the level of quality of training of future specialists in music, pedagogical and choreographic education should be considered.

Keywords: diagnostic markers, choreographic education, music, pedagogical education, academic mobility, university education.

Resumen

El artículo analiza la experiencia de la educación universitaria de arte en Ucrania en la identificación y el uso de los principales marcadores de diagnóstico de actividad académica y movilidad para estudiantes de especialidades de música y coreografía. La investigación tiene como objetivo establecer la efectividad del diagnóstico de la actividad académica y la movilidad de los estudiantes de educación artística. El estudio tiene como objetivo identificar la estructura y secuencia de aplicación de los marcadores diagnósticos de su contenido y factibilidad pedagógica. La metodología de investigación se basa en un enfoque integrado. El método principal es un experimento, y también se utiliza el análisis orientado a la práctica de marcadores de diagnóstico, métodos estadísticos de análisis y un método descriptivo para revisar material teórico. La principal hipótesis del estudio es que los marcadores clave de diagnóstico son una actividad social, participación en programas educativos y de intercambio, participación en proyectos artísticos complejos, así como pasantías. El resultado del estudio es el establecimiento de marcadores diagnósticos de la actividad académica y la movilidad de los estudiantes de educación artística, que pueden mostrar la dinámica del desarrollo de este tipo de actividad de los estudiantes de las especialidades artísticas pedagógicas. A futuro, se deberán considerar los principales marcadores diagnósticos que determinen el nivel de calidad de la formación de los futuros especialistas en educación musical, pedagógica y coreográfica.

Palabras clave: marcadores diagnósticos, educación coreográfica, música, educación pedagógica, movilidad académica, educación universitaria.

1. Introduction

Globalization processes in modern society, including the artistic educational environment, have made the problem of developing and implementing criteria and markers of the effectiveness of academic mobility of students of artistic specialties relevant (Bigus et al., 2021; Giguere, 2019). The rapid development of university education and its technological level provides free access to academic mobility, facilitates the use and distribution of educational services, and makes it possible to participate in international projects and social movements (Anwar et al., 2020). This determines the scientific issues of experimental research aimed at establishing an effective diagnosis of the level and quality of academic mobility in higher education. Deepening and expanding academic ties facilitate the processes of implementing academic mobility and the activity of students in the arts. The processes of organizing joint international cultural projects, student exchanges, and internships between study programs are actively gaining momentum. Therefore, expanding knowledge about more effective ways to implement academic mobility within art education, and implementing the acquired knowledge in the domestic artistic space is a very relevant and important area for the development of modern professional training of employees in the pedagogical and artistic sphere.

Music, pedagogical and choreographic education is a multifaceted but integral artistic and educational system (Talpä, 2020; Sun, 2022). The specificity of artistic activity is also represented by the fact that it involves public performances, and the need to take into account the stage component. This necessitates the creation of non-standard criteria for assessing the quality of art

education. Academic mobility is no exception. Today, the priority scientific and practical task of academic mobility and activity is to train future specialists who strive for continuous self-development, improve their skills and abilities, and aim to increase their level of professionalism and develop their abilities. Another important indicator of the effectiveness of education is the constant enrichment of the professional information environment and the formation of reflection and self-development skills.

The theoretical part of the study contains definitions of the basic concepts, elements, and criteria of the academic mobility process and general trends in the formation of the foundations of academic activity of art education students that can be implemented in music, pedagogical and choreographic education. The practical part of the study involves presenting the results of theoretical research and conducting a pedagogical experiment that shows the level of effectiveness of diagnosing academic mobility and activity based on the proposed markers. Academic mobility and activity are of great importance for the quality education of students of music, pedagogical and choreographic education. The most popular and promising areas of development of academic mobility and activity, which, according to the respondents, are most in demand in the future field of higher music and dance education, have been identified.

Successful academic mobility can be achieved by taking into account the results of university development, indicators of the stage, touring and educational cooperation of students, developing algorithms for organizing internships and exchange practices; creating rules and guidelines for regulating and monitoring the activity of students and teachers. It should be noted that the process of organizing and implementing mobile education should be continuous. Besides that, it is necessary to adhere to the principles of constant cooperation with the global artistic community, to support the creative aspirations of all participants in the educational process.

The article aims to determine the dynamics of the level of effectiveness of diagnostic markers of academic mobility of students of artistic specialties. Moreover, it aims to identify the structural sequence of application of diagnostic markers of their content and pedagogical feasibility.

The research objective involves solving the following tasks:

- to establish the content components of the main diagnostic markers of academic mobility of art education;
- to determine, based on the markers, the dynamics of changes in the academic mobility of a group of higher art institutions in Ukraine;
- to establish changes in the dynamics of the development of the mobile activity of students of music, pedagogical and choreographic fields.

2. Literature Review

The formation of the foundations for academic mobility and activity of future music and choreography specialists requires continuous improvement of the content and technological components of art education and professional training in the arts. In particular, those aspects related to activity and participation in international and national art projects are an integral part of the content components of professional training. At the same time, it is worth paying attention to the peculiarities of pedagogical interaction in the training of a professional choreographer or musician. It is essential to consider the specialization, characteristics of the team, techniques and methods of performance, the author's style of working with compositions, etc.

Many researchers have focused on the prospects and ways to improve the quality of art education, create a system of differentiated professionally oriented tasks, and apply the principles of academic experience to individualize art education (Dönmez et al., 2019; Carino, 2019); a comprehensive combination of acquired academic experience and own achievements with an emphasis on the practical part of the development of the artistic and creative activity of students (Osmanoğlu & Yilmaz, 2019).

An important aspect of art education is its integration into the global space; moreover, art education is seen as an element of modern culture and science. The influence of the scientific component in art education is growing significantly (Dou et al., 2021). Artistic disciplines are a complex and multilayered activity that can be viewed from different perspectives: from the standpoint of exchange, it is a form of transferring positive experience, ensuring the progress of society, and the continuity of human development (Gökalp, 2020; Hair et al., 2019; Le Prell et al., 2019). The practical components of exchange processes and the analysis of the effectiveness of international art projects are presented as a productive force of human development that can transform elements of material production into components of the intellectual sphere.

Creative processes for a future specialist in the choreographic and music-pedagogical sphere are considered from the standpoint of the need to have sufficient awareness of advanced technologies and leading scientific and methodological innovations (Sabouripour et al., 2021; Mikulowski & Pilski, 2017). Studies in the fields of choreography and music consider indicators of professionalism as a combination of authorial skill, academic culture, value orientation, and the study of best practices (Hossain, 2021).

In modern humanities, mechanisms for regulating the processes of intensifying academic mobility are also considered (Dorozhko, 2022), and some researchers have proposed measures and criteria to ensure further development of academic mobility (Hryshchuk, 2014; Byram & Derwin, 2009). There is also a question of defining the concepts of "student academic mobility" and "academic mobility". As noted by D. Svyrydenko, student academic mobility is the process of acquiring knowledge and skills by higher education students, provided that students do not have the status of a citizen of the country where they study (Svyrydenko, 2013).

Ukrainian government agencies have also created several documents to clarify the concept of academic mobility. The Law of Ukraine "On Higher Education" states: "Academic mobility is an opportunity for participants in the educational process to study, teach, do internships or conduct research in another higher education institution (research institution) in Ukraine or abroad." (Law of Ukraine № 1556-VII, 2014).

In the future, pedagogical science plans to continue research projects dedicated to finding ways to improve the quality of art education, taking into account its specifics and development trends.

3. Methodology

To determine the essence and content of the main concepts in the pedagogical literature and normative documentation that form the basis of the concepts of academic mobility, the possibilities of the descriptive method, analysis, and synthesis were used.

The method of pedagogical experimentation was applied during 2020-2022 in several Ukrainian

universities working in the field of art education and actively working to improve the results of academic mobility and student engagement. The experiment took place at the Petro Tchaikovsky National Music Academy of Ukraine (Faculty of Piano), the Pavlo Chubynsky Academy of Arts (Choreography, Performing Arts), and Ivan Franko National University of Lviv (Faculty of Culture and Arts). The experiment involved employees of the quality department, deans' offices, and other administrative staff. They provided the research team with data on the intensification of academic mobility.

Several statistical methods were used to establish indicators for diagnosing academic mobility. First of all, it is a questionnaire survey of employees of education quality departments, representatives of the administration, and students, analysis of data provided by university administrations that give an idea of the level of intensity of academic mobility for artistic specialties. For this purpose, quantitative and qualitative analysis methods were used, which also makes it possible to see and evaluate the results of universities' work in the field of art education. The experiment was conducted in 3 stages. The first stage was the creation of a research plan, a system for collecting materials, a questionnaire for representatives of university administrations, and the wishes of teachers and students working in the field of art education. Stage II - collecting and systematizing the information obtained. The third stage is summarizing, analyzing, and developing conclusions based on the results of the experiment. All respondents who participated in the study voluntarily agreed to participate in the experiment, and their privacy and anonymity were preserved.

Data collection was conducted from September 2020 to June 2022 (during three academic years). It should be noted that part of the study took place during the pandemic, so part of the academic mobility process took place remotely. This dictated changes in the construction of academic mobility plans, as well as stage practice and exhibition activities, which required new methodological approaches to the problem in art education.

4. Results

The diagnostic markers of academic mobility and the possibilities of its variation in art education are part of a systematic approach to modern education, which should be relevant and effective in the current crisis conditions. It is important to constantly popularize, educate, and enlighten, as well as provide opportunities to realize the right to academic mobility, readiness to work with innovative technologies, and new types of educational programs.

The concept of student academic mobility is based on the classification of types and forms of academic mobility. This made it possible to identify tools for diagnosing academic mobility. The following markers of academic mobility and their content components are used as the basis for the diagnosis.

Guided by the diagnostic markers presented in Table 1, a questionnaire was developed for the administrations of the institutions participating in the experiment. Data was collected every six months according to these criteria.

Table 1.
Diagnostic markers of students' academic mobility

Principle	Content of diagnostic markers
Location of realization of the right to academic mobility	Existing international academic mobility (in HEIs outside the country) Existing internal academic mobility (in HEIs within the country)
Level of initiative	Initiative academic mobility (implementation of individual artistic, academic, and educational programs within the framework of domestic and foreign programs, and projects) Motivated academic mobility (motivated by the educational institution)
Quantitative indicator of involvement in academic mobility	Individual academic mobility (individual, personal selection of exchange participants in partner institutions) Group academic mobility (a group of mobility participants is organized in partner HEIs)
The purpose of implementing academic mobility	Degree mobility means that the institution chosen for exchange differs from the student's permanent place of education. Such education is confirmed by a document on higher education. Credit mobility is studying at an HEI that is different from the permanent place of study. The purpose is to obtain credits from the European Credit Transfer and Accumulation System (ECTS) and/or competencies, and learning outcomes (without obtaining credits from the ECTS). Learning outcomes will be recognized at the institution of the permanent place of education
Terms of implementation	Vertical (full) - a student is sent to another university for a period of study of one to two years Horizontal (partial) - a student studies for one semester or several months at another educational institution

In the second stage, the research team conducted a series of surveys, and processed materials on academic mobility submitted by the quality department, deans, and teachers of the universities where the study was conducted. Where the Petro Tchaikovsky National Music Academy of Ukraine (Faculty of Piano) is identified in column 1, the Pavlo Chubynsky Academy of Arts (Choreography, Performing Arts) in column 2, and the Ivan Franko National University of Lviv (Faculty of Culture and Arts) in column 3.

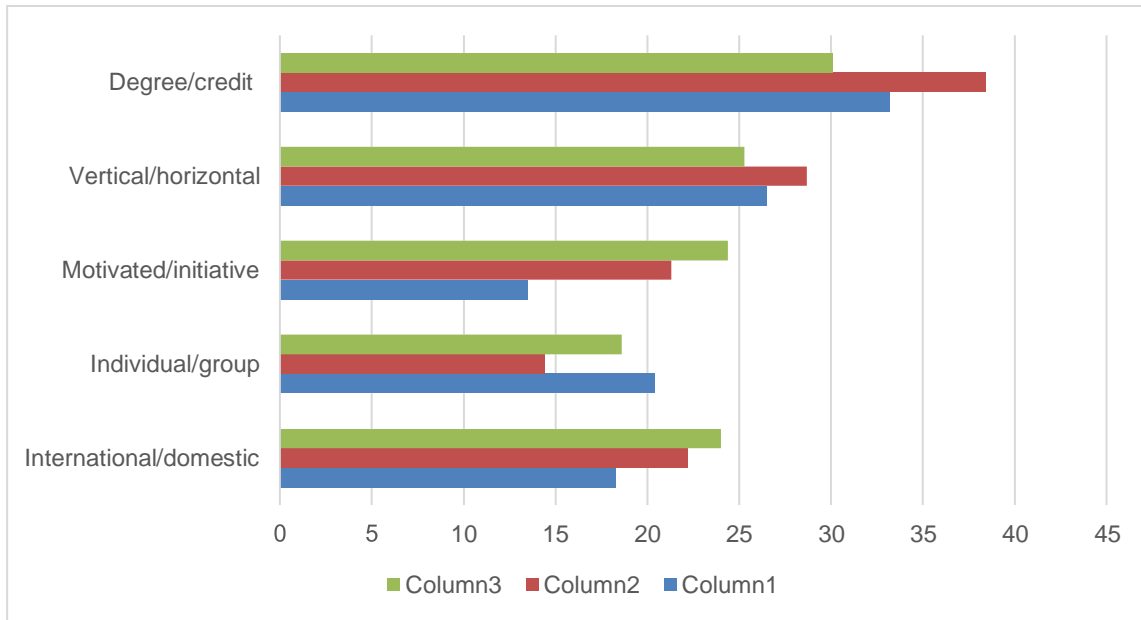


Figure 1. Results of academic mobility in 2020 Author's development.

As we can see, the most well-represented are the indicators of credit and degree studies. This indicates a strong disciplinary and professional motivation for students to get high grades and expand their professional opportunities through academic exchange.

The results of the use of diagnostic markers in 2021 were also collected and analyzed. The following data were obtained. The results are presented in percentages.

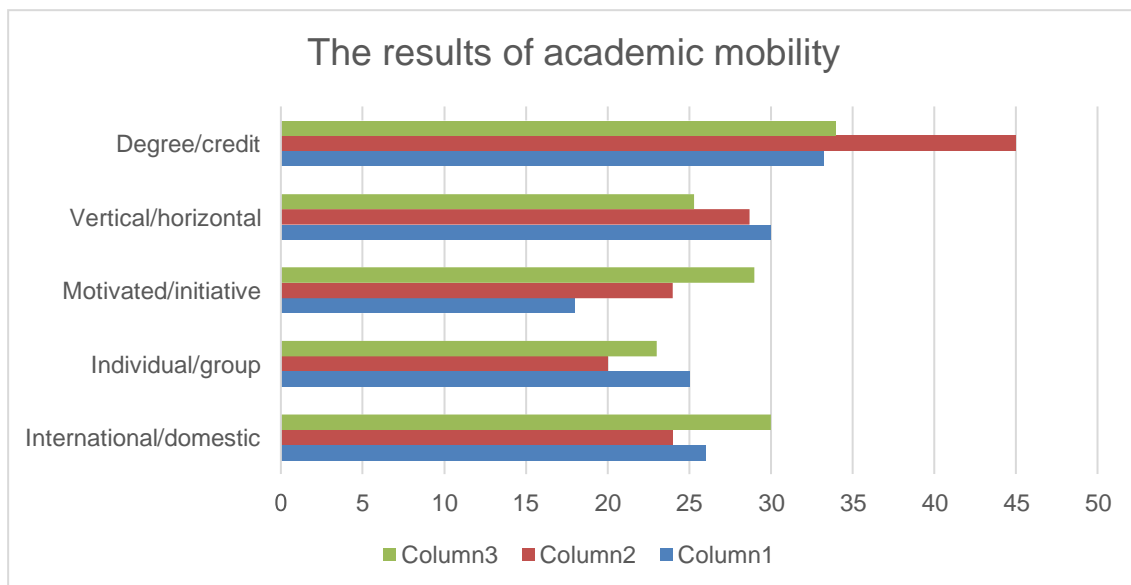


Figure 2. Results of using diagnostic markers.

As we can see, the results of academic mobility show that degree and credit mobility have the greatest results. This indicator increased the most at the Ivan Franko National University of Lviv. Also, the average increase in all items of academic mobility and student activity was 5.5%. A survey, collection, and analysis of mobile activity results were also conducted in 2022. The results are presented in percentages.

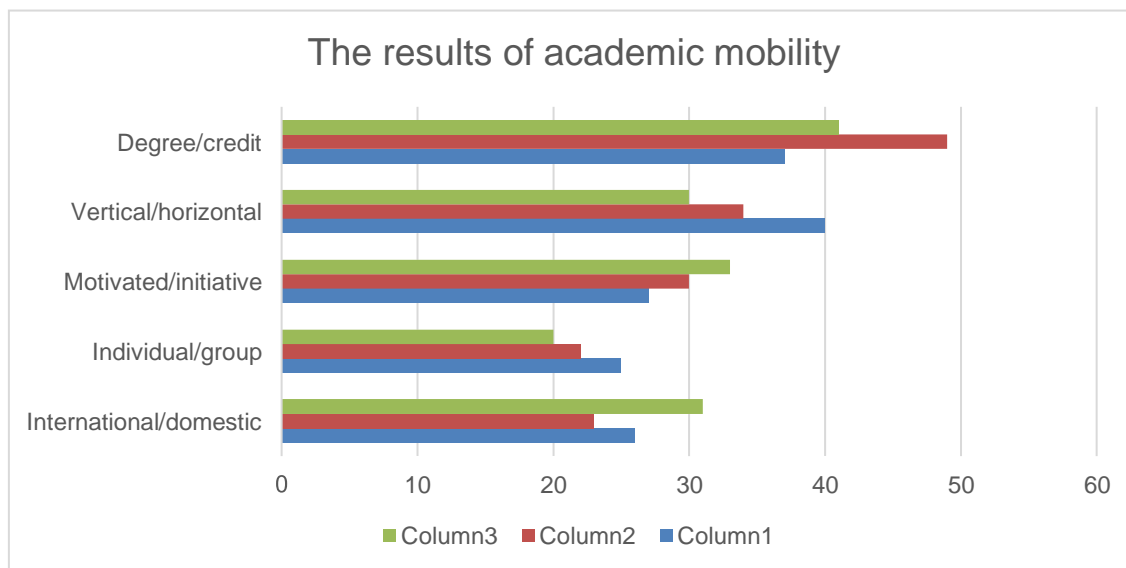


Figure 3. Results of using diagnostic markers. Author's development.

In our opinion, the small volumes of international and domestic mobility in the last 2021-2022 are related to the Covid 19 pandemic, which prevented this area from developing sufficiently. In general, according to the presented markers, mobile activity in Ukrainian art education institutions is developing, as evidenced by an increase in its indicators by 11%.

The third (final) stage involved analyzing the collected data on the effectiveness of diagnostic markers of academic mobility for such a specific study area as choreography and musical art. This also involved determining the dynamics of academic mobility of students in art education in Ukraine.

5. Discussion

Recently, several studies have been published that note the impact of interactive methods and their active implementation in improving the quality of art education. Thus, there is an awareness of the need to share positive results and innovations in art education (Cameron et al., 2019; Bacha et al., 2012).

In the study of the foundations of academic integrity and methods of diagnosing its level in art education (Chervonska & Pashchenko, 2022) several criteria have been established to effectively identify changes in higher education. This is related to the development of academic integrity. Thus, according to the criterion of active involvement of the administration and the effectiveness of managerial decisions regarding the process of maintaining academic integrity, it is shown that during the period of the experiment 39% (2020) to 52% (2022), in the period from 2020 to 2022

the data on the formation of motivation and awareness of students of all educational levels has changed from 39% to 56%, and the rate of university involvement in international projects and subsidies for their research programs has increased from 21% (2020) to 27% (2022). Our study also shows similar dynamics, with an average 11% increase in the orientation of art education toward the high standards of democratic education represented by the best universities in Europe and America. Thus, in the period 2020-2022, the academic mobility of students in art-related educational institutions increased by 14%.

During the study of the impact of exhibition activities as a form of student mobility and activity, researchers noticed changes in student motivation (Ivanova et al., 2019). The set of motives changed from the beginning of the program to its completion. In the final stage, the majority of them were personal interests and improving communication ties in the international volunteer movement (30%). The motivational component is an important component of the successful implementation of academic mobility of students, with the most active use of degree and credit mobility (in 2022).

In the future, work should continue to create a system for diagnosing higher education and its evolutionary changes.

6. Conclusions

Thus, the formation of successful academic mobility and activity of art students is subject to systematization and can be determined by diagnostic markers based on many aspects of the development of this area in Ukrainian higher education institutions. These are the following positions: international academic mobility, internal academic mobility; initiative academic mobility; motivated academic mobility; individual academic mobility and group academic mobility; degree mobility, credit mobility; vertical (full) academic mobility, horizontal (partial) academic mobility.

The study showed positive dynamics in the development of academic mobility in Ukrainian artistic educational institutions. The diagnostic markers revealed that academic mobility and student activity in general increased by 11% between 2020 and 2022. Therefore, much attention should be paid to motivating students of artistic specialties to be active and mobile. And all of this is taking into account the specifics of the industry, which requires active participation in creative projects, exhibitions, and performance activities. Such specialists will be in demand in the future in the field of music, pedagogical and choreographic education.

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