FOREIGN EXPERIENCE OF VOCATIONAL ART EDUCATION

ABSTRACT
The analysis of the vocational training of skilled workers in foreign countries is presented in the article. Foreign experience of vocational art education is considered. The role of employers in the educational process, the importance of skilled workers’ training to meet labor market requirements are emphasized. The essence of the concept of «dual system» is revealed. According to German experience, which has shown the introduction of an effective educational system and effective enterprises’ cooperation with educational establishments, there is a need to use foreign experience to integrate the dual system and its elements in the educational process of Ukraine, involvement of employers in the development of training programs and qualification requirements, which will allow to train skilled workers who will be able to compete in the labor market and improve Ukrainian industry. A detailed study of the Austrian education system demonstrates the effective organization of cooperation between partner companies and competence centers opened in vocational education establishments. The development of creativity, mastery of modern competencies, skills of middle management and enterprise work planning are important for the Ukrainian education system. Foreign experience of cooperation of educational establishments with partner organizations of the Netherlands indicates that Ukraine today requires the involvement of special and social partners in the organization of educational process and cooperation with business. Denmark’s education system shows the effective organization of the educational process, therefore, priority should be given to Ukraine’s modern preparation for higher education. Estonian practice confirms the necessity of expanding in Ukrainian educational system skilled workers’ multilevel training and mastering modern art competences. The experience of the Japanese education system testifies to the presence of national traditions, that play a serious and positive role in the development of the creative personality and its talents. Education is aimed to form ideological orientations and competences, the need for creative self-realization and spiritual self-improvement in the skilled workers’ training. Development of national culture and national traditions in the education system is important for the Ukrainian state. Experience of the Japanese education system demonstrates existence of national traditions, that play a serious and positive role in personal development and her talents. Education is directed to formation of world outlook orientations and competences, the needs for creative self-realization and spiritual self-improvement when training skilled workers. For Ukraine it is important to develop in the education system its national culture and traditions.

Keywords: vocational training, art education, foreign experience, skilled worker, dual system, cooperation, national traditions, creative personality.
Висококваліфікований робітник, який відповідає вимогам ринку праці. Розкрито суть поняття «дуальна система». На основі досвіду Німеччини, що показав впровадження ефективної освітньої системи та ефективну співпрацю підприємств із навчальними закладами, постає необхідність використання зарубіжного досвіду, щодо втілення дуалької системи та її елементів в освітній процес України. Залучення роботодавців до розробки навчальних програм та кваліфікаційних вимог, що дозволяє підготувати висококваліфікованих робітників, які зможуть бути конкурентоспроможними на ринку праці та покращити українське виробництво.

Детальне вивчення австрійської системи освіти демонструє ефективну організацію співпраці підприємств-партнерів з центрами компетентності відкритих при закладах професійної освіти. Розвиток творчого потенціалу, оволодіння сучасними компетенціями, навичками середнього менеджменту та планування роботи підприємства є важливим для української системи освіти. Зарубіжний досвід співпраці навчальних закладів з партнерськими організаціями Нідерландів указує, що Україна сьогодні потребує залучення специфічних та соціальних партнерів у організації освітнього процесу та співпраці з бізнесом.

INTRODUCTION
At the present stage of vocational education development in Ukraine, attention is being paid to the problem of vocational training quality. The quality of qualified specialists’ training is one of the leading places in Ukraine’s educational policy. The educational process in vocational training is built on a competency basis. Today, Ukraine needs highly qualified art specialists, who meet the requirements of the labor market.

European production demands from the specialist modern professional knowledge, creativity, the developed competences and mobility.

Both the Ukrainian experts, and vocational training specialists of different countries of the world pay attention to problems of skilled workers’ training. They confirm the importance of vocational training improvement and consider it necessary to approximate national vocational education standards to international ones.

THE AIM OF THE STUDY
The aim of the study is to cover foreign experience of the future skilled workers’ vocational training, to analyze the process of the future skilled workers’ vocational training abroad.

THEORETICAL FRAMEWORK AND RESEARCH METHODS
Study of foreign experience of professional training of skilled workers of artistic profile were engaged by domestic and foreign scientists N. Al-Khalaf, N. Baseliuk, O. Baseliuk, V. Vasylychenko, L. Gerganov, A. Grynenko, O. Grishnova, L. Kerb, I. Kischko,
In the works of scientists, special attention is paid to the problem of vocational education and training systems’ development in the countries of the European Union. The modern programs and directions of skilled workers’ training in the countries of Western, Northern, Central, Eastern Europe and the countries of the East are characterized.

The organizational and legal basis of the vocational education and training development is analyzed. The importance of partnerships and collaboration between employers and educational establishments is emphasized. The problem of formation of creative thinking and abilities of future specialists is considered.

The researches of N. Al-Khalaf, I. Kischko, R. Talvik, A. Tanzer, K. Reininga substantiates the experience of such programs implementation as “Cultures of the Curatorial” and “Dual Academy”, reveals the functioning of the dual education system.

The following methods were used to realize the aim of the study: analysis, synthesis, comparison and generalization.

RESULTS

Worldwide experience in the field of professional art education is heterogeneous and versatile. Let’s consider the development and functioning of foreign professional art education, approaches and areas of vocational education in the example of Western European countries (Austria, Germany, the Netherlands); Nordic countries (Denmark); Central and Eastern Europe (Estonia) and Eastern countries (Japan).

Among the variety of vocational training forms and systems in Germany the most common is the dual system.

The term “dual system” (from Latin dualis – double) was introduced into pedagogical terminology in the mid-1960s in Germany as a new, more flexible form of vocational training organization.

Duality as a methodological characteristic of vocational education implies a coordinated interaction of the educational and industrial field with the certain type specialists’ training in the framework of organizationally different training forms. (H. Baumann) (Savchenko, 2018).

Every 5th German company is engaged in vocational training. 2/3 of the system students are trained at medium and large companies. 2 students out of 3 who studies at the company stay working at it (Savchenko, 2018).

In Germany, the legal framework for vocational training in the workplace in industry and crafts is defined in the Vocational Training Act and the Trade and Crafts Code. (Gerganov, 2014, p.102). The basis for conducting vocational training on the dual system is the conclusion of a tripartite agreement on vocational training (enterprise, student, vocational school). The peculiarity of this form of education is that 70–80% of the training is conducted at the enterprise – 3–4 days a week the student is training at the enterprise and 1–2 days at the educational institution.

The employer pays compensation to instructors who are distracted from the main job and do mentoring. The student who is trained at the enterprise is remunerated (an average student’s salary is 80% of that of a qualified employee). After passing the exams, the graduate receives 3 certificates: vocational schools, enterprises and state-recognized profession certificate from the Chamber of Trades and Crafts, which control students’ practical training at the enterprise (Savchenko, 2018).

In the dual system of Germany special place belongs to art education. The most famous art educational institution is the Dresden Academy of Fine Arts [URL: www.hfbk-
dresden.de] – one of the oldest educational institutions in Dresden. Art education is available at

One of the art education areas in Germany is an educational program, introduced in specially developed courses, such as postgraduate Master of Art program «Cultures of the Curatorial» at the Academy of Visual Arts Leipzig (HGB) [URL: http://www.hgb-leipzig.de/], according to the program is provided studying of the Curatorial projects methodology and implementation and the analysis of exhibition concepts. The Hochschule für Gestaltung Diploma Course in Karlsruhe (HfG) [URL: www.hfg-karlsruhe.de] is called “Ausstellungsdesign”. The Curatorial can also be studied in Frankfurt am Maine: “Critical and Curatorial Studies”. The Curatorial studios are part of the Master of Art programs at the State University of Fine Arts.

All training courses work in an interdisciplinary manner and try to put a significant part of the program into practice. “Curators are expected to recognize and analyze art and culture relevant topics, and then convert them into different formats, so that the audience can participate in the discourse” points out F. Nori, director of the Frankfurt Artists’ Union, who sets the requirements for graduates. Students must learn to use various forms of narration and presentation at the Museum of Contemporary Art, the Städel Museum, the History Museum, and the World Art Museum based on certain exhibitions. According to S. Heraeus «Each exhibition has its own way of argumentation. Students should be taught that they can develop various forms of argumentation in the exhibition context or work together with artists». The graduates will work in museums, galleries and art association: curators, collectors, exhibition designers. We agree with N. Al-Khalaf’s (2016) point of view that “Recently art education was understood primarily as a practical study of the fine arts or a theoretical study of art history and art sciences, the time passed and today the new subjects of media industry have joined the educational programs”.

Interesting is the organization of the educational process in Austria. A. Tanzer (2019) in the article “Dual Academy: A New Way to Become a Qualified Worker” reveals the essence of the educational program “Dual Academy” in Vienna, which enables secondary school leavers to undergo quick, individual skilled workers’ training. The shortage of skilled workers is an ongoing issue in the economy, one of the ways to reduce this is to introduce the “Dual Academy” program into the educational process.

The concept was introduced in Upper Austria. Depending on the profession, the training takes 1.5 to 2.5 years. Training program consists of three areas. It includes practical training in a partner company (70 %), theoretical professional knowledge (20 %), and the future skills imparting (10 %) in three fields of innovation / digital technologies, social and self-competences, and also international competences. The professional theory is taught in competence centers in the vocational schools, the future skills are imparted both in the company and by educational partners. A part of the concept is also a mandatory stay abroad and a practice-oriented future project, in which the participants are accompanied by professional mentors. According to to the program manager E. Schupfer, the graduates should also have medium management and the enterprise activity planning skills (According to the Vienna Chamber of Commerce, 2019).

We agree with I. Kischko’s (2019) point of view, who points out, that «the professional life is changing. Digital technologies introduction and globalization put more and more high requirements to professional life. The “Dual Academy” program can be an
interesting new training variant for school leavers, companies which offer this way of training also have to offer young people an opportunity for further development. “I think, young people choose a job not only because of their wages, but also because of the prospects they receive” emphasizes Kellner & Kunz AG CEO E. Wiesinger.

“We see the “Dual Academy” program as an attractive alternative to the University and vocational school. School education which is got by the school leaver, is combined with reliable vocational training and future skills, – that exactly meets the needs of the economy and offers graduates the best career opportunities” – pointed out Walter Ruck, President of the Vienna Chamber of Commerce, who introduced the educational program together with the Education Directorate Vienna (According to the Vienna Chamber of Commerce 2019).

Austrian universities have enormous variety in terms of both size and structure. Their educational offerings reflect this diversity. The study programmes at the traditional comprehensive universities in Vienna, Graz, Innsbruck, Klagenfurt, Linz and Salzburg cover a broad spectrum of academic subjects. Whether it is music, dramatic arts, fine arts or applied arts, Austria’s universities of the arts provide an ideal space to tap into the fascinating interaction of art and science and acquire an exquisite education.

The Academy of Fine Arts Vienna [URL: www.akbild.ac.at] is a public university with 1400 students and a faculty of 260 offering opportunities for study, artistic and scholarly research. Studio practice is balanced with a large variety of course offerings on art theory and history. Our faculty consists of distinguished artists and scholars whose teaching is based on their artistic practice and research experience. In addition to being an educational institution the Academy houses two internationally renowned art collections, the Picture Gallery and the Prints and Drawings Collection.

The University of Applied Arts Vienna [URL: http://www.dieangewandte.at] is a place for free artistic and academic expression and as a laboratory for artistic visions, which unfold creative potential. The broad spectrum of artistic disciplines, complemented by a large number of scientific subjects. Studies are not limited to the mere conveyance of artistic techniques and skills. Attention is focused on the development of individual artistic creativity and reflection upon one’s work on the basis of theories and concepts that are our foremost priorities.

The University of Art and Design Linz [URL: http://www.ufg.ac.at] started work as an art school, which was founded in 1947, assigned academy status in 1973 and finally made a fully-fledged university in 1998. Since the university has been defined as a «corporation» and enjoys far-reaching autonomy. Nowadays the University of Art and Design Linz is a future oriented place of study for over 1,200 students. Its diverse and varied range of curricula harmoniously combine free artistic creation, science and applied design (Using Study in Austria – highlight your future, 2020).

Another opportunity for young people to get a higher art education is to study at the Vienna Art School.

The Vienna Art School [URL: www.kunstschule.wien] is the only school in Austria that offers courses in Visual Arts and Applied Arts that can be attended without passing a previous entrance exam. The training lasts three years, and includes enough time for experimentation, communication, and the systematic acquisition of techniques, methods and media. Thanks to the involvement of important art and cultural institutions, the Vienna Art School is a vivid and communicative teaching institution of art in the Viennese art scene.

While the Vienna Art School is a private school, it is recognized by the state of Austria. So, students who graduate attain a degree in visual and applied arts. This degree qualifies the students for high level work in the art sector at an international level. (Using vienna art school, 2020).
Students who study at the Academy of Fine Arts Vienna, the University of Applied Arts Vienna, the University of Art and Design Linz and the Vienna Art School receive training in the following areas: Architecture, Fine Arts, Conservation and Restoration, Art & Science, Design, Stage Design, Art Education, Media Arts, Space & Design Strategies, Postgraduate and Doctoral Programmes.

The vocational education and training development in the Netherlands is governed by the Vocational Adult education Act, 1996. Vocational training is managed at national and regional levels with the involvement of social partners. At the national level the Government of the Netherlands issues legislative and regulatory acts and develops a common educational structure. At the regional level, vocational education and training providers and social partners are integrating into the Business Cooperation Organization. Their activity is aimed at qualifications’ development, companies’ accreditation that provide vocational training service at the enterprise. (Radkevich, 2018, pp. 79–80).

In order to continue their studies at academies and universities, secondary school pupils must complete a pre-university education course, with a duration of 6 years. The course can be divided in two layers: the first part of a course is called basic education. This takes the first 3 years. Years 4–5–6 belong to the second phase in secondary education, which is pre-university education.

In the Netherlands education system, great importance is attached to art education, which is compulsory for all pupils of primary school, laid down by the Dutch law. The Ministry of Education, Culture and Science is responsible for setting the aims of cultural and creative dimensions in formal education. Schools are free to choose from the following arts subjects: visual arts, music, drama, dance, media arts, crafts.

Through art education, children learn to open their minds: they observe paintings and sculptures, they listen to music, they enjoy language and movement. Art education also encourages them to appreciate cultural and artistic works of expression in the world around them. Furthermore, they learn to express themselves, using the means linked to the artistic domain: They learn to investigate the possibilities of various materials and different means of expression such as colour, form, space, texture and composition; they make drawings and three-dimensional works (Reininga, 2017).

At the end of primary school, there is a test that determines the type of future secondary school. Complete secondary education in the Netherlands is obtained at 12 through 18 years of age.

The Netherlands is considered to be innovators in both higher and secondary education. It was in school education in the Netherlands for the first time between non-English-speaking countries began to offer English-language programs not only for students, but also for pupils. In the schools of this country, you can study under the programs of different countries, especially the USA and Great Britain.

The secondary school type choice depends on the results of the tests in primary school and the teachers’ recommendations. There are several types of secondary schools: senior general secondary education, pre-vocational secondary education, pre-university secondary education (Using Osvitniy konsaltynh, 2020).

The graduates who have completed a pre-university secondary education course and wish to receive an art education have the opportunity to enter higher education institutions in Amsterdam, Utrecht, and Eindhoven.

State Academy of Fine Arts in Amsterdam [URL: https://rijksakademie.nl/] is one of the leading and strong educational institutions in the Netherlands. The institution offers an art education based on national and international experiences and traditions.
The HKU University of the Arts Utrecht [URL: www.hku.nl] is a higher educational institution, that provides art training. The institution operates internationally and is involved in numerous international programs and projects. Students get the opportunity to study various subjects and disciplines, to conduct research work.

Design Academy Eindhoven [URL: www.designacademy.nl] is a higher private, autonomous educational institute for art, architecture and design. The Academy offers design training. The institution conducts research work and carries out researches on cultural and social problems, which allowed to gain the international recognition.

The Gerrit Rietveld Academy [URL: www.gerritrietveldacademie.nl] is a Dutch international independent higher education institution of higher vocational education. The institution is established in 1924, as an Institute of Applied Arts. The Academy was named after famous designer and architect Garritt Rietveld in 1968. Today it is an Academy of contemporary fine arts and design. Training in art educational institutions is carried out on specialisations: Music, Film and Television, Theatre, Dance, Education in the Arts, Fine Arts, Architecture, Museology, Photography, Graphic Design, Illustration, Animation, VAV-Moving Image, Image and Language, Media and Management, Production and Stage Management, Theatre and Arts Management, TXT (Textile), Media, Fashion, Games and Interaction, Theatre Directing, Creative Media and Game Technologies, Sound Design, Jewellery, Scenography, Video Art, Cultural Heritage, Ceramics, Glass.

According to the law, education in Denmark is compulsory. After the termination 9 classes pupils decide whether to continue their education further. Year 10 is optional. Primary education in Denmark is divided into 3 general subject categories: humanistic, scientific and practical, art subjects: music, fine arts, crafts and design.

In 9 and 10 class children can choose one of the following education options, consisting of four programs: Gymnasium, Higher Preparatory Examination, Higher Technical Examination, Higher Commercial Examination. Program training provides preparation for entering academies and universities (Using Wikipedia, 2020).

Those who want to receive an art education can continue their studies in Copenhagen, Frederiksberg, Kolding, Odense, Orcus, Alborg after the programs of art educational institutions such as: Funen Art Academy [URL: www.detfynskeun/stakademi.dk], Royal Danish Academy of Fine Arts [URL: http://www.kunstakademiet.dk], Design School Kolding [URL: www.designskolenkolding.dk], Aarhus School of Architecture [URL: www.aarch.dk], Jutland Art Academy [URL: http://www.djk.nu], Copenhagen School of Design and Technology (KEA) [URL: www.kea.dk] (“Using Osvitniy konsaltynh”, 2020).


Vocational education and training in Estonia is the key to ensuring a skilled workforce capable of adapting to changes in the labour market. Skilled workers’ training is under the jurisdiction of the Ministry of Education and Research.

Art education in Estonia is represented by such educational institutions as Tartu Art School [URL: www.art.tartu.ee], Tartu Art College [URL: www.artcol.ee], and Estonian Academy of Arts [URL: www.artun.ee]. According to the Estonian qualifications framework vocational education and training is offered at second, third, fourth and fifth levels. Tartu Art School offers vocational training at levels four and five (R. Talvik, 2017). According to level four the skilled workers’ are trained in professions – Personal Stylist,
Graphic Designer, Decoration Designer, 3D Designer, (“Using Wikipedia”, 2019) level 5 programs offers Advanced Training for Artists and Designers. In order to provide artistic competencies, Tartu Art School studies are based on developing classical fine art skills along with technical knowledge of modern technologies. Tartu Art School study programs provides graduates with competence allowing then to act as independent artists and designer, work in the art and design industry or enter high educational institutions (Talvik, 2017).

Vocational education in Japan is quite peculiar. Japanese youth get acquainted with the basics of different professions at a secondary school. So, the secondary school program is clearly divided into educational and vocational one. The education program contains the academic and general courses which provide rather large general pupils’ training (Using Yevroosvita, 2020).

Education in Japan is a cult supported by the family, society and the state. The development of creative personality and its talents in a Japanese secondary school lies in the personal artistic and aesthetic pupils’ development (Maievska, 2017, p. 167).

Vocational oriented programs usually include courses in agriculture, industry, commerce, fishing and housekeeping. All vocational courses are taught by teachers, who are special trained for this activity and passed practical training. Such teachers are trained at the vocational department in pedagogical institutes, where possibilities are usually created for students to gain deep to gain deep scientific and applied knowledge and sufficiently stable professional skills. Thanks to these professional teachers, pupils master such a level of knowledge and practical skills that they are able to join the industry immediately after graduation. The 12-year school system graduates undergo a 4-6-week adaptation course at the enterprise, and during a certain period of time they are trained at the workplace (Using Yevroosvita, 2020).

The art education model in Japan is based on the idea of each person’s ability to feel beauty. The pupil has to choose at least two of four proposed disciplines: music, hieroglyphics, fine art, design. Pupils are given freedom to express their ideas and abilities. Considerable attention in the Japanese art and aesthetic education system is paid to the colour vision development. It is considered that the subtle colours’ perception, the ability to combine them harmoniously contributes to the development of work culture “art” level in all areas. The close connection between philosophical and art search in Japanese fine art is represented by drawing nature and thematic subjects.

All traditional arts (traditional theatre, poetry, painting, calligraphy, music, ikebana, tea ceremony, rock garden, material arts) are connected by the unity of worldview, language expression, understanding of the act of creativity. Art and crafts classes develop observation, imagination, sensory abilities, form a person’s patience, diligence, balance, refined taste (Maievska, 2017, p. 168, 172–174).

The Japanese like to study long and in detail. The concept of «lifelong learning» is dominant among the Japanese, means the continuous self-education process and organized training in the course of practical activity. This concept is based on the deep cultural traditions of the Japanese nation, formed under the influence of Buddhist dogmas and Confucian teachings. So the master of any profession has never has the idea that, having learned his art, he can at least stop for a while, give himself a rest. Any break means skill degradation, loss of polished art. Having just entered the path of mastering an art or profession, the Japanese already knows that, this “mastery” it will last for him all his life. This vocational education system gives Japanese businesses the opportunity to conduct industrial production effectively, quickly introduce and master new equipment, receive a good trained stuff (Using Yevroosvita, 2020).
The general education curriculum is designed to prepare participants for entering universities. The pupil has the opportunity to continue art education in the capital of Japan. Musashino Art University (MAU) is located in Tokyo. MAU was founded as a private art school and was officially designated as a university in 1962. The institution has one faculty, which is divided into several departments: Japanese Painting, Sculpture, Visual Communication Design, Creative Innovation, Scenography, Architecture, Arts Policy and Management and other. The University provides education in Master's and Doctoral Degree Program (Using Wikipedia, 2020).

CONCLUSIONS
The analysis of foreign experience of future skilled art workers’ training showed differences in skilled personnel training abroad. The European countries have a much higher role for employers and their organizations in planning the development of vocational training. They participate in the development of qualification and standards, on-the-job training priorities; participation in the formation of state education policy.

Abroad, more attention is paid to the acquisition of practical skills and a significant number of hours’ introduction into the educational process, designed for practical training in the workplace. In many developed countries, during training in art vocational institutions, a significant emphasis is placed on the development of future competencies. The most common form of training is the dual system in vocational education and «apprenticeships», during which the theoretical course alternates with on-the-job training at the enterprise with wages.

One of the areas of art education in Germany is a postgraduate part-time program “Cultures of the Curatorial”, which successfully implements the training of art professionals. The essence of the “Dual Academy” educational program in Vienna is revealed, which should enable school leavers to undergo quick, individual skilled workers’ training and become an attractive alternative to the university and vocational school. The educational system of the Netherlands is analyzed, in which art education is compulsory in schools and is determined by the law. The directions of further education after the completion of primary school and the opportunity to study according to English-language programs are indicated.

The Danish education system is presented, which is divided into categories and provides the pupil with a choice of certain educational programs after completing secondary education.

The characteristics of the Estonian vocational education system, which has a level training, are given.

The art institutions of European countries and the list of specializations for the training of art specialists are considered.

The originality of vocational education in Japan, which is based on national traditions, is shown. Such system allows the country to run its business effectively and to receive well-trained staff.

After analyzing the experience of art vocational education in different countries of the world, we can conclude that the positive achievements of foreign experience in art vocational education can be used in planning modern reforms in our country and to be guided by them in the development of new curricula and programs.

The prospects for further scientific research are the introduction of some elements of the dual system of education into the national educational process and its improvement, which can significantly improve the quality of modern vocational education in the art professions.
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