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The concept of the pilot project for the dual format of training specialists: directorial education

Режисерська освіта: концепція пілотного проєкту дуального формату підготовки фахівців

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Abstract


Considering global educational trends and strategies, the specialists of the Department of Directing at Kharkiv State Academy of Culture (KhSAC) are inspired by the experimental implementation of a dual-format professional training program in the field of Performing Arts (speciality 026). Such a precedent has not previously existed in directorial education in Ukraine. The introduction of the first educational-professional program in Ukraine, "Directing for Show and Art Projects", in 2023 is an innovative strategy for preparing professionals initiated by the Department of Directing at KhSAC, which can be considered the foundation for research and analysis of the possibility for implementing a pilot project for practice-oriented directorial education.


The research methodology is based on student-centered and competency-based approaches, principles of pedagogy concerning the determinism of theory and practice in the educational process, all directed within a systemic approach. The conceptualization of the pilot project involves a dual form of education alongside the analysis of the

Анотація

З огляду на загальносвітові освітні тренди і стратегії реформування освітнього середовища, фахівцями кафедри режисури Харківської державної академії культури (ХДАК) (професіоналами в царині мистецтва режисури) інспірується експериментальна організація дуального формату професійної освіти за спеціальністю 026 «Сценічне мистецтво» у фаховій режисерській підготовці. Прецеденту запровадження дуальної форми здобуття освіти за названою спеціальністю в Україні ще не було. Введення та затвердження в 2023 р. першої в Україні освітньо-професійної програми «Режисура шоу та артпроєктів» — інноваційної стратегії підготовки фахівців галузі сценічного мистецтва, започаткованої випускаючою кафедрою режисури ХДАК (однією з найстаріших творчих кафедр країни), можна вважати підґрунтям дослідницької аналітики можливості втілення пілотного проєкту практико-орієнтованої режисерської освіти. Методологічну основу дослідження складають студенто-орієнтований, компетентнісний підходи,

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standardization principles in training that envisages achievement of a new level of professional competence for competitive specialists. Methodological approaches and pedagogical modeling have been reproduced with the purpose of further development of educational standards and competency requirements that align with the descriptors of the National Qualifications Framework.

Keywords: innovation, concept, dual, form, education, labour market, pilot project, conceptualization, organizational structure, director, training of professionals, specialists, performing arts, professional training, standardization.

Introduction

The new education paradigm in the context of contemporary socio-cultural challenges anticipates modernization of foundational principles for the achievement of a qualitatively new level of professional training, enhancing the level of competence for new era professionals able to meet the demands of the labour market and trends of the global educational system.

Today, reforming of the educational sphere in Ukraine has entered its most active phase, which can, without exaggeration, be considered a national achievement. From the inception of educational reforms, dual education (from Latin *dualis* — *double*) has emerged within the unified educational structure as a subject of particular attention — an educational approach that combines academic training with the acquisition of specific qualifications (on-the-job training at workplaces in institutions, organizations, enterprises of the professional sphere). The introduction of dual education naturally bridges theory with practice and is one of the most progressive forms of acquiring professional competence and educational development of learners, respectively preparing future competitive specialists for the labour market with its contemporary demands (Kharkiv State Academy of Culture, 2023; Buchynska et al., 2021; Buchynska et al., 2020; Ministry of Science and Education of Ukraine, 2021).

положення педагогічної науки про детермінізм теорії та практики в освітньому процесі, що скеровує представлений аналіз в руслі системного підходу. Концептуалізовано організаційні основи пілотного проекту впровадження дуального формату в режисерську освіту та здійснено аналіз засад стандартизації підготовки фахівців за спеціальністю 026 «Сценічне мистецтво», що передбачає новий рівень професійної підготовки та фахової компетентності конкурентоспроможних режисерів, здатних відповідати сучасним запитам мистецького простору та ринку праці. Означено методологічні підходи і відтворено педагогічне моделювання з метою подальшої розробки освітнього стандарту й вимог до компетентностей і результатів навчання, що має узгоджуватися та відповідати дескрипторам Національної рамки кваліфікацій.

Ключові слова: нова освітня парадигма, дуальний формат освіти, вимоги ринку праці, пілотний проєкт, концептуалізація організаційних основ режисерської освіти, підготовка фахівців зі спеціальності 026 «Сценічне мистецтво», стандартизація фахової підготовки.

According to the National Doctrine for the Development of Education in Ukraine in the 21st century, the Strategy for the Development of Higher Education in Ukraine for 2023–2032, (Order No. 286, 2022), (Law of Ukraine 2145-VIII/2017, 2017), (Law of Ukraine 1556-VII, 2014), and other legislative documents, the enhancement of professional culture in the dimensions of professional competencies' mastery constitutes a substantial vector for the evolution of contemporary education. In the medium-term perspective, the dual model of education in Ukraine, poised to occupy a significant position, is perceived as a precondition for a considerable enhancement in the quality of labour resources' professional training that is demanded by a society.

The Ministry of Education and Science of Ukraine, in partnership with the Representation of the Friedrich Ebert Foundation, State Institution "Scientific-Methodological Centre for Higher and Vocational Pre-Higher Education", Ukrainian Marketing Association, and the Federation of Employers of Ukraine, is creating conditions for the proliferation of the dual form of education.

Within the framework of the system for training qualified personnel, initiatives to introduce the dual form of education in institutions of

vocational higher and pre-higher education have become relevant as an experiment conducted by the Ministry of Education and Science of Ukraine since (2019). By the decree of the MESU (Order No. 991, 2019), the composition of the participants in the experiment was altered, significantly expanding the list of educational institutions, specialties, and enterprise partners involved.

The objective of the experiment in Ukraine for the years 2019–2023 is the development of methodological approaches to the organization of dual system of education, which is constructively beneficial for both the educational system and professional prospects of students. The national context requires adaptation of the existing international experience to Ukrainian realities, precluding the creation of a unified approach to the organization of dual education system for all specialties (Ministry of Education and Science of Ukraine, 2022; Pieshkova, 2018).

The focus of the author's research interest is concentrated on the issues of professional training in the specialty 026 “Performing Arts” within the context of the increasing relevance of dual education. This approach identifies powerful motivational potential, increasing the employment prospects for future specialists by minimizing inconsistencies and bridging the gap between the production and educational sectors in the training of professional personnel.

In the professional training by specialty 026 “Performing Arts”, within the context of the discussed theme of dual education, there are certain contradictions between:

- the objective societal need for modern professional adaptation of future specialists and the actual state of complete absence of any development in this aspect of the problem pertaining to the professionally-focused dual format of education in the training of specialists for the field of performing arts;
- the potential possibilities of the educational process for professional adaptation of future specialists in the field of performing arts within the framework of dual education through the joint interaction of higher educational institutions and cultural-artistic organizations and institutions, and the current absence of effective methods for their implementation.

Consequently, at present, the full implementation of a dual form of education in the professional

training of future specialists in the field of performing arts is complicated by a series of circumstances.

Firstly, the issue concerns the lack of development in the organizational and methodological foundations for implementing practical part of professional training (i.e., on the basis of the educational institution); secondly, it involves the ambiguity in defining the proportional parameters of theoretical and practical components in professional training; thirdly, identified causes for the difficulties in implementing the dual education system are absent; and fourthly, there is uncertainty in the mechanisms of its implementation, which overall unfolds the integrity of the problem field components.

The purpose of the presented scientific exploration is to analyse and forecast the strategies for implementing a dual education system (defined by the Verkhovna Rada of Ukraine as one of the main forms and a priority direction for the development of higher education in the country) to the professional training of personnel in the field of performing arts that enables perpetual renewal of the content of professional education, adaptation to changes in labour market, enhancement of professional level of specialists with contemporary thinking, motivated to attain their own creative and business goals.

Literature Review

The analysis of contemporary scientific research indicates that the proposed theme of dual-format professional training in the specialty 026 “Performing Arts” remains completely unexplored in the scientific discourse — there has not even been an attempt to formulate a similar problem, necessitating its comprehensive study. Dual education, as a complexly structured scientific problem, predominantly resides in the focus of foreign scientific research explorations, only beginning to gain attention in domestic theoretical developments. Among the relevant scientific publications that do not expand the thematic research horizon of dual education issues, it is important to distinguish works that interpret the dual format both in terms of its significant advantages and certain drawbacks, as well as those that substantiate the specifics of its implementation.

In the study “Ready? Steady? Grow! Readiness for Participating in Learning in Dual Education” by J. De Groof, E. Daniels, D. Gijbels, E. Kyndt,

B. Wille, and P. Van den Bossche, it is emphasized that workplace learning within the framework of dual education should attract heightened attention, as this form of education actualizes the issue of youth unemployment and enhances the individual employment of young professionals. The work accentuates the problem of learners' readiness to make a decision regarding dual learning, and it is determined that readiness to participate in workplace learning remains practically minimal. The research is aimed at distinguishing criteria for assessing: readiness to participate in dual education; current approaches to the introduction of dual education in the context of "maturity and readiness to participate in workplace learning", "motivation for readiness for workplace learning", and "clusters of competencies related to workplace learning" (De Groof et al., 2022).

The rationale for the orientation of dual education is found in the work "The dual training, a new approach to vocational education and training" by I. Molina, which posits that long-term youth unemployment in our country currently remains at a high level, as does the overall unemployment rate. Despite efforts in accordance with the recommendations of the European Union to create a system of vocational education with an integrative approach to learning, this goal's achievement is still in the future. The problem is concluded in the inefficiency of the vocational education system and integrative learning. A crucial prerequisite for the effectiveness of vocational education and the employment of young specialists is that the vocational training system must originate from the labour market itself. Companies can identify the real needs in training and the competencies that future specialists need to acquire (Molina, 2016).

In the work "Dual education – Pupils enforcement in the Slovak Practice" by F. Olsavsky and S. Trel'ova, a range of problems associated with the implementation of dual learning in the educational process is illuminated. It is proved that many organisations emphasize the lack of suitable candidates for open positions amid a relatively high level of unemployment. The authors identify the needs of employer companies and reveal the issue of certain enforced employment involvement present in the dual education system (with coercion considered from various perspectives). The authors comprehensively highlight a series of limitations caused by dual education, as well as its advantages (Olsavsky & Trel'ova, 2016).

In the publication "Implementation of Dual Education Elements into Electrical Engineers Training" by S. Soshenko, K. Sizova, and A. Shmeleva, the ways of implementing dual education, its advantages for both the enterprise and the educational institution are studied. The authors of the work characterize the elements of dual training for learners; argue for the implementation of current technologies in dual education, which positively influences the development of the educational process and ultimately contributes to enhancing the prestige of the educational institution; justify the necessity of pedagogical support for participants in the dual program. Concurrently, the authors emphasize that the implementation of a dual program presupposes the creation of a new teaching position—student consultant. A prerequisite for its effectiveness is that the consultant is attuned to the needs of companies, originating from the labour market itself, as interested companies define the real training needs and competencies required by future specialists (Soshenko et al., 2019).

Methodology

The methodological foundation of the research involves student-centered and competency-based approaches, principles of pedagogical science about the determinism of theory and practice in the educational process, guiding the analysis of the investigated dual form of training in the specialty 026 "Performing Arts" within the framework of a systematic approach. This enables the theoretical substantiation of the subject of study as a dynamically developing structure that is integrated into a unified educational system.

The system approach enables the realization of analytical perspectives concerning the innovative idea of simultaneous forming in learners an integration of theoretical knowledge with practical professional competencies of the basics of the executed professional operations. In this context, a significant process is the formation in future specialists of a spectrum of certain actions with broad vocational orientation, facilitating rapid adaptation of graduates in a production environment.

An integrated system of interrelated empirical research methods (source analysis method, analysis of the internal correlation structure of dual education, problem-analytical method, and synthesis of descriptive method with the generalization of scientific-analytical recordings) facilitates the definition of

conceptual foundations of the dual form of professional education in the specialty 026 “Performing Arts”. This system also enables the identification of typical and distinctly expressed characteristics of the subject under study as something that evolves infinitely according to its inherent laws within the context of global educational trends.

Research Stages:

First stage. Comprehension of the sources and theoretical-methodological foundations of the research. Analysis of statistics and normative materials on the investigated issue of the potential dual form of professional training in the specialty 026 “Performing Arts”.

Second stage. Systematization and generalization of research materials (with the implementation of a survey method for learners at a certain stage) aimed at identifying structural characteristics and conceptual foundations of the dual form of professional education in the specialty 026 “Performing Arts”, and adapting the theoretical component of learners’ training to the practical component of the profession.

Third stage. Pedagogical modelling of the duality of the educational process within the Graduating Department of Directing at Kharkiv State Academy of Culture in the professional training of future directors, with the aim of further development of the educational standard and requirements for competencies and learning outcomes, aligned in accordance with the descriptors of the National Qualifications Framework.

Results and Discussion

Contemporary education, motivated by the modern progress of society, necessitates openness to innovative processes. In turn, the continuous development of the production environment imposes cutting-edge demands on the labour market, leading to the demand for modernization of the educational environment (Prystaia & Kabatsii, 2021).

Despite Ukraine holding globally the fourth position in the number of citizens with higher education degrees, the quality of future personnel training often does not meet the expectations of stakeholder structures, which present specific professional requirements to job applicants (a fairly high percentage of graduates find their diplomas “collecting dust”). Employers complain that even master’s degree holders are

not ready for professional activities within the necessary scope of their chosen specialty, necessitating the retraining of learners to master professional competencies in practice (Order No. 286, 2022).

It is dual education that conquers this problem. It aligns with the development of labour potential and labour market demands for highly qualified specialists (even as an experiment, within which businesses can improve the quality of education).

The mismatch between the education system and the real demands of the production sector and labour market plays a fundamentally adverse role, as it is the production sector that sets the requirements for the knowledge and professional competencies of graduates and demands the competitiveness of the workforce (*in the “formula of educational interrelations”*: *education* → *labour market* → *production*, it is production that plays a decisive role against the backdrop of the need for specialists).

Even despite excellent education and high professional competence, young specialists typically have an insufficient understanding of labour market behaviour strategies and the implicit nuances of its operation, in the opinion of employers.

The strategic tasks of education regarding the reorganization of the existing system, the introduction of innovative forms of professional competence acquisition by learners into the educational process, and the transformation of requirements for the training of competitive qualified professionals (Resolution 1341/2011, 2011), (Resolution 266/2015, 2015), (Ministry of Culture and Arts of Ukraine, 2020; Ministry of Education and Science of Ukraine, 2017), intensify the urge to engage dual education (Ministry of Education and Science of Ukraine, 2019). This is in view of the experiment initiated by the Ministry of Education and Science of Ukraine to implement a dual form of education aimed at the significantly improving interaction between educational institutions and employers — as a prerogative of practice-oriented learning.

The experience of Germany, the birthplace of dual education, demonstrates that such a format of collaboration between companies and educational institutions is a guarantee for the preparation of specialists in demand in the labour market. It contributes to reducing the unemployment level among recent graduates and is considered a “bridge” that eases the transition from education to work. Although the benefits

for employers from implementing training in companies under the dual education system are quite apparent, not all Ukrainian employers are ready for it (Hritchenko et al., 2023).

The contemporary labour market in Ukraine demands highly skilled professionals capable of engaging in innovative activities. Under these circumstances, the issue of reorganizing the system for training future specialists becomes more crucial. This includes the integration of new educational models into the teaching process and the perfecting of mechanisms for interaction between education and the labour market. The resolution of this outlined problem relies on the variability of the implemented models of dual education for acquiring higher education.

The dual form of obtaining professional education is based on the full-time mode and can be combined with other types of institutional form of education. The implementation of duality can enhance the competitive edge of domestic educational institutions. Studying the educational experience of leading European countries unveils the opportunities for incorporating relevant pedagogical innovations into the national education system, particularly the experience of integrating certain elements of duality into the educational process with the aim of elevating the quality of professionally oriented education to new levels. The exportation of the German model (as the progenitor of the duality concept) was implemented in seven European countries (Switzerland, the United Kingdom, Luxembourg, Denmark, the Netherlands, Norway, Austria), with a considered, rational approach to adapting certain components of it, but not duplication of the German format of the system or its components. In the Ukrainian educational space, the dual form of training has so far been realized only in the spectrum of management, technical and economic specialties, remaining, as of current moment, outside the realm of professional training in artistic specialties (Martseniuk, 2020).

According to legislative documents, the dual form of learning, as previously mentioned, envisages a combination of theoretical training in educational institutions with practical application of knowledge directly at the workplace, aimed at acquiring the desired qualification level. This approach is implemented on the basis of a contract concluded with a stakeholder (employer).

Dual learning, based on a contract with a stakeholder's structure, includes: the order of

employment and corresponding payment for the work of a student (as per normative documents, training at the workplace involves performing job responsibilities according to the labour contract); the scope and expected results of the student's learning at the workplace (possibility of career growth); the obligations of the higher education institution and the employer in terms of executing an individual educational plan at the enterprise (the possibility of choosing educational disciplines and forming a flexible individual schedule of classes); the procedure for assessing the learning results obtained at the workplace (the results of practical work are included in the student's assessment and rating).

The concluded contract is the foundation for training under the dual program, which does not envisage short-term periods of staying in different structures, but systematic training according to plans developed by the chosen structure, which is responsible for the professional training of the student from admission to graduation, whose status is an intern. Ukrainian legislation prohibits the stay of an intern at the enterprise for more than three months, in other words, it is a student's in-depth integration into the production processes.

From the side of the educational institution, the establishment of continuous interconnections between the educational structure and relevant institutions is facilitated. This includes involvement of the qualified personnel from production in the development of regulatory documentation for the educational process and teaching of specialized disciplines. Additionally, it enhances the rating of the educational institution among potential applicants, which collectively contributes to the realization of the educational environment functioning at the level of the best European standards.

“The European educational space combines national peculiarities with the primary task in ensuring the quality of higher education – the modernization of methods for assessing the preparation of students, monitoring their achievements, where the main assessors are the client and the labour market” (Hritchenko et al., 2023).

The dual form of education, as a professionally and practically oriented mode of learning, is primarily based on the foundation of social partnership, which is directed towards a new model of professional training of specialists.

he dual form of education is organized in an educational institution in accordance with the programs/standards of professional education in specialties/qualifications and working curricula, which are developed jointly with stakeholders and approved in accordance with the procedure established by law by the indispensable agreement of stakeholders.

There has been no precedent in Ukraine for the introduction of the dual form of education in the specialty 026 “Performing Arts”. The introduction of the first educational-professional program in Ukraine, “Directing Shows and Art Projects”, as an innovative strategy for training specialists in the field of performing arts, initiated by the Directing Department of Kharkiv State Academy of Culture, in our view, can be considered as the background for research analytics on the possibility of implementing a pilot project of *the prerogative of practically-oriented training of a professionally competent specialist*, forming high mastery in directing and technologies of staging thinking as improvisational-constructive creation.

The Directing Department plays the role of a unique creative matrix that defines the integral system of scientific interests and pedagogical preferences of a unified research, educational-methodological, and organizational centre for the artistic-aesthetic education of future professionals in stage directing and cultural-artistic projects (show programs, large-scale city-level celebrations, international theatre forums, carnivals, and performances of spectacular art).

The challenges of the present encourage the Directing Department to plan transformations in pedagogical reality with the aim of enhancing standards in the field of education and technologies for professional training in accordance with the European requirements.

In view of the recent emphasis on strategies for reforming and enhancing the educational environment, the specialists of the Department of Directing at Kharkiv State Academy of Culture — both theoreticians and practical educators, who are professionals in the field of art of directing and laureates of international and national competitions — are inspired by the challenges of experimentally organizing a dual format for acquiring professional education in the field of “Performing Arts” (Speciality 026) within the educational-professional program “Directing of Shows and Art Projects”.

This educational initiative encounters several challenges, primarily the inconsistency of professional education standards, educational-professional programs, curricula, syllabus content, and discipline programs with the specific types of practical activities undertaken by students as a part of the practical component of their training aimed at adapting future directors to professional activities. The curricula of the Department of Directing at Kharkiv State Academy of Culture should be formed integrally, with all aspects customized to the practical training at the student’s workplace.

Based on the analysis of this problematic educational field, from the authors’ point of view, the primary necessity of implementing a range of effective positions is emphasized:

- monitoring of the labour market (identifying stakeholders, multi-directional exploration of the varying spectrum of interests and demands of potential employers in the sphere of performing arts) with the aim of *defining a set of requirements for the content and outcomes of educational activities within the specialty. This involves marking the requirements of qualification standards for the competencies (learning outcomes) of graduates*, ensuring the achievement of an appropriate quality level of the professional preparation for creatively thinking directors;
- implementation of innovations in the content and technologies of education in the context of specifying learning objectives and outcomes. This includes updating the curricula and programs of the Department of Directing at Kharkiv State Academy of Culture, taking into account the demands of potential employers, adjusting the content of educational components to meet modern requirements, refining forms of control, updating the educational process schedule, and redistributing credits among different content components;
- identification of competencies for future specialists in the educational-professional program, aligned with the demands of the labour market, according to the framework of qualifications and the curriculum;
- implementation and execution of the educational program through close collaboration with employers, whose suggestions are correlated with its content; monitoring of the effectiveness of the program’s components with all groups of stakeholders, and accordingly, updating the programmatic competencies and learning outcomes;

- considering the interests and proposals of students in the framework of forming individual educational trajectories, manifesting in the decision regarding attendance of elective courses (adding courses upon graduates' requests, aimed at forming comprehensive professional knowledge and competencies — the introduction of relevant disciplines into the educational process is based on verbal surveys followed by discussions at the department meetings, where the educational program is approved;
- introducing ongoing round-table discussions as meetings with stakeholders for the purpose of gaining experience in professional interaction with experienced specialists in directing;
- concluding bilateral agreements in accordance with the current legislation in the framework of dual education (with the management of state and public cultural and artistic institutions/organizations, creative associations/unions and collectives, business structures, event agencies, etc.) (with the aim of further concluding tripartite agreements with students);
- fostering cooperation between the Department of Directing of Kharkiv State Academy of Culture and profile organizations (within the framework of various professional-oriented events — from organizing master classes, series of trainings, long-term courses to the introduction of advanced training and internship programs);
- assistance of the specialists of the Department of Directing in involving higher education students in directorial projects of various levels — staging of show programs, city art projects, fashion shows, performances, presentations, theatricalized concerts, various genre and form festivals and rituals, carnivals-parades, folkloric shows, city creative art projects, television projects.

The paradigm of training for educational and professional program “Directing Shows and Art Projects” enables the goal achievement: to prepare specialists who possess comprehensive knowledge, basic and professional competencies in the field of performing arts and contemporary

event technologies. This approach is aimed at enabling students to acquire skills in scientific research, applied and innovative aspects within their professional field, and the ability to solve complex professional tasks in specialized production activities. The definition of competencies and program outcomes for academic disciplines is implemented in compliance with the matrices of educational program correspondence.

The sequence of acquiring competencies and program results of training is determined by the structural and logical scheme of training specialists in the field of directing: the program outcomes of learning are defined by the Higher Education Standard through:

- *establishing the optimal volume of all types of educational work (with the prevalence of individual over lecture-based activities, including mandatory professional course work involving the development of the student's own artistic project and qualification works);*
- *choosing effective teaching methods and forms of assessing students' educational achievements, applying appropriate methodologies, technologies, and tools (involving students in cultural and artistic projects at city and international levels through the Department of Directing);*
- *compliance with the requirements of the standard regarding the functioning of the quality assurance system for educational activities.*

Discussions on the content and quality of teaching academic disciplines occur in the form of semester surveys and written questionnaires for students from the Department of Directing. The remarks, suggestions, and wishes expressed by the students are taken into account in the process of improving the curriculum, forming syllabi, and working programs of academic disciplines (see the scheme). Monitoring students' opinions on the quality of the learning process allows to adjust curricula and syllabi with the aim of acquiring competencies inherent to the specialty, which in turn updates and enhances the educational process itself (Alieksienko, 2023; Buchynska et al., 2021; Prystaia & Kabatsii, 2021).

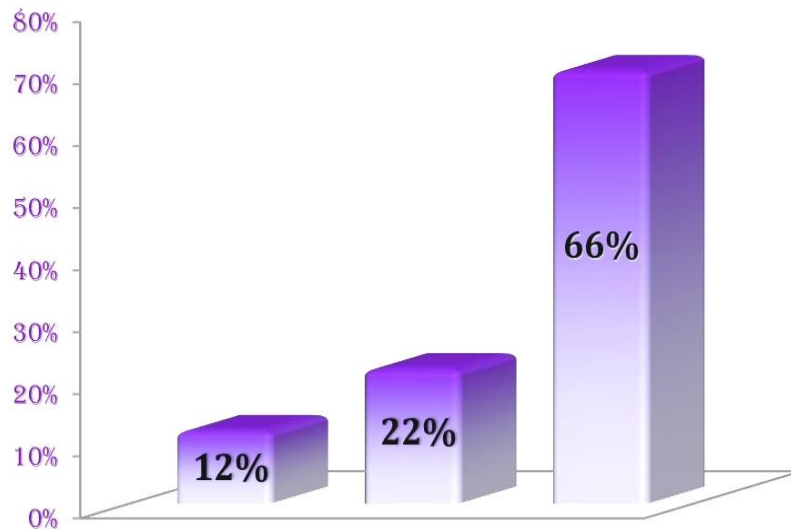


Fig. 1. Survey of students from the Department of Directing, KhSAC concerning the modification of educational and professional programs to enhance their competitiveness in the labour market.

Do we have to conduct training in your program in a dual form of education?

- Yes – 66%
- No – 12%
- Difficult to answer – 22%

Consequently, there should be an expansion of the list of specialties and professional training programs.

In the process of creating a dual educational program, a key position is assigned to the schedule of the educational process.

We propose to introduce a dual program from the second year, with a phased block system of education:

- one month of practical professional work followed by one month of classroom learning;
- (aligned with the thematic-disciplinary content blocks of the courses).

Accordingly, we propose to distribute practical and theoretical components in the ratio of training hours:

- 1st year: 100% theoretical-practical components taught at KhSAC;
- 2nd year: 70% theoretical, 30% practical at production from the 4th semester;
- 3rd year: 40% theoretical, 60% practical at production;
- 4th year: 40% theoretical components, 60% practical at production.

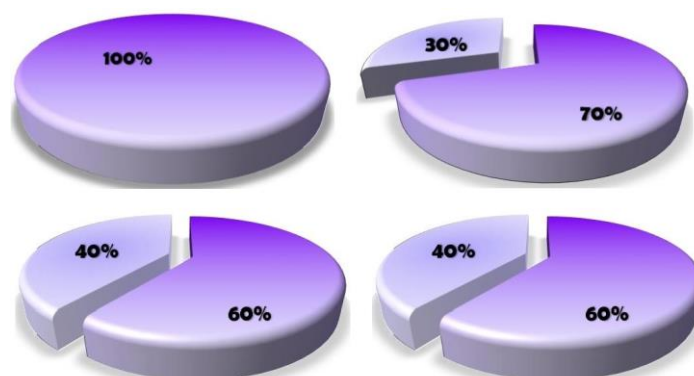


Fig. 2. The Ratio of Theoretical Training to Practical Training for Educational Program Students by Academic Courses.

It should be emphasized that the organization of a dual educational program as a certain

educational experiment involves the corrective diagnosis of such components of professional

competence as motivational, active, reflective, cognitive, and value-based, upon which the process of mastering a profession is based.

These components, from our perspective, can be considered systemic in forming competence — *the ability to think professionally and systematically.*

Professional “capability”, accordingly, is associated with the rationalization of educational components and pedagogical-educational framework based on them, which should sensitively respond to internal and external changes in the professional sphere.

Dynamic transformations of the labour market stimulate significant changes and the emergence of the latest methodological approaches to academic disciplines. These disciplines shape integral, general, and specialized professional competencies in professional training for the specialty 026 “Performing Arts”. Specifically, the disciplines of the regulatory training cycle develop general skills of critical thinking and the using modern communication platforms. The

professional disciplines’ goal is to enable the learner to acquire abilities and tools for creative professional activities, event technologies, with the objective of achieving planned staging purposes and organizational results. The disciplines of free choice are aimed at training specialists with a broad outlook for the further practical implementation of the acquired knowledge in professional activities. The design of educational components’ content is carried out in accordance with the requirements of the modern labour market and the provisions of relevant program documents regulating the training of specialists in the field.

Within the professional training in the educational-professional program “Directing Shows and Art Projects”, we suggest the following set of theoretical disciplines.

Let’s emphasize the primary necessity of mastering practical skills in forming and realizing a directorial concept, acquired through studying educational components such as “Fundamentals of Directing and Acting Skills” and Directing Shows and Art Projects’.

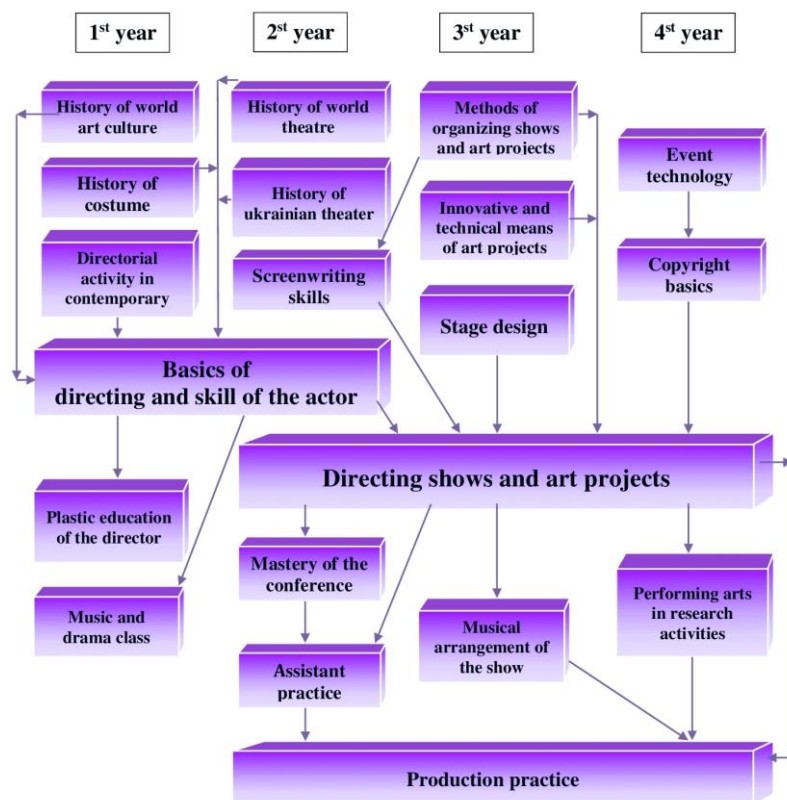


Fig. 3. The logical scheme of educational components in the dual form of training of the educational program “Directing shows and art projects” of the Department of Directing Kharkiv State Academy of Culture (project)

The theoretical block includes courses aimed at mastering knowledge of the professional sphere and assimilating the required cultural, historical, pedagogical, psychological, and other aspects of the activities of a director-producer, which we regard as fundamental: “History of the World Artistic Culture”, “History of the World Theatre”, “History of Ukrainian Theatre”, “History of Costume”, “Directorial Activities in Contemporary Theatrical Art”, “Scriptwriting Mastery”, “Event Technologies”, “Methods of Organizing Shows and Art Projects”, “Mastery of the Presenter”, “Innovative Technical Means in Art Projects”, “Plastic Education of the Director”, “Music and Drama Class”, “Scenography”, “Musical Arrangement of Shows”, “Director’s and Assistant Practice”, “Production Practice”, “Fundamentals of Copyright”, “Stage Art in Research Activities”.

The practical training block for acquiring professional competencies (the ability to effectively develop innovative art projects, conduct performing and staging activities in the field of concert and spectacular genres, artistic-sporting spectacles, show programs, and other forms of stage culture, according to the educational-professional program — takes place directly at workplaces. Among these, we can consider such art institutions as theatres (both state and private), philharmonics, culture palaces, concert and entertainment institutions, event agencies, schools of arts and aesthetic education, cultural-recreational centres, research and creative institutions of culture and arts.

It should be emphasized that relying on the old content of the existing courses, even as supplements to new program disciplines, is not advisable (students should receive up-to-date theoretical material, relevant to real-life scenarios). Undoubtedly, it is necessary to create a new curriculum in response to employer demands, incorporating new academic disciplines as its components. A portion of the existing disciplines should be modernized; however, they must be restructured not only to meet the demanded competencies but also to align with contemporary educational conditions and methods.

These positions necessitate both synergy of academic principles and the realities of the artistic environment, as well as the opportunity for educators to work with the most relevant content within the confines of academic disciplines. Thus, a model that allows learners to understand the professional background of the field, master the programmatic outcomes of their

education at the level of ingrained skills, and, indeed, the set objectives, is created.

We propose to introduce the “teacher-expert” model, in which the teacher is responsible for theoretical and organizational parts of the discipline, while the expert from the structure where practical training is conducted ensures the relevant professional and practical activity of the student. It is crucial that, at the system level, solutions should be found for adjusting programs and ensuring their permanent relevance.

During the implementation of dual education, the university and the employer become equal partners, as the latter influences the development and can significantly participate in the elaboration of working and individual study plans, assesses the results of each learner. Therefore, mentor — a director/expert in the event industry, structure where practical training is conducted — plays a crucial role in the organization of such training process. He transfers the acquired experience and knowledge to the students during practical training and facilitates professional adaptation of directors in the profession.

The development and updating of disciplines based on the principle of dual education is the substantive work of teachers of the educational institution. When updating the content of disciplines, it is important to maintain a balance between academic (scientific) goals and practical application of training. The purpose of education is to prepare specialists who are genuinely ready to work, can effectively build their careers, and deepen their knowledge throughout their lives. A working group should be formed around each individual discipline from the lecturer of the discipline and the director/experts of the company, whose expertise is substantively correlated with the content of the course. Such a process is multi-stage, each worked out stage must be jointly agreed.

A working group should be formed around each individual discipline from the lecturer of the discipline and the director/experts of the company, whose expertise is substantively correlated with the content of the course. This process is multi-staged, each developed stage must be jointly agreed upon.

The first step in developing a discipline is to work out the expected learning outcomes, which are formed as skills. They consist of examples of professional tasks (or their elements) that learners will be able to perform by the results of

the course, and a correlation with professional competencies and knowledge sections is added.

It is an important conceptual step that enables *understanding between both environments — the professional (through the formation of practical expected outcomes) and the academic (through understanding how activities within the course contribute to shaping the future specialist)*. At this stage, collaboration between experts in directing and teachers should occur.

The subsequent steps of the work are more traditional and involve the development of the thematic plan for the course. Each teacher in the working group must present and discuss the proposed plan and its correspondence with the formed learning outcomes.

Subsequently, experts are expected to assist in selecting the most relevant materials and literature for the courses, and additionally, to present practice-oriented tasks which the teachers are afterwards encouraged to integrate into the program.

The consequence of such collaboration is the updating of working programs and course materials by the teachers, as well as the formation of a certain unity of skills and knowledge, which further develops into a detailed profile of the program's graduate.

One of the key objectives pursued by the program is to minimize the barrier and enhance mutual understanding between the artistic industry (with directing projects) and the academy, i.e., *to strengthen the relationship of scientific and production developments.*

The result of such collaboration extends far beyond updated materials and working programs: it lies in the systematic building of trust and synchronization of two very different and demanding environments to form a powerful cohort of future professional directors.

Among the drawbacks, we can identify:

- students who choose this form of education do not have holidays in the traditional sense of the educational institution, only the standard leave granted at the enterprise where the practical training is conducted;
- the choice of specialization is made immediately (by the traditional format of education, students can ultimately choose their professional specialization in the 4th or

5th semester, whereas in dual education, a decision must be made immediately).

Overall, the implementation of dual education is a guarantee of enhancing the quality of training for contemporary creating directors, taking into account employer requirements. Employers' interest includes their desire to acquire highly qualified workers who are maximally motivated to work immediately after graduation, with an immediate understanding of the principles of staging and the realization of a directorial concept. In turn, learners of the dual education form have a greater chance of obtaining their desired job.

Therefore, dual form of obtaining directorial education in the educational-professional program "Directing Shows and Art Projects" is the implementation of competence and student-centered approaches, against the background of a focus on meeting the expectations of education applicants — future directors of stage projects for successful professional work. It involves forming in them modern practical knowledge in the field of directing, skills and abilities for professional activity and teamwork in real workplaces and the production environment, enhancing readiness, facilitating and accelerating the transition of directing department graduates from the educational sphere to the labour environment. In other words, *it increases their overall competitiveness in the artistic space and the labour market.*

Conclusions

Today's new reality in the educational and scientific sphere, both globally and in Ukraine, is confronted with the challenge of combining different training practices (through the lens of coordinated interaction between theory and practice) aimed at achieving the training of competitive specialists at a global level, integrating into the European educational and scientific space to introduce a new innovative level of educational quality in a European dimension of learning.

The dual directorial education, we are interested in, ensures a close interconnection between the educational and production spheres; coordination of pedagogical conditions for professional training in directing in educational and production environments. A graduate-director acquires the ability for contemporary managerial thinking and a system of specialized theoretical and practical knowledge of the fundamentals of the event industry and event technologies,

mastering skills in professional planning, organizing events in official, public, and private life, particularly in developing concepts and programs, forming and controlling budgets, coordinating the work of subcontractors, and evaluating the effectiveness of the conducted event. Undoubtedly, dual education, as a “single organizational whole”, is a form of education that emerges as a product of social partnership against the background of mechanisms of theoretical and practical interactions directed towards preparing highly qualified directors according to labour market demands. The dual system ensures a balance between the demand and supply of professionals in the labour market and activates the student’s business independence in the directing profession.

The current scientific research suggests that due to effective combination of theoretical and practical training the level of preparation of today’s graduates, who, in terms of their professional qualities would meet the demands of contemporary stage art and acquire professional competencies defined by the educational program/standard of professional education, should increase. It is important to emphasize, without any doubt, that practical training at a stakeholder’s base will provide students with an understanding of the details and nuances of the directing profession, about which it is hardly possible to learn from theoretical courses. However, it is precisely the theoretical component of education that should facilitate the acquisition of such fundamental professional competencies as the ability to think systematically and creatively in the context of independent authorial directorial work in the field of various innovative forms of stage art, as determined by the educational program/standard of professional education.

As a result, the graduate will have the opportunity to be employed in either public or private sectors of various fields of activity, choose the direction for further professional growth that best matches their personal abilities and expectations — their individual educational trajectory — the personal path to realizing the future director’s personal potential, taking into account their interests, abilities, needs, motivation, opportunities, and experience. For this reason, future directors, within the framework of education offered by the Department of Directing of Kharkiv State Academy of Culture, are provided with conceptual, ideological, and specialized professional support from teachers and the academic community.

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