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The problem of art culture and art school in the concern of the events in Ukraine in early 2022

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Abstract

The research was aimed at the analysis of conceptual works of the 20th century on aesthetic education as a component of personal culture and values of mankind in general, together with the examination of the results of the methodological system in art education; with special emphasis, on the influence of this educational and political system on the events in Ukraine in 2022.

Also, the methodological systems, conceptual works and arrangements of art education of the XX and XXI centuries are discussed, and the modern vectors of art education development are analyzed. It is concluded that, at the level of development of Ukrainian education, there is an urgent need for balanced decisions regarding changes in modern education. In particular, it is urgent to rethink the cultural values of the Ukrainian people in their relation to the world culture in general, at a comprehensive methodological level, forming aesthetic values and national consciousness, understanding the value of cultural diversity. Changes in all spheres of life in the 21st century are a natural necessity for the development of society. Finally, the political preconditions that have been developing cannot be ignored.

Keywords: educational policies; art school; aesthetic education; artistic culture; values.

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El problema de la cultura artística y la escuela de arte en relación con los acontecimientos de Ucrania a principios de 2022

Resumen

La investigación tuvo como finalidad el análisis de obras conceptuales del siglo XX sobre la educación estética, como componente de la cultura personal y de los valores de la humanidad en general, junto al examen de los resultados del sistema metodológico en la educación artística; con especial énfasis, en la influencia de este sistema educativo y político en los eventos en Ucrania en 2022. También, se discute los sistemas metodológicos, los trabajos conceptuales y las disposiciones de la educación artística de los siglos XX y XXI, y se analiza los vectores modernos del desarrollo de la educación artística. Se concluye que, en el plano del desarrollo de la educación ucraniana, existe una necesidad urgente de decisiones equilibradas con respecto a los cambios en la educación moderna. En particular, urge repensar los valores culturales del pueblo ucraniano en su relación con la cultura mundial en general, a un nivel metodológico completo, formando valores estéticos y conciencia nacional, comprendiendo el valor de la diversidad cultural. Los cambios en todos los ámbitos de la vida en el siglo XXI son una necesidad natural para el desarrollo de la sociedad. Finalmente, no se pueden ignorar las condiciones políticas previas que se han ido gestando.

Palabras clave: políticas educativas; escuela de arte; educación estética; cultura artística; valores.

Introduction

The problem of cultural identity, rethinking of cultural values, return to the spiritual and aesthetic heritage of the Ukrainian people and world culture is currently one of the key vectors of the development of the Ukrainian nation. There are clear contradictions in the study related to the rapid development of Ukrainian education, art school in particular, the impact of European countries' development on guidelines in all spheres of life and the constant suggestion of the neighboring state to think about these very guidelines. It goes without saying that politics, culture, and art are interrelated, influence and reflect each other.

The events of early 2022 in the world became a blatant confirmation of the following fact: the Ukrainian nation with its traditions, culture, and its unique identity exists. Moreover, Ukrainian nation is able to declare all these values, but further conscious development of younger generation's cultural values through the acquaintance with various kinds of art, especially national ones in particular, requires special attention.

This idea was stated in the Modern Art School Concept and approved by the order of the Ministry of Culture of Ukraine in 2017. It states the following:

Since ancient times, the people of Ukraine, as a nation of gifted people, have created its own unique cultural environment with traditions and features which are characteristic for the European state society. Art education occupies a prominent place in the process of the formation and development of the national cultural environment (The Modern Art School Concept, 2017: n/d).

This path will allow Ukraine to develop as the European state that exists and develops rapidly due to its roots, spiritual and cultural heritage.

The aim of the research paper is a theoretical analysis of the main provisions of the Modern Art School Concept and, most importantly, the analysis of the proposed model of modern art school for the nearest period of time, taking into account the events in Ukraine in early 2022. This analysis has to be done in a line with the main mission of the Modern Art School Concept which is as follows «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 as a whole».

The following research objectives are identified: to analyze and theoretically research the main provisions of the Modern Art School Concept in order to put it into practice, taking into account the aim of the research. After analyzing each of sections of the concept, it is important to identify the following issues. Analysing each of divisions, to define the specific of the methodological system in artistic education during the last century and to trace her influence on an event in Ukraine in 2022.

1. Literature Review

Conceptual research works on aesthetic and moral education as a component of personal culture and values of mankind (Zyazyun, 2006); research works on art pedagogy and its impact on the cultural development of the individual (Otych, 2011; Padalka, 2009; Rudnytska, 2001); research works on the formation of individual's value orientations by means of art (Nikitenko *et al.*, 2021; Ganudelova., 2018; Voronkova *et al.*, 2022) ARE FUNDAMENTAL FOR THIS RESEARCH PAPER. THE RESEARCH QUESTION ARISES IN THE CONTEXT OF THE EVENTS IN UKRAINE IN EARLY 2022.

It requires rethinking of the national and cultural values of the Ukrainian people and common human values in general, return to spiritual, moral

and aesthetic heritage of Ukraine, review of the content of education, art school in particular.

2. Materials and methods

The methods of research are the analysis of the methodological system of art education and conceptual works of the 20-21st century, the analysis of modern vectors of the development of art education; generalization of the main provisions, correlation of the main provisions of the document with others, coordination of the new system of art education with the traditional one, comments and conclusions regarding the mutual influence of the political system of the country and the system of art education, forecasting the obtained and possible consequences for education.

3. Results

In the annotation of the Modern Art School Concept (Order of the Ministry of Culture of Ukraine, No. 1433, 2017) it is emphasized that art education has occupied and is occupying an important place in the process of formation and development of national cultural environment. In the document it is stated that «the Ukrainian art school, which is based on the freedom of creativity, developed most actively during the national liberation struggle and the short periods of the country's independence.

The rise of the free spirit of the Ukrainian artists' creativity was disrupted by the Soviet era, when art and art education became a part of the ideology of the new state, which led to the loss of national consciousness of the artists and the authenticity of the Ukrainian art». Thus, the significance of the impact of art education on the aesthetic, cultural, national development of the individual is not in doubt.

According to the document, a sociological survey, conducted by the Ministry of Culture of Ukraine, found out the following issues: a lot of parents primarily want to «bring up a harmonious, aesthetically developed personality of the child, his or her artistic abilities». The development of practical artistic skills and the acquisition of knowledge by children of primary art education necessary for further work in this field are of secondary importance for parents.

On the other hand, representatives of art schools believe that the main aim of art schools is the formation of performing skills and initial professional artistic competencies. It is also mentioned that the topics and learning materials for study should be chosen by the teacher. In this regard, the following quote is important:

Only from an early age a child, who is an educated, artistically developed and talented person in specially created conditions, can conquer the peaks of art, and finally fulfill his or her own artistic mission – to develop art, bring its light to people» (Ganudelova, 2018: 16).

Both groups of recipients agree that children have to learn different art forms at the same time.

Thus, parents, who are the customers of services in the field of art, are focused on: on the one hand, receiving entertainment and leisure services when the child aesthetically and creatively develops, without any educational purpose, another group of parents want their child to receive his or her primary art education with a focus on the demand of the labor market. On the other hand, the teaching staff of art school tend to implement the educational objectives of art education, and, importantly, seek the trust of parents as for the educational trajectory of their activities in relation to the student group. There is a quote from the concept:

In practice, there is an invisible conflict between what the school offers and what consumers of art and educational services expect from it. This is due to the lack of a clear understanding of the aims and desired outcomes of primary art education. Therefore, the modern art school needs an answer to the question of why it exists. And this answer must be clear and acceptable to the society, community, staff and student» (The Modern Art School Concept, 2017).

This issue is relevant not only to Ukraine:

In connection with the update of the principles of education, it is necessary to introduce new teaching methods. The achievement of the main aims and relevance of the conscious educational trajectory change the content, form and methods of educational work and the main trajectories of educational activities (Nyandra *et al.*, 2018: 373).

The conclusion is unanimous: there is a need for changes in the educational and artistic environment that can meet the needs of both groups.

In order to understand the action plan of art schools in the near future, we will dwell on the main provisions of the Modern Art School Concept, taking into account the events in Ukraine in early 2022. It makes us analyze the possibility of putting the Concept's mission in life, and most importantly, determining its relevance.

Thus, the modern art school is an institution where a person has the opportunity to develop his or her artistic abilities, acquire initial professional competences, including performing ones, aesthetic experience

and value orientations through active artistic activity. The modern art school is an environment for creative development of the individual, the basis for training a professional artist and the center of cultural and artistic life of the community (The Modern Art School Concept, 2017).

We analyzed the mission of the modern art school. Thus, the Modern Art School Concept gives us different but clearly formulated aims that can not only exist by themselves but they exist separately, their joint simultaneous implementation is almost impossible. Because each of the objectives is an objective of a different syllabus, which has different content, aim, objectives, outcomes, principles and approaches, as well as the methodology of their implementation.

For example, «an institution where a person has the opportunity to develop artistic abilities, acquire initial professional competencies, including performing ones, is the basis of training a professional artist» and on the other hand – «the environment of personality’s creative development and a center of cultural and artistic life of the community». Each separate objective of the mission unanimously meets the needs of one or another group mentioned at the beginning of the article (parents – customers of art education services, teaching staff – those who meet the needs of the society).

These mission tasks may even intersect in approaches, programs of implementation, objectives of implementation and methods of influence. But the ultimate aim of these separate tasks is different.

How does the Ministry of Culture and Information Policy see the implementation of one of the mission’s points, namely, the interaction of a modern art school with the state and society?

According to the provisions of the Concept, the modern art school works closely with all national, regional and local institutions: state, community, students and parents. The main provisions of the section are as follows:

- Primary art education is a means to develop the creative potential of Ukrainian society as an environment for art education and is a value and national and cultural heritage of the state.
- State supports and promotes the activities of the art schools by creating appropriate conditions in primary art education (introduction of legislative mechanisms, funding from local and state budgets, promotion of the academic and financial autonomy).
- Services of the primary art school are available for the community members regardless of age and special educational needs and are supported by local and self-government authorities. It is done by creating art schools/branches, their funding and logistics in accordance with the needs of the organization of the institution’s

educational process. Local authorities and self-government bodies, at the expense of local budgets, in accordance with the Law, compensate the cost of training of persons from among the privileged categories; promote the implementation of strategic plans for the development of institutions and implement programs for their development, financially support and motivate gifted children, creative and effective teachers.

- Modern art school is a part of the community, which is involved in the organization of its cultural life and works in the system of extracurricular education and adult education. Primary art education, in its turn, is a “basic cultural service for citizens” (The Modern Art School Concept, 2017) who have the opportunity to acquire competencies in accordance with their artistic and educational needs without any age restrictions.
- Modern art school is an environment of inclusive art education of primary level.
- Modern art school is an effective entity in the market of educational services, which meets the needs of citizens in a quality art product and motivates citizens to consume these educational services by demonstrating their own creative achievements; it has its own strategic development plan and “effective board of trustees” that promotes the interests of the institution and its development (within the powers defined by the law).
- Modern art school is a partner for the student and student’s parents and focuses on the aesthetic needs of each person, introducing individual educational trajectories and various educational programs; each of the students has the right to choose the syllabus offered by the institution. Parents are active participants in the school life. Parents are the main instrument, which affects the formation and development of the child, the attitude of the parents to children helps to recognize the importance of family relationships more clearly (Eser and Yazgin, 2021).
- Art school creates all necessary conditions for creative self-expression of each student of the institution of primary art education by providing opportunities for public demonstration of their artistic performance and cooperates with parents of students on “acquisition of relevant artistic and educational competencies, creating conditions for their creative development and self-expression” (The Modern Art School Concept, 2017).

Summarizing the analyzed data on the implementation of the Modern Art School Concept, we can see a lack of clear understanding of the conceptual, meaningful aims of primary art education in general. This aim

is an aesthetic education and development of children's artistic abilities in various art forms, preparation for further artistic profession. The concept offers a flexible and variable matrix of content and organization of primary art education, where the state, community, children and parents are active participants in the educational process of the institution, influencing the creation, organization, change and control of the educational process.

And, among these participants, who closely cooperate and interact with each other, and, most importantly, ensure the quality of the educational process, there is no important target group – teachers (educators) of art schools. The question arises: what is the place and what is the function of a teacher in the strategic plan of the development of modern art education? It is interesting that they (academic staff of a modern art school) will be discussed in the fourth and last paragraph – “staffing for the quality of art schools” (The Modern Art School Concept, 2017).

Let us dwell further on the second point of the section of the Concept's mission – “Directions and content of primary art education in the modern art school” (The Modern Art School Concept, 2017).

It is important to emphasize significant changes in the content and structure of art schools in general, namely: firstly, the implementation of the inclusive primary art education for citizens with special educational needs, and secondly, a new structure of the elementary and basic sublevels (general artistic and educational competences: general artistic education; primary specialized art education: art and aesthetic education, primary art education).

Depending on the levels and acquisition of competencies, it is offered to move from development of general artistic, performing competencies to art-educational ones, in order to “continue art education at the next educational level and acquire an artistic profession” (The Modern Art School Concept, 2017).

As for the content and standards of primary art education, there are no significant changes. The content is based on the combination of experience, traditions and educational innovations (modern models, forms and means of learning); development of academic, authentic folk and modern orientation of the content of primary art education, which is based on the use of the art works of Ukrainian and world art classics, authentic folk and modern art in the repertoire, techniques and styles (The Modern Art School Concept, 2017).

Educational activities are carried out according to the individual educational programs or syllabuses. The teacher chooses the syllabus individually, given that the program should provide the content of primary art education and the acquisition of competencies in the relevant fields. Syllabuses of primary specialized art education (and/or primary vocational

art education) are standards of primary art education that contain a list of competencies, educational components and learning outcomes that meet the objectives of education in the field (The Modern Art School Concept, 2017).

One of the innovations of effective changes in the modern art school is its autonomy. What does it mean? According to the Concept and the Law, the art school has academic, personnel and financial autonomy. The institution has the right and authority (pedagogical council) to independently decide on its activities. Autonomy in this context includes several active participants and is implemented as follows:

- academic autonomy of the school is an opportunity to independently develop or choose syllabuses;
- teacher's academic autonomy is a choice or design of their own methodology, teaching methods (curricula);
- personnel autonomy of the school is a solution of personnel issues and selection of teachers, introduction of school's own systems of material and moral incentives for teachers, which will contribute to their professional development and the development of the institution as a whole. Substantial changes are that the institution has the opportunity to independently form staffing and introduce positions of specialists who will ensure the development of the institution, taking into account the needs of the population (psychologist, project manager, lawyer, information technology specialist, etc.);
- financial autonomy of the school means that it has its own accounting, uses «statutory instruments to attract and use funds for their statutory activities; it has the right to set the amount of tuition fees; expands the types of paid educational and other services in accordance with its statute, attracts alternative sources of funding, through project activities as well» (a quote from the concept document). The idea of establishing public organizations to support and assist in the implementation of institution syllabuses is also supported. Local authorities and self-government bodies, their executive bodies may not interfere in the autonomous powers of art schools.

The last section of the model of modern art school deals with ensuring the quality of primary art education. This section contains two subsections: staffing and monitoring the quality of art education. Let's dwell on each of the subsections in more detail, because they provide an opportunity to understand ways to ensure the implementation of the model of modern art education. After all, the mission of the model is purely educational.

The opportunities and responsibilities of an art school teacher, who is a key player in providing artistic competencies (including the development and implementation of effective, reliable and valid criteria for assessing these competencies), give an understanding of the possibility of realizing the model itself.

According to the document, an art school teacher is a highly professional, creative teacher who has the appropriate education (professional higher art education or higher art education in the relevant field). The art school teacher uses informal approaches to their work, orients the pedagogical activities for meeting the artistic and educational needs of primary school students.

The teacher is responsible for the identification and development of children's creative abilities, love for art, acquisition of artistic and educational competencies and achievement of learning outcomes through an individual approach to the organization of classes and the use of advanced teaching methods (The Modern Art School Concept, 2017).

The art school creates all the necessary conditions for teachers who are active subjects of personal professional development, encourages methodological and creative activities that improve the quality of the educational process of the institution.

We can see that the teachers of the art school have the opportunity to choose the direction of their own professional development, depending on their own preferences, request for the necessary information for the implementation of the syllabus being taught. Topics and modes of interaction are chosen by the academic staff, it significantly affects their internal professional motivation, material capacities and time limits.

The art school teachers are responsible for the results of their pedagogical activity and are guided by the objective criteria that take into account various aspects of pedagogical, creative, methodological and organizational activities. All aspects are aimed at the quality implementation of curricula of the institution and the educational process in general.

There are following criteria for evaluating the art school teacher's work: the identification of the level of students' acquisition of relevant competencies (achievement of certain learning outcomes); degree of students' interest and their satisfaction with the educational and creative process at school; dynamics of the development of students' creative abilities in accordance with their abilities; disclosure of their personal creative potential; psychological climate in the relationship between students and teachers; level of satisfaction of the students' needs for creative self-realization and self-expression (a quote from the document).

The head of a modern art school is a team leader who is a highly professional, creative, active, responsible person, who is constantly learning and improving his or her management skills, influences positive psychological climate of the school staff in order to ensure the effective functioning of the institution.

All stakeholders of the art school (head, teachers, board of trustees, public organizations) work for the common aim of the institution and the implementation of its statutory objectives, including «formation of a positive image of the school in the community, region, state, and abroad».

This section of the model of the modern art school development forces us to return to the first section of the document, which deals with the active subjects of the educational process and the activities of the institution. As it is mentioned at the beginning of this research paper, the Concept of Modern Art School states that the art school cooperates with parents and other representatives of primary art students in terms of acquiring relevant artistic and educational competencies, creating conditions for students' creative development and self-expression and is a partner of the primary art school students in their quest to acquire relevant competencies and meet their aesthetic needs through the introduction of curricula and individual educational trajectories.

In the list of “co-partners” (except the state, local and self-government authorities, community, art school as an institution, art students and their parents (representatives of students) there are no teachers who, according to the document, are responsible for the implementation of the criteria for knowledge assessment and ensuring quality education.

Thus, we return to the main question: how to enable the realization of the quality of education and achieve a sufficient level of art school students' competencies, if any of these subjects of art schools can influence the entire content of the educational process? It means to actively participate, comment on, implement changes and influence pedagogical, organizational, managerial conditions, methods and forms of functioning of the institution, without having professional education and being guided by «their own subjective goals and feelings».

Of course, the individual educational trajectory in the educational process is the reality of today (implementation of inclusive art education, i.e., content and environment of inclusive art education), which should be taken into account by art school teachers. But, given that the teacher of the art school is a key component of the educational process (when choosing syllabuses, implementing their content, ensuring the quality of education) it will be appropriate to trust their professionalism and focus on the job duties of the institution.

Parents of art school students are partners for teachers, who, in their turn, bring up children as aesthetically developed people, develop their artistic abilities, form initial professional competencies, including performance ones, aesthetic experience and values through their active artistic activity in the process of democratic and trustful relations with parents.

4. Discussion

Despite the fact that the democratic society of our country is developing in the direction of decentralization, providing more and more opportunities for freedom of expression for different groups of the population, it is necessary to clearly understand the importance of art education.

Being focused on innovative technologies, opportunities and needs of the children and their parents, art education should strive for a deep, conceptual idea of its functioning – artistic and aesthetic development of personality, formation of artistic and cultural values, development of moral, aesthetic and spiritual worldview, preservation and transmission of cultural heritage through knowledge and individual artistic activity. This is possible only with the preservation of the traditional conceptual idea of art education. There is an accurate quote:

The main aim of an art educational program is to develop basic communication skills, including memory and representation, familiarize children with craft performance and modeling, develop visual knowledge, creative style, imagination, and aesthetic awareness, as well as teachers' understanding of how to teach the craft. The subject is reality and art, which includes related artistic activities and aesthetics (Mun, 2008: 60).

It goes without saying that the organizational and managerial system of art education, standards of activity, management functions at all levels, approaches to the provision of educational services need to be reformed. It is also important to update the content of art education, strategic planning of the institution, staffing, including professional and internal qualities of teachers, improve the quality of the system of evaluating the teacher's performance, as well as the quality of students' knowledge and criteria for its assessment.

The problem of identifying the optimal relationship between traditions and innovations in the art school is an urgent one when it comes to the improvement of art education. Art education is characterized by stability and certain conservatism, because it preserves and transmits cultural heritage. At the same time, the development of modernized innovations in the education system, beyond which it is impossible to imagine the progressive development of art pedagogy is a necessary aspect of the research (Padalka, 2009: 43).

In particular, a fundamental issue is to introduce the reforms in art education through the preservation and transfer of basic traditions of Ukrainian art education, national culture and values. Moreover, they should be reflected in the list of disciplines and the number of academic hours allocated for their study (Ganudelova, 2018).

Conclusions

As for the modern system of art education, it is so «democratic» that there is a lack of clear understanding of the conceptual, substantive goals of the existence of primary art education in general. A flexible and variable matrix of the content and organization of primary art education is proposed, where the state, community, children and parents are active participants in the educational process of the institution, who influence the creation, organization, changes and control of the educational process.

An important target group - teaching staff (teachers) of art schools is absent in this interaction. They are discussed in the section on «ensuring the quality of education». Among the innovations of effective changes of the modern art school is its academic, personnel and financial autonomy. Significant changes in the very content and structure in general regarding the development of art schools, namely: inclusive primary art education and elementary and basic sub-levels.

The content is based on a combination of experience, traditions and educational innovations. We believe that increased attention requires further conscious education of cultural values in the younger generation, through familiarity with works of various types of art, national ones in particular. This idea is specified in the Concept of Modern Art Education and approved by the order of the Ministry of Culture of Ukraine in 2017. The specified path will allow Ukraine to develop as a rapidly developing European state thanks to its roots, spiritual and cultural heritage.

There are significant conceptual changes in the educational sphere of the state, in particular art, caused by global changes in all spheres of life. Despite the fact that change is a natural necessity for the development of the society, it is necessary to carefully and pragmatically interpret the preconditions, clearly understand and predict their possible outcomes.

Moreover, if we ignore the preconditions that have ripened in the recent decades and the war in Ukraine now it will lead to drastic, ill-considered, unreasonable actions and their results will affect future generations, cultures, and human development in general. In this regard, we believe that the introduction of a model for the development of modern art school is a social necessity of life, which cannot be ignored as least for a long period of time.

But the implementation of changes requires a balanced, conscious, thorough theoretical and methodological confirmation of the vector of these changes, which will affect the rethinking of cultural values of the Ukrainian people and world culture in general.

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