

## PROLEGOMENA ABOUT THE CLUSTER-NETWORK MODEL ORGANIZATION OF THE EDUCATIONAL SYSTEM IN MUSICAL ACADEMIES OF UKRAINE

### PROLEGOMENE ASUPRA MODELULUI CLUSTER-REȚEA DE ORGANIZARE A SISTEMULUI EDUCAȚIONAL ÎN ACADEMIILE DE MUZICĂ DIN UCRAINA

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*The article „Prolegomena about the cluster-network model organization of the educational system in the musical academies of Ukraine” discusses the complexity of higher musical education and the need for new scientific approaches to address the changing pedagogical reality. The authors propose a cluster-network model for organizing the educational system in musical academies, which is based on the following components: conceptual – tasks, methods, forms, means; axiological– values; psychological and pedagogical – mechanisms of learning values; organizational and management – management of elements of the educational structure. The cluster-network model aims to increase the competitiveness of the educational system by developing the students’ competencies that meet the requirements of the social order. It also emphasizes the importance of spirituality in education and the need for a holistic approach to human development. The authors argue that the ideal of human education is constantly changing, but the ability to correlate the concepts, ideas, and theories acquired during cognitive activity with an individual value system is a key indicator of successful education.*

*The article highlights the importance of understanding the inner class and spiritual being of a person, as well as the need to implement some methods that contribute to penetrating into the phenomenological secrets of human consciousness for researching and revealing the most important mental structures of man. It also discusses the role of dialogue as a way of existing and coexisting- with the „other” in the communication process.*

*The proposed model aims to address the challenges of the postmodern era, where the world is thought of as an open text not limited in its manifestations and interpretations. It emphasizes the importance of continuous education and the integration of knowledge from related disciplines to develop digital education and innovative work practices.*

**Keywords:** higher musical education, understanding, cluster-network model, spiritual potential, new digital technologies

*Articolul „Prolegomene asupra modelului cluster-rețea de organizare a sistemului educațional în academiile muzicale din Ucraina” discută complexitatea învățământului muzical superior și necesitatea unor noi abordări științifice pentru a studia realitatea pedagogică în schimbare. Autorii propun un model cluster-rețea de organizare a sistemului educațional în academiile muzicale, care se bazează pe următoarele componente: conceptuale– sarcini, metode, forme și mijloace; axiologice– valori; psihologice și pedagogice – mecanisme de învățare a valorilor; organizaționale și management– managementul elementelor structurii educaționale. Modelul cluster-rețea presupune creșterea competitivității sistemului educațional prin dezvoltarea competențelor elevilor care să răspundă cerințelor ordinii sociale. De asemenea, modelul în cauză subliniază importanța spiritualității în educație și necesitatea unei abordări holistice a dezvoltării umane. Autorii susțin că idealul educației umane se află în continuă schimbare, iar capacitatea de a corela concepte, idei și teorii dobândite în timpul activității cognitive cu un sistem de valori individual este un indicator-cheie al educației de succes.*

*Articolul evidențiază importanța înțelegerii clasei interioare și a ființei spirituale a unei persoane, precum și necesitatea implementării unor metode care să contribuie la pătrunderea în profunzime în tainele fenomenologice ale conștiinței umane pentru a cerceta și a scoate la iveală cele mai importante structuri mentale ale omului. Se pune în discuție, de asemenea, rolul dialogului ca mod de a exista și coexista cu interlocutorul în procesul de comunicare..*

*Modelul cluster-rețea își propune să abordeze provocările erei postmoderne, în care lumea este gândită ca un text deschis și nelimitat în manifestările și interpretările sale. Se subliniază importanța educației continue și a integrării cunoștințelor din disciplinele conexe pentru a dezvolta educația digitală și practicile de lucru inovatoare.*

**Cuvinte-cheie:** învățământ muzical superior, înțelegere, model cluster-rețea, potențial spiritual, noi tehnologii digitale

### **Introduction**

Higher musical education is becoming increasingly complicated by paradigmatic structures that negate the ideal of universalization of knowledge, the search for truth and spiritual growth. At the same time, it acts as an artistic interpretation of postmodern reality, where the world is thought of as an open text, not limited in its manifestations and interpretations.

The new pedagogical reality, in which personal position, subjectivity and active independent activity in situations of self-projection and self-realization are gaining more and more importance, requires new scientific approaches. The transformation of human consciousness, in general, and individual consciousness, in particular, into a determining factor of social life objectively leads to the use of the ontological approach, which, unlike the epistemological one, focuses attention not on the external manifestations of a person, but on the understanding of his inner class, spiritual being. Consequently, we are talking about methods of penetration into the phenomenological depths of consciousness, immersion in the “life worlds” and mental structures of man. This becomes possible in the process of dialogue not as a separate act, but as a way of being, co-being with the „other”.

### **Clustering of educational space**

Understanding as a phenomenon of cognition is characterized, first of all, as going beyond the immediate content, that is, into a wider context that contributes to the generation of its meaning; and, secondly, as the relationship between the object of understanding and the value-normative representations of the subject showing this understanding. So, understanding how a cognitive procedure is directed not at the acquisition of new knowledge, but at the meaning formation obtained in the process of mental activity.

This opinion can also be traced in the works of L.A. Mykeshina, who rightly asserts that a new vision has come to knowledge itself, its theory as epistemology, and understanding of values, their special role, not only external, but also immanent knowledge, inseparable from cognitive activity as a whole [3].

A global variant of the transformation of the educational system, including the musical one, is a paradigmatic structure that has its own implicit paradigm and is the result of limitations at the universal level. The educational paradigm is associated with the area of regulation of social space. Consequently, this educational system is a social instrument for the generation of cultural diversity. Each educational paradigm has a dominant type of cognitive activity, a system of significant pedagogical situations and basic methods. Each paradigmatic locus has its own educational anthology. It is based on special cognitive attitudes to reality and determines the nature of cognitive procedures, that is, it creates an educational map and mental schemes for assigning them meaning.

The analysis of this phenomenon revealed that there are a number of characteristics that are not recognized as knowledge, skills, or abilities, but which significantly affect the effectiveness of activities. Such characteristics were highlighted and called clusters. This can be a cluster of „achievement and action” (competencies: „orientation to achieve success in the field of performance”; „initiative in independent selection of works” etc.)

According to the modern scientists (M. Porter, M. Voinarenko, N. Marak, V. Geets, etc.), the educational clusters are recognized as an innovative form of development of educational institutions that ensure the development of students’ competencies that meet the requirements of the social order. The clustering of the educational space allows to modify the education, to build a network of the system of academic and university musical education based on a model consisting of the following components:

- 1) conceptual (tasks, methods, forms, means);
- 2) axiological (values);
- 3) psychological and pedagogical (mechanisms of learning values);
- 4) organizational and management (management of elements of the educational structure).

All of the above confirms the opinion that clusters are of great scientific importance, giving the opportunity to obtain a new synergistic quality due to integration, secondly, to practically increase the competitiveness of the educational system, thirdly, they have strategic importance, because their activities are aimed at increasing competitiveness education, providing training of professional personnel.

In this context, it is important to build a system of functioning of the educational cluster taking into account the continuity of pre-professional, higher professional and post-professional training. Pre-professional training is carried out within the limits of the professional college. Higher professional training in the art education system is organized through art institutes created in the middle. Post-professional training is focused on the system of distance music education. Special attention is paid to creating conditions for the active involvement of research institutes in this activity [1 p. 432].

### **Cluster form of the organization of art education**

The introduction of the cluster form of the organization of art education contributes to the promotion of new ideas and technologies for the development of spiritual potential in the system of continuous art education. Training a specialist is a complex, multifaceted process in which not only universities, but also research organizations and administrative structures take part. By interacting, partners form an educational cluster, increasing their resources, complicating the structure due to additional partners or content components. The activity of modern musical institutions leading multi-level training of specialists (Junior Bachelor, Bachelor, Master, Doctor of Philosophy, Doctor of Science), as well as carrying out international scientific research and projects contribute to the integration of the system of musical education in the world space. In this process, the international clustering of the educational process will contribute to the effective development of the spiritual potential of the individual based on the activation of the introduction of new technologies.

Modern science is only approaching the study of regularities of post-classical education, but it is already known that the essence of this phenomenon is closely related to the spirituality of a person, his ability to build constructive connections with the world and the inner harmony of spiritual essential forces.

The importance of this harmony allows us to consider the purpose and content of the educational process in a new way. Scientists draw attention to the fact that in the activation of the internal mechanisms of integration of different personal structures, the potential of a person's vital energy, the depth of his social creativity is hidden. On this basis, from the point of view of the authors, the ideal of human education is changing, the indicators of which are the ability to correlate concepts, ideas and theories acquired during cognitive activity with an individual value system; the ability to assess the adequacy of near and distant goals to one's creative potential and axiosphere; the ability to foresee the prospect of self-improvement in solving a real problem situation; the ability to reflect, the ability to fix changes occurring in peacekeeping, etc. Based on the above indicators, we substantiate the principles of realizing the potential of the educational process, which is consistent with the laws of the establishment of human wholeness [3 p. 380].

The spiritual component, which is the basis of artistic education, becomes the cornerstone that raises it on the basis of integrity, interdisciplinary, integrative in order to develop the spiritual potential of a person.

Spirituality is considered by us as the ability of a person to build his own world of advantages and values, reflect it through intellectual, emotional and creative potential in accordance with his life ideals. Spirituality as a complex, multidimensional phenomenon is also considered by us as a way of human existence, but not just in the world, but in the world of higher feelings.

The analysis of the scientific literature on innovative processes showed that in the field of higher musical education, the most relevant innovations are: reorientation of the goals of higher professional education to the spiritual development of the individual; the construction of the educational process as a system that contributes to the spiritual self-development of a person; integration of knowledge acquired

in the process of studying related disciplines, which create prerequisites for the development of digital education; active implementation of innovative and experimental work; providing the educational process with electronic means of training at the level of modern socio-cultural development of society.

### **Conclusions**

According to domestic and foreign scientists, solving these problems requires the implementation of a cluster approach. The formation of a system of continuous artistic education presupposes ensuring the continuity of its levels, the introduction of new digital technologies, and networking. Network interaction is considered as a cluster form that unites new ideas and technologies in the system of continuous professional art education. Due to the fact that we consider the implementation of the cluster approach in the context of continuous musical education as a holistic process it should ensure the development of a person's spiritual potential and comprehensive enrichment of his/her professional experience.

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