

The prospects of developing art teaching in higher school

T. V. Panyok*

Kharkiv National Pedagogical University G.S. Skovoroda, Kharkiv, Ukraine

*Corresponding author. E-mail: panyokmi@gmail.com

Paper received 28.10.15; Accepted for publication 10.11.15.

Abstract. For the period of independence Ukraine has made significant steps in the rebuilding of national higher education including development of the legislative background, creation of a great number of scientific, methodical and teaching literature, upgrading of education content and others. However, the problems of the development of higher art teaching education in the majority of normative documents and in the scientific community as well are given insufficient attention. A serious look at the cultural heritage of each nation and achievements of the world culture in general is staying one of the most important conditions for the progress of arts teaching in higher school. The world culture as a system of spiritual and cultural standards is capable to accumulate, transform and convey knowledge to the following generations. In many European countries the prospects of cultural development are linked with the artistic education and the art teaching in particular. Today when the global integration of European countries is impetuously going on the problem of organization and development of higher artistic pedagogic education is becoming particularly important. This education should not be limited to teaching only the professional skills, it is an important component of the integral spiritual personal development contributing to the general cultural potential of the Ukrainian society.

Keywords: *art teaching education, globalization, humanism, modernization*

Introduction. To train teachers who could in the modern reality continue developing Ukrainian art school is one of the most complicated tasks for the artistic teaching school. During the years of independence a great number of normative and legislative documents dedicated to the problems of education development, training arts teachers and protection of national culture were adopted. Some of them on which basis we will ground our prognostication follow: the Law «About education (Ukraine, XXI century)», the Law of Ukraine «About higher education», «National doctrine of the development of education in Ukraine in XXI century» (2002), positively assessed by the European Council; Resolutions of the Cabinet of Ministers of Ukraine, and namely № 65 «Regulations about the education and qualification grades» dated 20, January 1998; № 37 «About the prime measurements for the development of national system of design and ergonomics and implementation of their achievements in the industrial complex, dwelling, production, socio-cultural spheres and others» (dated 20, January 1997); Lisbon Convention about mutual recognition of qualification.

Many scientists, and namely V. Andrushchenko, S. Vitvitskaya, N. Guzhviy, A. Gurzhiy and others wrote about the state, tendencies and prospects of higher education development in Ukraine. In different periods such home researchers as P. Blonsky, O. Burov, L. Masol, B. Nemensky, G. Padalka, I. Zyazyun, O. Yeremenko and others were concerned with the questions of arts education methodology and aesthetic upbringing with the artistic means.

However, there was no adequate and sufficient attention in these works given to the development of higher artistic pedagogical education in Ukraine. The aim of the present article is to analyze and determine prognostic tendencies for the further progress of higher artistic pedagogical education in XXI century.

Results of the study. Today when the global integration of European countries is impetuously going on the problem of organization and development of higher art teaching is becoming extremely pressing. Traditional methods of the art training in higher schools have to function in the modern information medium. They have to be improved and sometimes determine new tasks, forms and methods of teaching. A deep insight into the cultural heritage of each nation and the world culture in general is one of the most important conditions for the progress of higher artistic

pedagogic education. The artist and the art teacher in particular has to be the most educated and advanced person of his time. The world culture as a system of cultural wealth is capable to provide accumulation, transformation and conveying knowledge and traditions to the following generations. It is to some extent a kind of some informational basis for the society existence. In many European countries the prospects of cultural growth relate to the arts education and the art teaching in particular. The image-bearing aspect of the artistic pedagogic education according to which teaching fine arts is directed to mastering, preservation and dissemination of the arts works and willingness to take part in their creation initiates the necessity of separation of the national specificity of art teaching that lies in the ideas expressed in philosophic studies of G. Skovoroda and P. Yurkevich (kordotzen-trism), existential and anthropological ideology, anteyizm (P. Kulish, V. Suhomlinsky, G. Skovoroda), freedom of the individual, aspiration for self-knowledge, the attempts to comprehend the original sources of the Ukrainian national art, sacral heritage and traditions of the Ukrainian art schools, the history of national culture and folklore.

In the pedagogic system of arts teaching in the Ukrainian higher school we can find the following leading methodological basics:

- formation of the creative personality on the basis of respectful attitude to the arts phenomena; studying the examples of national and world's heritage, creative schools, art styles, methods and systems of the outstanding artists and teachers of the past;
- implementation of the national stylistics in the academic process;
- humanitarian direction of studies;
- moral and ethical training of the future artists.

Analyzing modern tendencies in the development of higher arts teaching education we regard it an important factor in the upbringing a personality and creation of a sense of national identification and formation of a civic position.

Appearance of new concepts in teaching at the higher school sometimes ruins the traditional system of teaching the image-bearing disciplines and leads to negative results.

Modern schools are expecting for the teacher with a wide range of knowledge and skills who is master of all necessary methods of teaching and able to orient his stu-

dents toward the active position in targeting their creative goals, to direct them to the independent choice and searching for their own creative opportunities. Higher artistic institutions have to provide secondary schools with highly educated specialists of such a kind.

That is why we consider that one of the main tasks among the themes of further researches of the art teaching in XXI century there is a study of communicative and integration relations that could help to widen the imagination and display the peculiarities of higher art teaching education in the other European countries and compare home achievements with their counterparts from abroad. For example in most German higher academic institutions there are two parallel structures of studies: two-grades system bachelor-master and also traditional academic programs with receiving the diploma of a specialist or master (Magister Artium) by the future school teachers. And this diploma of specialist is traditionally confirmed with a degree work and the written and oral tests as well. That is why it is not advisable to get rid of the diploma of specialist in the modern art teaching institutions of Ukraine and underestimate the degree work changing it for the qualification exam. Orientating towards the integration to the European community should not lead to unjustified destroying artistic and pedagogical traditions in home academic institutions and abandon fundamental concepts creating the student's world outlook.

At present a tendency for scientific and artistic educational paradigm and creation of new models of the integral artistic educational medium is observed (especially after announcement by the International Association of the Experts and Practical Workers on the Problems of Education and Art Relations) about the enlargement of researching and aesthetic role of the artistic education using the conceptual ideas of the world's pedagogics, pedagogics of culture and polyesthetic upbringing [5, p. 3-4].

Integration of the art teaching education in the international artistic educational medium motivates developing intercultural art pedagogics as well as optimization of scientific medium stimulates international educational researching activity that in its turn results in extending international relations and enlargement of scientific researches in the sphere of art teaching.

However, the problem of integration towards the European community is impossible without modernization, standardization, unification and mobile system of the home higher art teaching education, that is based on the competent approach and improvement of the normative and legislative documents for the higher academic institutions according to the European standards. It is safe to assume that the future of higher art teaching will depend upon how these problems are to be decided, and acceleration of implementing the modernization into the system of higher art teaching education will help it to overcome the critical situation where it occurred at the present moment.

Ukraine has a high level of development of the higher arts teaching education. This level is supported by the active collective efforts, constant information exchange, objective assessment of the students' and teacher's creativity. Integration process gives the Ukrainian students an opportunity to go far beyond the traditionalism of home higher schools and enrich their creative experience with another stage of their professional mastership. Persistent searching for the opportunities of social partnership be-

tween the Ukrainian art schools and European community will positively influence the quality of education. International exchange with the best students and teachers, communication with foreign partners by means of art exhibitions, scientific and practical conferences (as it took place in 20s, 60s of XX century), Skype-seminars will strengthen theoretical and methodological positions of the home art teaching education.

Reconstruction of the past, studying the genesis of the Ukrainian higher school art teaching leads us to understanding the essential changes in the development of art teaching thought, gives an opportunity of integral imaging the exact historical reality within certain space and time fragments [4, c. 72]. Scientific prognostication of tendencies for further development of the art teaching in higher school in terms of the European integration should be considered at least in two ways – transformation of the art teaching education in the constituent of the arts education which appeared on the border of centuries as a new field of the pedagogics and in connection with integration to the educational space in the European community [5, p.11].

Detailed study of the history of development and formation of the higher school art teaching during XX century gives grounds to consider that methodological searches in the image-bearing teaching make the art teaching education independent transform in the independent teaching area with its own structure and content concentrated in the academic programs and curricula, arrangement of the academic process, its flexible creative methods and principles for training future specialists with a purpose of creating their image-bearing culture and teaching competence.

Each higher school has its own history and comprehension of artistic and image-bearing process existing in the modern art. Study and analysis of the historical and teaching process that took place during XX century opens understanding humanitarian direction of the higher school art teaching as theoretical and methodical experience in connection with a personal educative potential of the image-bearing art. Humanization of higher school art teaching suggests putting into practice principally new orientation of the studies directed to free growth of the personality and his creativity that was multiply mentioned in their researches Sh. Amonishvili, G. Ball, I. Bekh, N. Guziy, Ye. Bondarevska, I. Zyazyun, G. Padalka, O. Rostovsky, V. Slastyonin, Ye. Shiyanov, V. Shulgina and others.

Realization of such humanitarian approach in the sphere of education is connected with training the teacher-humanitarian including formation and development of the students as personalities and specialists – involving them in the cultural values of different nations, elaborating the ability of self-identification and self-realization [2, p. 64].

Humanitarian direction of the art teaching education brings up in future teachers love to people, activates their spiritual world, attentive attitude to the society problems that meanwhile enables a personality to implement his civic duty in his creativity by means of image-bearing laws.

The evolution of the art teaching education on the basis of humanization gives scientists a possibility to plan approaches to determine the leading guides in the academic and educational process, those first of all lie in the personality's freedom of choice, his self-identification, spiritual self-realization, elaborating the ability to mutual interaction, conscious attitude to the national culture and others.

The analysis of scientific and teaching literature in con-

nection with our study made it possible to conclude that when prognosticating the prospects of the art teaching evolution in higher school it is necessary to foresee a series of priorities concerning the all-sided analysis of the development state of the field and scientific grounds of its objective regularities. According to the scientists' prognosis computer and information technologies, systemic programming, etc. will be actively developed in XXI century. That is why the art teaching education will also be inevitably modernized according to the demands of time. The most popular specializations in the field of art teaching education will be the professions related to design, computer and information technologies such as, for example, industrial design, graphic design, computer design, advertisement design, design of communications, ergonomics, etc.

Comprehension of the art teaching processes and their bifurcation enables us to prognosticate the tendency of the modern forms of teaching in future: the image-bearing sphere and design, the former being actively developed at the end of XX century.

Integration of Ukraine in the international process of work distribution significantly changed the ratio between demand for all the kinds of the design activities and the opportunities that are given thanks to this. Teaching design in the modern reality is surviving a new stage of searching universal interpretation paradigms. Such situation demands considerable revision of theoretical tasks for the art teaching education, especially concerning the development of such specialization like «Pedagogics of design» that is almost not developed in Ukraine.

We think that the development of art teaching in higher school directly depends on the larger introduction of the discipline «Art» or such a popular one in our time «Design» in the school curriculum. This question is very pressing. Gradual, successive and cyclic development of the art teaching shows that the future of the art teaching system lies in the earlier enlarged and intensive training of a personality.

We believe that the development of the higher artistic and pedagogical education depends on the wider introduction of the subject «Visual Arts» or such popular nowadays «Design» in the school curriculum. This issue is very important. As progressive, cyclical continuity and development of artistic and pedagogical education shows that the future system of artistic and pedagogical education is seen in an earlier broad and intensive training of identity. The main thing we must teach children during the fine arts, is thoroughness, accuracy, ability to think inventively and creatively, and others. The more disclosed, extraordinary is their thinking during the fine arts classes, the faster all mentally process will take place, and later the personality can give good results in any field of science or technology. Early Learning of Art leads to the formation of individual aesthetic culture, deepening intellectual, moral components of identity, shaping human values and priorities through art.

Careful study of the historical development of the higher artistic and pedagogical education shows that the government support the industry at all levels, art-pedagogical education will enable the country to make a big leap in scientific and technical progress, as happened in Europe and the East, especially in Japan, where art private lesson begins from 3 years old age. Tendencies and prospects of higher artistic and pedagogical education should always be in the zone of certain management decisions.

In this regard, we note that the development of higher artistic and pedagogical education is not a spontaneous process, but specially organized system of policy and strategy and better decision making in this area. Inter-communication with heredity, perpetuation and synthesis of the positive sense of the previous stages of Ukrainian Art and Education, strong academic traditions will help to make a plunge forward and overcome secondariness of education in the European market.

The appearance of artistic and pedagogical higher education in the twentieth century in Ukraine helped today to shape the identity of a teacher with a higher level of general culture, deep art tradition that focused a national achievements and best educational heritage. Promising development of artistic and pedagogical education lies not only in the sense of further modernization, but primarily in the education of «human of culture who is capable of maximum efficiency for translating the possibility of individual, intellectual and moral abilities into action and, the person who has need and a passion for self actualization» [3, p. 34-35].

In preparation of artists-teachers in universities first attention should be paid to strengthening personal approach to students, as future teachers, the development of his responsibilities to transmission and broadcast spiritual and artistic values, desire to promote the heritage of world and national fine art of artistic and imaginative vision of the world. One of the primary tasks of the artist-teacher is the constant improvement of professional skills, and the combination of artistic and creative processes of pedagogy and high technology in a market economy is a necessary, logical and adequate. One of the criteria of modern teacher is the ability to relate acquired knowledge with professional tasks, to work in situations that sometimes require innovative thinking. Also present expert should operate not only fundamental and profound expertise but also the ability for independent research activities, copyright search, free use of multimedia, the introduction of the learning process of innovative technologies, thereby forming creative activity of students.

Definition of prognostic artistic and pedagogical training trends of university students is the focus of the educational process in cognitive, evaluative-interpretative and creative-productive activity, active formation of motivation to learn and desire to learn the tricks of a trade, optimal use of professional principles and technologies in the future professional activity, ability to the competitiveness on the European market by enhancing creativity.

The strategy of any scale and multifaceted activity is a system of conceptually demonstrative action to address specific tasks to achieve the desired intermediate and final results. This general definition applies fully to understand the essence of the strategy of higher artistic and pedagogical education. Note that at present the strategy of developing the theoretical and methodological foundations of artistic and professional teacher educational trainings at the university characterizes consolidated interaction of visual, pedagogical and practical training areas. We also do not rule out the scientific research component, but for areas of art movement the more important mean of visual skills is putting their idea on paper or canvas as a piece of work that will be valued at the consumer market.

The fact that the specific artistic and pedagogical education is based more on the creative abilities of the indi-

vidual and the educational process of the artist often begins from childhood and is continuous because it is not associated with a gradual (from fundamental partial) mastery of certain Science and purely sensual, emotional and intellectual understanding of the fine laws essence, disclosing their mental and physical capabilities, the elaboration of a set of qualities that are necessary for self-realization in the chosen profession.

For nearly half a century Ukraine evolved its own unique system of professional training in the arts: art school - college - university. This system works effectively and consistently and today is one of the leading places in the world. Such practical training gives the best results and determines the nature of the future specialists training. The artistic and pedagogical subjects teacher masters the technique of teaching, adopting it directly from his teacher, and carefully considering its traditional base, enriches it using his own experience. The gap in continuous link «teacher – student – teacher» in the field of art education leads to irreparable loss. Hence it follows the importance of maintaining special pedagogical traditions of national artistic and pedagogical education.

The main pedagogical principles that were used during the twentieth century will be relevant now, is above all: attention to academic traditions, attracting new technologies, the balance between basic and applied knowledge, consistency, value elements of the creative and reproductive activity, sequence learning, corresponding steady, logical order, the movement from simple to complex, multivariation of repetition learning objectives, individual approach and personal example of the teacher-artist skills. Due to these principles, the learning process takes place in stages: from the knowledge – to the skills, from the skills – to experience, from free repetition and execution of fine exercise – to the creation of independent artistic work

Analysis of recent research and publications demonstrates the need to address various issues related to the development of artistic and pedagogical education, especially in the wake of the mental activity search as a form of creative process. At the time of high technology and total computerization it is very important to teach students not to use ready-made templates that a large number of various programs offer, but learn how to generate ideas themselves, achieving the highest degree of skill thereby.

Among the basic vectors of this development there could be mentioned the formation of motivational readiness of students to creation. Today artistic thinking lies in the plane of multistyle developing and leads to the consolidation of European art style searches. It is therefore extremely important to achieve the students analysis activation processes, expanding their intellectual outlook information space, deepening and updating artistic experiences, so they can easily integrate into artistic space of united European community.

Another vector of higher artistic and pedagogical education can be called its socialization. Today the social environment of the individual influences its choice of target very actively, content, process, place of study and even consumption of the finished work of art. So national universities have an extremely difficult problem of combining traditional European standards, the established view of the artistic and pedagogical education, and social demands of society on new forms and methods of teaching.

Analysis of the current state and prospects of develop-

ment of artistic and pedagogical education as an integrated system shows how important it is to look at forecasting functions on interdisciplinary education, such as individual and creative, social-economic and social-cultural. As it is noted by G. Padalka: «The importance is the issue of social studies framework of art education in connection with the determination of its methodological foundation, obtaining knowledge of the basic laws of teaching processes in art, on improving technology content and artistic training ... In general, improvement of art Education it is seen not only in the context of partial changes but some methodological findings and the laws of comparing traditional approaches and innovations with social conditions for the operation of laws art education as a social and historical phenomenon. Only on this basis we may identify promising lines and define prognostic trends in art education» [7, p. 5].

Improving of the higher artistic and pedagogical education is only possible on the basis of universal increase the prestige of education, more active implementation of creative, searching start at all stages of the learning process; on students individualization and differentiation of teaching and learning; freedom of choice on the attitudes, worldview original principles, spiritual formation and development.

Using effective techniques, methods and technologies of teaching based on national values in the field of art and teacher education will help in solving the important issues – patriotic education, which is especially important in the context of regional relations and the urgent need to preserve the integrity of Ukraine as an independent, unified national state based on cultural educational space of the country. To achieve these objectives, it is necessary to ensure all branches of the education system integrated development: legal, economic, informational, material and technical, personnel, scientific and methodological components. Reforming higher artistic and pedagogical education will contribute to avoid declarative of many pedagogical reforms and concepts, to help better use of domestic and international experience, and to implement the new educational and pedagogical innovations.

Today's society requires the art specialists in different areas from universities. However, the designers are leading, actively opening up their specializations both in artistic, educational and technical high schools. Turning to the forecast in the field of art and teacher education, we should emphasize the development of promising direction is design education. This area includes the definition of artistic and educational, scientific and technical approaches to modern models of teaching and includes components such as logistics design disciplines, identify and study the organizational principles of professional training, study theoretical and practical foundations of artistic activity, the semantic and structural improvements, systematization and classification of scientific and methodological achievements of design education, defining the functions of design in different sectors of society.

Also design education is attractive due to its cultural and aesthetic fully developmental focus, providing value aspects of artistic education especially meaningful value. Development of design direction requires a certain paradigm shift in artistic and pedagogical training and largely concerns the problem of improving the theory and pedagogical knowledge.

Improving the practice of design-teaching it is necessary to take into account the optimal balance between traditions and innovations in the system of artistic and pedagogical education. Some conservatism has always been inherent in art education, because it is achieved through the preservation and transmission of pictorial tradition. Development of modernized approaches to system design training is a necessary aspect of research and ensure progressive development of artistic and pedagogical education.

However, we note that the former command-administrative, bureaucratic style of management education sector has led to tight centralized policy in education, disparities in all its levels, the economic component of the job, the formal scientific approach to the educational process, stagnation and others. Thus, the analysis of historical and pedagogical literature, archival material shows how artistic and pedagogical higher education has undergone radical changes during the twentieth century, the transition from one extreme to another: from compulsory academic art training - to its actual liquidation and sharp reduction requirements for basic art training students in the 20's; focus on ideas Polytechnic education in 30 years - to demean and disregard for contemporary art in the university; unification of curricula in the 60's and 80's - to actually uncontrollable variability of these documents at the end of XX - XXI century and others.

Anticipating trends in higher artistic and pedagogical education can not avoid such an important aspect like for component system: value, system, process, result.

In our point of view, the value of the artistic and pedagogical education in Ukraine lies in its academic orientation, shaping and consolidation of knowledge through visual complexity problem by means of adaptive expression of classical art samples, the national art preserving traditions.

Development and maintenance of multi-level education system provides high quality training students and created over many years professional art education with through the curriculum and programs of children's art schools to colleges, universities and academies provide high quality of artistic frames on the world market.

The introduction of new educational technologies in the educational process must be directed closer to European standards, but with preservation of national specificity of teaching. When choosing methods and teaching methods we should take into account the need to provide larger freedom of the individual, encouraging independent activity in the enrichment of knowledge and creativity, organizational aspect - maintaining the functioning of individual educational and creative workshops. Creation of artistic and aesthetic, cultural space that covers the entire educational process in Ukrainian universities of art should be basic.

The expected impact is the competitiveness on the European labor market. In the twentieth century Ukraine continues to go its own way in the development of artistic and pedagogical education, while preserving their national traditions in education, achievement of which is increasingly gaining recognition in the European labor market.

The success of the Ukrainian artistic and pedagogical education is in saving its values during the whole period of time. Despite the fact that in different historical periods as valuable reference as variable structure acquired different forms, democratic and humanistic pedagogical tradi-

tions always remained relevant and unchanged. The education, creative personality of high moral character, with developed artistic and imaginative ideas, with established citizenship, patriotism, ability to be responsible for the fate of the state and society has always been the main concern.

In order to maintain the highest artistic and pedagogical education it is necessary to determine the priorities of the industry, which are:

- The social role of the fine arts as a driving factor in the dynamic development of society;
 - Understanding the standards of Ukrainian heritage values of Fine Arts and its impact on young people;
 - Bridging the gap between different social groups and high culture, initiation to elitism in the arts;
 - The modern requirements of Ukrainian universities logistical and human resources base saturation;
- Solving these problems depends on:
- Formation of state-level relationship to artistic and pedagogical education as especially significant spheres of human activity, which are very necessary for the development of modern Ukrainian society;
 - Strengthening the role of art and design objects profile at all levels of general education, increase their number of hours;
 - Continuous upgrade program and methodological support, content forms and methods of artistic and pedagogical education, taking the best domestic and international teaching experience into account;
 - Active participation of the media in artistic and educational activities, creating artistic and educational programs;
 - Development of training and retraining of teaching staff with regard to real social needs and new trends in the Ukrainian artistic and educational space;
 - Strengthening the material-technical base of higher educational institutions, developing measures and material incentives for teachers decent wages of artistic and pedagogical profile disciplines, providing social guarantees.

The positive performance of these objectives depends on the legislative framework of Ukraine in the field of high artistic and educational activities. The development of higher artistic and pedagogical education depends on how the future will be spelled out in the law on higher education legislative provision on the status of higher educational institution of art. As the V. Orlov «European traditions of university education have created a system in which the classic university model that emerged in Europe, synthesized a defining values of European culture, science and scientific knowledge, namely the right of free investigation of truth. The national university immediately after creation was regarded not as «academic community», but as an academic institution, accountable to the government. The gap between university education and artistic and aesthetic, creative teaching, research in this area essentially takes place in the present legislation. The law «On education» does not have a legal requirement and assigned responsibility for artistic and scientific creativity and remuneration to educational institutions employee. However, there is provision for which higher education institutions are engaged in research activities. This gap has led to uncompetitiveness of artistic disciplines teachers on world markets of skilled labor, and domestic art-education teaching personnel mechanism loses its foundation renovation ...» [6, pp. 13-14].

We believe that the creation of conditions for state ar-

tistic and pedagogical education development will help to form a new social consciousness. By definition of V. Andrushchenko: «We are all equally responsible for the losses the future ... education – will be re future; improve it – hence form the intelligence of the nation, able and capable of progressive social changes» [1, p. 12].

In summary, we note that the driving aspect of higher artistic and pedagogical education has a huge role in education of harmonious personality, it stimulates emotional and intellectual development, contributes to its spiritual enrichment, helps to have an easy socialization, enriches communicative potential, adds to general human experience. The spiritual value of art and teacher education is realized when it is organically included in the life of society, helps better understanding of artistic and imaginative knowledge of reality in the artistic education due to its achievements. Therefore, the government should understand and support the artistic and pedagogical progress in Ukrainian education.

Integration into the European educational space requires some changes from the national system of higher artistic pedagogical education in the organization, standardization, implementing of some technologies in educational process, creating the proper conditions for teachers of artistic and pedagogical subjects. However, these processes should not violate the established cultural traditions of Ukrainian people, but enrich European educational experience.

New pedagogical technologies that are now being introduced in the system of higher artistic and pedagogical education should be considered only in terms of their humanization, patriotism, providing intellectual, artistic, spiritual and personal and professional development of students.

We believe that higher artistic and pedagogical education can not be considered only to specific functions vocational training, it is also an important component of a holistic spiritual development, which increases the general cultural potential of Ukrainian society. The fundamental prop-

erties of higher artistic and pedagogical education bring it to polyphonic structure, which absorbed the best achievements of the prior art, aesthetic and educational belief.

Conclusions: Systematic and comprehensive analysis of the literature and regulatory sources in the context of our study led to the conclusion that when predicting the developing of the higher artistic and pedagogical education course it is necessary to foresee a number of priority measures such as modernization, standardization, universality, portability and socialization of national system of higher artistic teacher education. Ukraine has a high level of artistic and Higher education, which is supported by the activity of collective action, a constant exchange of information, objective assessment of creativity of students and teachers.

Based on the particular historical social, economic and educational situation, present factors set the global integration to European countries and raise new challenges for high artistic and pedagogical education in line with the renewed organization of educational process. Currently we have tendency to create a new model of integrated multinational artistic and educational space, which contributes to optimizing international educational and research activities, increasing international relations, deepening and expansion of research in the field of art and teacher education.

Summary results of the study allowed to see much higher theoretical principles of art and teacher education, especially in the area of specialization such as «Pedagogy of design». In this regard, we note that the development of higher artistic and pedagogical education is not a spontaneous process, but a specially organized system of policy and strategy in this field and better decision making in this area. Internal communication with heredity, storage and synthesis of the positive content of the Ukrainian Art and Education previous stages, strong academic traditions would help to make driving step forward and overcome the secondariness of education on the European market.

REFERENCES

1. Andrushchenko, V. Major trends in higher education in Ukraine at the turn of the century (Trying to predictive analysis) / V.P. Andrushchenko // Higher education in Ukraine. – 2001. – № 1. – P. 11-17.
2. Huziy, N.V. Teaching Professionalism: historical, methodological and theoretical aspects: [monograph] / N.V. Huziy. – K. : Education of Ukraine 2008. – 274 p.
3. Zyazyun, I.A. The aesthetic principles of personal / I.A. Zyazyun // Art in personal development : monograph / ed. and preface N.H. Nychkalo. – Chernivtsi : Zelena Bukovyna, 2006. – 224 p.
4. Lutay, V. The philosophy of modern education: Teach. manual / V. Lutay. – K. : Mahistr, 1999. – 252 p.
5. Nikolayi, H.Yu. Methodological research in the field of art education / Halyna Nikolayi // Current issues of art education and training, scientific research journal Issue: Is. 1 (1) / ed. Nikolayi H.Yu. – Sumy : SumDPU n.a. A.S. Makarenko, 2013. – P. 3-17.
6. Orlov, V. Bologna process and prospects of the artistic and pedagogical education Ukraine / V. Orlov // Important aspects of modernization artistic and teacher training: materials of international scientific-practic. conf.. – Poltava : PSPU, 2007. – P. 10-16.
7. Padalka, H.M. Art Education: Contemporary Problems of Development / H.M. Padalka // Scientific magazine. – K., 2009. – Is. 7 (12). – P. 3-9.