

**MODERN TENDENCIES IN  
PEDAGOGICAL EDUCATION  
AND SCIENCE OF UKRAINE  
AND ISRAEL: THE WAY TO  
INTEGRATION**



2018  
Issue № 9  
ISSN 2218-8584

## MODERN TENDENCIES IN THE PEDAGOGICAL SCIENCE OF UKRAINE AND ISRAEL: THE WAY TO INTEGRATION

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This international yearbook, as a periodical, includes the scientific papers of Israeli and Ukrainian scholars on the problems of contemporary psychological and pedagogical sciences. Ariel.  
**Issue №9**

*Ariel University*  
*Ariel, Israel, 2018*

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The 9<sup>th</sup> issue of the materials of Israeli and Ukrainian scholars is primarily dedicated to various aspects of current researches in the field of educational and psychological sciences, focused on the improving the system of education. This book of articles is open to the scientists from other countries.

The given papers are of interest to various researchers, graduate students, undergraduates and creative teachers who are interested in developments in the field of educational and psychological sciences in the system of education.

**ISSN 2218 – 8584**

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**Recommended for press**  
by Ariel University 20.09.2018

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# ARTISTIC EDUCATION IN INTERDISCIPLINARY DIMENSION: THEORETICAL ASPECT OF AN ISSUE

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***Abstract.** The interdisciplinarity of artistic education lies in the versatility of the influence of art on all cognitive processes of man and the ability of artistic-figurative embodiment of any topic and plot that concerns the person - the artist and the recipient. The origins of interdisciplinarity as a scientific paradigm lie in the theory of communication. The basis of interdisciplinarity lies in the scientific semantics: interdisciplinarity performs a syntactic role, on the one hand, and on the other, contributes to the growth of semantic connections in schemes and transitions between different subject areas. A promising strategic direction is to increase the cultural intensity of all academic disciplines. Simplified-practical use of art as an illustration, "figurative confirmation" of life's phenomena ignores its high purpose.*

***Keywords:** strategy, benchmarks, development, post-classical paradigm, artistic education, interdisciplinary discourse, innovative model, communicative practices.*

***Introduction.** The humanistic model of personality development focuses on post-classical worldview, in which events are not limited to causal relations and can be considered through semantic, synchronic, energy, and structural relations. Accordingly, an important trend in the study of personality development should include not only the knowledge of the regular, general, universal, repetitive, but also random, separate, non-repetitive, individual. The processes of transformation are interpreted as open and self-organized, and they need to give the status of the fundamental factor in the development of the personality. This means the rejection of coercive causality, the consideration of chance as an external obstacle to the investigated process, which needs to be neglected.*

The new educational paradigm involves the transition from the construction of average statistical schemes and universal recommendations to the understanding, that any students can be successful, provided that they have the maximum degree

of freedom in choosing individual cognitive strategies and creating high self-development motivation.

Any step pedagogy of modern art in terms of integration of knowledge related to various art disciplines is very strong phylogenetic and ontogenetic basis. This step is always natural and effective, both in the field of general education and in the field of special artistic education. The move grounded in different age categories of business education: the older they are, the more important the integration of interdisciplinary art disciplines becomes “logos” (in the broad sense of the ancient Greek word).

*The purpose of the article* is to highlight the theoretical foundations of interdisciplinarity in the context of the implementation of the new concept of artistic education.

*Overview of sources.* Interdisciplinarity is considered as an organizational principle, since it is about the conformity of the educational process organization with the requirements for the formation of a coherent picture of the world representations, a corresponding world outlook. The origins of interdisciplinarity as a scientific paradigm lie in the theory of communication (L. Vygotsky, S. Freud, C. Jung). At the heart of interdisciplinarity lies the scientific semantics: interdisciplinarity performs the syntactic role, on the one hand, and on the other hand, contributes to the growth of semantic connections in schemes and transitions between different subject fields (M. Epstein, G. Tulchinsky).

The revealed trends in the development of artistic education in the multidisciplinary discourse orientate the scientists towards the definition of strategic approaches, among which one can name the concepts of development of the spiritual potential of the personality in the field of musical art (O. Oleksyuk, G. Locarev, N. Popovich, Y. Sverlyuk, M. Tkach, etc.) and humanist orientation of the professional training of future musical art teachers (G. Padalka, O. Shelokova, O. Shevnyuk, L. Kondrastska, etc.).

**Main Material Presenting.** Particular mention should be made of the scientific searches of national scholars on the development of higher artistic education in the

Euro-Atlantic university space. Among them, their specificity distinguishes patterns associated with the use of various types of art (musical, artistic, dance) for therapeutic and preventive purposes.

One of the prerequisites that defines the conceptual framework of interdisciplinary, as well as adequately reflects the strategic guidelines for the development of artistic education is the creation of an innovative methodological base, taking into account the traditions and innovative experience within the socio-cultural space. The most difficult aspect of this problem is the discovery and justification of innovative models during communicative practices in the interdisciplinary discourse.

For many years, the scientific form of cognition dominated in native education, other scientific opinions and relevant branches were suppressed, which negatively affected the quality of education at the level of development of the spiritual-ideological consciousness and self-awareness of the young generation of specialists. Today, when the spiritual and ideological role of science becomes more and more significant, the teaching process at the university involves not only the formation of knowledge, but also the transfer of the “spirit of science”, “traditions of science”, “semantics of science”. Also, to these concepts we refer to spiritual values and moral norms that are characteristic both for science as a whole, and for certain branches. It should be noted that science is not the only way of knowing the world, because if a student can learn from the teaching and methodological literature, then the trainer is always a teacher.

In our opinion, the integrity of knowledge implies a combination of science with the dominant scientific method in the field of humanities, art, religion, etc. Nature and society are a holistic phenomenon, so a student must get objective knowledge about nature, society and the role of man (personality) in this process. The limits of our intervention in life processes are determined not only by the scientific and technical capabilities, but also by the concepts of the phenomenon and the essence of man. Thus, there is the need to consider the problem of integrating the spiritual potential of humanities and science. Successful realization

of the spiritual potential integration of humanities and natural science is possible in the students' formation conditions of the modern scientific world picture on the basis of knowledge and universal educational actions of these branches [3, p.7].

In today's conditions of rapid social and cultural changes taking place in ontological and epistemological representations of the world, the phenomenon of changes that require a profound cultural transformation of all spheres of public life, in particular, in the educational sphere, is clearly traceable. So, at present, the dominant tendencies in the development of the international community have led to the emergence of post-classical educational paradigm, which is determined by the reorientation of society on the spiritual development of people, their personal qualities and values in terms of knowledge of the world. Thus, in the methodology of modern social and humanitarian knowledge, there is a need to include in its circulation the categories of man and, accordingly, the expansion of a categorical series of such spiritual and psychological phenomena as integrity, subjectivity, personality, personality, spirituality, spiritual potential, etc. The determining factor that ensures the preservation and enhancement of the essential nature of personality is education. However, it is necessary to recognize the fact that the existing presentation of education as a way of translating knowledge does not meet the challenges of the present. Modern education continues to produce technocratic outlook, unilateral pragmatic teachings, and practical forms, methods and means to a large extent correspond to classical and non-classical educational paradigms, while post-classical reality has other goals and priorities.

The dominant source of the integrity of the educational process is the presence in the teacher of a harmonious image of this process (ideas, concepts, technology, and experience). Signs of integrity in this case are: the presence of sufficient grounds for achieving the goal of the pedagogical system, its ability to self-development, the ability to generate "outcomes". Such a result is possible only if there is an initial basis for constructing an educational process as a unity of personality, tasks and results, a teacher's system of competencies [4].

Modern science has put in the center of research a comprehensive interdisciplinary approach, integrating various branches of scientific knowledge (not only social and humanitarian but also natural) around the problem of the complete knowledge of Man. The spiritual component, based on the artistic education, will become the cornerstone which will raise education on the basis of integrity, interdisciplinarity, and integrity in order to develop the spiritual potential of the individual. It is such a feature of post-classical artistic education that it is hoped that future professionals will be carriers of creative initiative and civic engagement [3, p.6].

Interdisciplinarity as a modern form of fundamental education – the main direction of modernization of the university, and the development of fundamental interdisciplinary approaches in university education comes to the fore. The question of the university space inconsistency, divided into faculties and the department, which contradicts new realities and requirements for education, is becoming relevant. As a result, in education it is necessary to form new professional orientations. So, the model specialist should lay such characteristics as adaptability, flexibility, readiness for change, etc.

The introduction of spatial concepts in the study of the spiritual potential of personality caused the need to revise the linear representation of the educational process as a causal process, in which the personality of a professional develops. The basis for this is the post-classical type of rationality, which makes possible the understanding of man in education as the center, the purpose and value of knowledge. The semantic field of post-classical artistic education is quite broad and multilevel, related to the scale of certain phenomena in social practice and media space. Such a multifaceted nature involves creating the image of the desired future, the formation of goals and means for its achievement in research projects, scientific and pedagogical schools taking into account the new educational paradigm.

The knowledge integrity involves the combination of natural science with the dominant scientific method in the field of humanities, art, religion, etc. Nature and



society are a holistic phenomenon, so a student must get objective knowledge about nature, society and the role of man (personality) in this process. The limits of our intervention in life processes are determined not only by scientific and technical capabilities, but also by the idea of the phenomenon and the essence of man. Hence there is the need to consider the problem of integrating the spiritual potential of humanities and science. Successful realization of the humanities' spiritual potential integration and science is possible in the conditions of students' formation of the modern scientific world picture on the basis of knowledge and universal educational actions of these branches.

Native language literacy can be considered not only as a result of subject learning, but above all as a means of realizing the spiritual potential of natural science education, which defines the foundations of the general culture of the nation. The problem is the lack of realization of the natural science education spiritual potential as the value orientations of needs basis, motives, interests, ideals, beliefs. Formation of the ideological orientation of education in accordance with the state policy vector will be achieved upon the successful implementation of the spiritual natural science education potential, which involves the formation of a socially active individuals, respect for their people, culture and spiritual traditions.

The real ways of realizing the spiritual potential of science in humanitarian education are to improve the education content, the creation and modernization of new educational, methodological and diagnostic materials. This is especially true for artistic education at the present stage of its development, where one of the main trends is the integration of modernization processes.

The key issue, and hence the main issue of the theory and practice of artistic education, is the relation of human values and the vital life of a person. The context of mastering the value space of artistic education potentially involves the search for integrated knowledge based on the use of post-classical scientific rationality type. In this connection, the possibility of the non-humanitarian knowledge existence, based on the laws of classical science, is increasingly questioned.

In this regard, the specialization of O. Danylyuk [2] deserves special attention, according to which integration does not exhaust the combination of educational content, this phenomenon is revealed in the interpenetration of knowledge and consciousness. The author states that competence as a meta-object education can be formed through specially organized integrated educational spaces.

In this space, not a specific discipline, and not even a complex of disciplines is studied, and a certain scientific phenomenon, or event, a phenomenon of cultural or social life. O. Danylyuk considers the integral educational space as the main organizational unit of a competently oriented process in a higher school, which reproduces an integral fragment of cultural and professional reality. Consequently, the educational process in high school should be constructed as a set of logically completed structural components – integral educational spaces.

Spatial organization of competence-oriented artistic education can serve as the basis for designing new educational programs, the content of which is a trajectory for the development of competence. Integral educational space requires content and methodological harmonization of different disciplines in order to create a generalized model of competence-oriented education. Thus, a competent approach, if implemented in the educational process of an artistic higher education institution, will facilitate the transition to a post-classical model, taking into account interdisciplinary integration. Knowledge in the content of the educational process relates not only to the peculiarities of educational activities, but also to external value-oriented structures that connect internal goals with external cultural values and norms. Spiritual “I” of the subject correlates with the general cultural potential – the basic socio-cultural values. The degree of formation of a person’s core value determines what the future competence of the future specialist will actually be formed.

The concept of E. Bondarevskaya considered the principle of interdisciplinary approach in modern university education. The author believes that this principle is implemented in the content of psychological and pedagogical, scientific, methodological, subject, technological, educational and other aspects of teacher

training. “Interdisciplinarity”, says the author, “whose main purpose is to ensure the sciences and educational modules interaction in the formation of the teacher’s integral personality, is a real expression of the system-forming pedagogical education role in the professional training of students of all specialties. In this regard, it is obvious that the implementation of the interdisciplinary approach will contribute, on the one hand, to the introduction of the pedagogical component in the content of all areas of education ... and, on the other hand, to enrich the content of the pedagogical education itself with the necessary components of each other direction of university education” [1, p.33].

**Conclusions.** Modern conception of education as a phenomenon of domestic and world culture, as a force capable of overcoming the contradictions of civilization, the source of continuous development of man in the profession requires a comprehensive interdisciplinary discourse. A deep analysis of the content of artistic education involves the study of the integration of scientific knowledge, since it is a universal way of translating cultural and historical experience, the conditions for the deployment of spiritual essential forces of a person by means of art.

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