



## Article

# Conceptual Foundations of Undergraduate Music Education in Ukraine as Part of the State Standard of Arts Implementation

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## Abstract

*The study is devoted to the strategic concept of higher bachelor's music education in Ukraine in the context of the implementation of the state standard for musical art. The research methodology is based on the application of structural and functional analysis, a comparative approach, regulatory and legal analysis and expert evaluation. The methods of documentary analysis, content analysis of educational standards, as well as a qualitative approach to assessing their impact on the formation of graduates' professional competencies, were used. The results of the study demonstrated the importance of integrating a competence-based approach into educational programs, and the need to expand the opportunities for academic mobility of students and modernize the educational environment in accordance with European standards. It was determined that in wartime conditions, the need for flexible forms of training is growing, ensuring the continuity of training of future specialists in musical art. The practical significance of the results obtained lies in formulating recommendations for improving educational policy in the field of art education, adapting curricula to new socio-cultural conditions, and strengthening international cooperation. Prospects for further research include a deeper analysis of the impact of digital technologies on the professional training of musicians and an assessment of the effectiveness of state initiatives in the field of art education.*

**Keywords:** competence-based approach, digitalization, graduate employment, state standard, Ukraine

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## Introduction

The strategic concept of higher bachelor's music education in Ukraine is a key element in forming a modern artistic environment and training highly qualified specialists capable of meeting the challenges of the globalized educational space. In the context of the modernization of the higher education system, the issue of harmonizing educational standards with European approaches and ensuring the academic mobility of students is becoming more relevant. The educational process in musical art must meet new socio-cultural realities, integrating traditional and innovative methods of training musicians, teachers, composers, and researchers. From this point of view, the strategic reform of bachelor's programs involves implementing a competence-based approach, using digital technologies, and adapting the content of education to the requirements of the National Qualifications Framework and European higher education standards. The state policy in the field of artistic education is aimed at improving curricula, which contributes to the strengthening of interdisciplinary ties, the development of students' creative potential, and their professional self-realization in various areas of the cultural industry.

The development of higher music education in wartime conditions is particularly important, forcing the national education system to respond promptly to new challenges and adapt educational processes to unstable conditions. Military actions have significantly affected the activities of art educational institutions, creating a need to introduce distance learning forms, digitalize educational content, and expand international cooperation to support teachers and students. Strategic reform involves the creation of flexible educational models that can ensure continuity of education, provide psychological support to students affected by the war, and promote their professional development. An important aspect is the development of adapted training programs that consider the changed conditions of performing activities, the organization of concert practice, and opportunities for students to realize themselves in the international musical space. (Pryshchepa & Kravchenko, 2024). The higher music education system should transform according to the realities of the modern world, developing digital tools and distance technologies to ensure a high-quality educational process. (Bondarenko et al., 2023; Kladder, 2020; Vargas, 2024; Boton, 2024).

Regulatory and legal regulation plays a decisive role in forming an effective model of higher music education, determining the key principles of its functioning and development. The legislative framework, including the Laws of Ukraine "On Education", "On Higher Education", the National Qualifications Framework, and sectoral state standards, establishes requirements for the organization of the

educational process, criteria for assessing competencies, and opportunities for academic mobility of students. The implementation of state standards contributes to the unification of the content of education, which ensures the training of high-level specialists capable of realizing themselves both in the national and international artistic space (Zavalko, 2021; Kong, 2024). The priority task is to synchronize Ukrainian educational standards with European approaches, making it possible to create a competitive model of higher music education, capable of functioning effectively in modern globalization processes. State policy in this area should focus on integrating innovative teaching methods, using modern technologies, and expanding opportunities for international academic cooperation, which will contribute to the further development of domestic music education at a high level.

### *Literature Review*

The study of the strategic concept of higher undergraduate music education in Ukraine is based on a wide range of scientific sources that reveal the historical, normative, pedagogical, and technological aspects of the development of music education. In the context of transforming educational standards, special attention is paid to the issue of compliance of Ukrainian approaches to the training of musicians with international requirements and challenges of the modern labor market. The scholarly work on this issue analyzes both the traditional and innovative teaching methodologies, their digitization in the educational process, the content and role of pedagogical disciplines, and the use of information technology. The regulatory framework surveying the higher music education standards indicates that legislative initiatives serve as a tool to defend a reasonable claim of the system against reform. To be specific, Marchenko's (2022) study discusses issues arising from the internationalization of music education in Ukraine and its European curriculum standards. Broiako et al. (2022) depict innovative approaches to higher music education and emphasize program modernization according to the current challenges. Protsiv (2017) has researched the historical development of music education in Ukraine to assess the evolution of educational standards and their match with society's needs today.

Pedagogical disciplines studied in a musical context confirm their interdependence across disciplines and approaches to forming the professional competence of musicians. Wen et al. (2023) analyze the relevant experiences of higher educational institutions of Ukraine and China in teaching pedagogical disciplines in music. Yue (2023) searches for integrated training methods for future music teachers, where practical experience is underscored. Lopatina (2021) discusses the issue of

inclusive music education, which is crucial for equal accessibility to art education in the context of Ukraine.

The increasingly important role of technological innovation in music education has come out strongly in several studies. Pavlenko et al. (2022) analyze the possibilities of using virtual and augmented reality in music education, which opens new avenues for interactive learning. Rastruba and Kushnir (2022) study the use of modern music and computer technologies in the course “Choral Arrangement,” which brings forward new approaches in music education. Frytsiuk et al. (2022) emphasize the introduction of information technologies in the training of music teachers, which is a key factor in improving the quality of teaching.

Historical aspects of the development of music education in Ukraine are also important for understanding the field’s current state. Mitlytska and Gerdova (2023) analyze the role of the Yekaterinoslav Theological Seminary in the formation of music education in southeastern Ukraine in the late 19th and early 20th centuries. Smyrnova (2021) examines the development of music and choral education in the 16th–18th centuries, which allows us to trace the traditions of Ukrainian music pedagogy. Rahulina (2023) investigates game methods for developing children’s creative abilities in musical activities, which is important for the formation of fundamental skills in future students of art specialties.

The use of non-traditional approaches in music education is another important area of research. Lianhong (2021) conducts a comparative analysis of organizational forms of professional training of vocalists in the systems of higher music education in Ukraine and China, which allows for assessing the effectiveness of different learning models. Dobrovolska (2023) analyzes the introduction of music therapy into higher education, which is an innovative approach to training musicians and teachers.

Mkrtichian (2020) discusses how children can develop their musical abilities, specifically citing Carl Orff’s approach, which can be very helpful in advancing music education at the local level. Thus, analysis of relevant literature concludes that music education in Ukraine is manifold and multi-vector, normative, pedagogical, technological, historical, and innovative. Accordingly, incorporating modern technologies, adaptation of educational standards to European requirements, and interdisciplinary approaches lead to quality improvement in specialist training in musical art.

Despite significant progress in the field of study, a number of aspects remain poorly understood. In particular, in wartime, there is a growing need for flexible forms of education that ensure the continuity of training for future music professionals. Also,

a more in-depth analysis of digital technologies' impact on musicians' professional training is needed.

Future studies should focus on creating efficient teaching strategies, adjusting music education to the digital age, and analyzing the effects of international collaboration on advancing arts education in Ukraine.

### *Research objectives*

One noteworthy aspect of the study is the strategic idea of Ukrainian bachelor's degree programs in music education, which is examined in light of the achievement of state standards in the field of museum management. The main task is to identify the main trends in the reform of the educational process in the artistic sphere, analyze the effectiveness of the implemented regulatory and legal changes, and assess their impact on the training of specialists in the field of musical art. The research is aimed at examining the structure and content of modern educational programs, identifying key challenges and opportunities for integrating European standards into the system of musical education in Ukraine. Structurally, the academic paper covers the analysis of state educational standards, assessing their compliance with the needs of the labor market, and considering the impact of digitalization and socio-economic factors, particularly martial law, on the development of artistic education. An important task is to develop recommendations for improving educational programs, adapting the educational process to modern realities, and ensuring the quality of training of Bachelor of Musical Art in accordance with global educational trends.

## **Methodology**

The study of the strategic concept of higher undergraduate music education in Ukraine in the context of the implementation of the state standard for musical art was carried out in stages. This study is descriptive in nature. Firstly, an analysis of regulatory documents regulating the sphere of higher music education was conducted, allowing us to identify key conceptual approaches to forming educational standards. Secondly, a comparative analysis of educational standards of different levels of music education (primary, professional pre-higher, bachelor's, and master's) was carried out to establish the consistency, interconnection, and coherence of educational programs. The next stage involved identifying the main challenges in the implementation of state standards in the context of modern socio-economic conditions, in particular in the conditions of martial law. At the final stage, generalized conclusions were formulated and recommendations were proposed for the strategic development of undergraduate

music education, emphasizing digitalization, academic mobility, and innovative approaches to the educational process.

The information landscape from the sources selected for the study sample was based on aspects of quality, accuracy, relevance, bias, reputation, and reliability. Relevant material on the search topic was selected, with key points and arguments identified. Particular attention was paid to the importance of consistency in data collection and citation. Attention was paid to methods of assessing the quality, accuracy, relevance, bias, reputation, and reliability of the information resources found.

The research is based on the analysis of official regulatory documents that regulate educational policy in the field of higher music education in Ukraine. The basis of the sample is Order No. 430 (2021) "On the standard of professional pre-higher education", Order No. 368 (2020) "On the standard of higher education (master's level)", as well as the Law of Ukraine "On Education" (2017), which defines the general principles of educational policy. Additionally, the National Qualifications Framework (2011) and Methodological Recommendations for the Development of Higher Education Standards (2016), which regulate the criteria for educational programs, were taken into account. The sample allows for a comprehensive study of the sequence of training of future music specialists at different levels of education, their compliance with European standards, and adaptation to modern challenges.

A set of methods that provide a comprehensive analysis of the strategic concept of undergraduate music education in Ukraine was used in the course of the research. Content analysis of regulatory documents allowed us to identify key provisions of educational standards and their compliance with modern requirements. The comparative legal method contributed to identifying the features and consistency of standards of different levels of music education, which made it possible to trace the continuity of the competency-based approach. The systematic approach provided consideration of the relationships between state regulatory acts, curricula, and strategic guidelines of educational policy. Structural and functional analysis made it possible to determine the place of undergraduate education in the general system of training musical art specialists and its role in forming professional competencies. The predictive method was used to assess potential areas of development in the educational sector, including digitalization and academic mobility. A critical analysis of regulatory documents allowed us to identify problems in their implementation in conditions of dynamic socio-economic changes, especially in the context of martial law, which determines the need for further adaptation of educational standards to new challenges.

The study is important for developing strategic approaches to improving undergraduate music education in Ukraine. Analyzing regulatory documents allows us to identify weaknesses in current standards and suggest ways to improve them per modern labor market requirements and international trends. The use of an interdisciplinary approach provides a comprehensive understanding of the development of music education and also contributes to the formation of recommendations for optimizing the educational process, implementing digital technologies, and adapting educational programs to European standards.

## **Results**

Higher undergraduate music education in Ukraine is an integral part of the cultural development of the state and the professional training of future musicians, teachers, and researchers. The importance of reforming this area is due to changes in the regulatory framework that determine key guidelines for improving the educational process. The Law of Ukraine “On Education” (Verkhovna Rada of Ukraine, 2010; 2017) lays the foundations of academic freedom of higher education institutions, which allows adapting curricula to international standards. The National Qualifications Framework (Cabinet of Ministers of Ukraine, 2011, 2015) regulates the levels of educational training, ensuring the systematic and consistent professional development of students of music specialties.

The integration of undergraduate music education into the general system of professional training of musicians involves a connection between different levels of education, ranging from primary and secondary education to professional pre-higher and higher education. Order No. 430 of the Ministry of Education and Science of Ukraine (Ministry of Education and Science of Ukraine, 2021) defines the standards of professional pre-higher education, which is a transitional stage between basic music training and a bachelor’s degree. Professional pre-higher education forms the fundamental skills necessary for further study in higher education institutions, and provides preparation for performing activities, pedagogical work, and musicological research. The characteristics of the legal support of music education in Ukraine are given in Table 1.

*Table 1. The relationship between the levels of music education in Ukraine and their features*

Education level	Regulatory documents	Main areas of training
Primary music education	Order No. 524 (2024)	Formation of basic skills in playing an instrument, musical ear, and theoretical knowledge
Professional pre-university education	Order No. 430 (2021)	Preparation for performing, theoretical, and pedagogical activities, formation of professional competence
Higher Bachelor's Degree in Music Education	Law "On Education" (2017), National Qualifications Framework (2011)	Professional activity in the field of music, research, and pedagogical training, implementation of innovative teaching methods
Higher Master's Degree in Music Education	Order No. 368 (2020)	Development of scientific research in the field of music, preparation for teaching, and composing activities

*Source: developed by the authors, in particular, based on the Ministry of Education and Science of Ukraine (2016; 2019; 2020; 2021; 2024)*

Modern challenges in the field of music education include adaptation to crisis conditions, particularly to the consequences of the war in Ukraine. In conditions of armed conflict, a significant part of educational processes requires transformation, which concerns both organizational and substantive aspects of education. Methodological recommendations for developing higher education standards (Ministry of Education and Science of Ukraine, 2016) provide for the need to introduce innovative approaches, such as using digital platforms, distance technologies, and flexible curricula. In addition, an important direction of development is to increase the academic mobility of students, which allows them to gain experience studying abroad, cooperate with international music institutions, and expand their professional opportunities (Piazza & Talbot, 2021).

One of the strategic directions for the development of undergraduate music education is the integration of digital technologies into the educational process. This involves the application of multimedia instruments, online courses, interactive platforms intended for the study of theoretical disciplines, and practical classes. Regarding the approval of the list of knowledge and specializations, the Order of the Cabinet of Ministers of Ukraine dated No. 266 (2015) is crucial because it establishes the foundation for the adoption of digitalization in the sphere of music education. It opens up new opportunities for self-study and mastering professional skills through the use of modern technologies in individual work with students.



Thus, reforming undergraduate music education in Ukraine calls for a comprehensive approach to taking issues such as redesigning curricula, adapting to crisis conditions, extending international contacts, and integrating digital technologies. Training highly skilled professionals who could meet the modern demands of music in cultures and progress the national culture would result from carrying out these actions. A significant turning point in the history of overhauling Ukraine's higher undergraduate music education system was reached on May 24, 2019, when the Ministry of Education and Science issued Order No. 727. It creates a basis for developing academic programs structured in a competence-based approach, corresponding to European trends in educational policy and the Bologna process. It is noteworthy that it sets the unified requirements for the professional training of specialists in the musical arts, through optimizing educational processes, improving the quality training of students, and adapting educational programs to modern requirements of the professional environment.

One of the key advantages of Order No. 727 is its focus on ensuring a comprehensive approach to training bachelors of musical art. The document defines the need for graduates to acquire not only a high level of performing skills but also to develop pedagogical, research, managerial, and musicological competencies. Such multi-vector professional training allows graduates to be competitive in the labor market and adapt to various formats of professional activity, including teaching, concert activities, sound engineering, and management of artistic projects.

Order No. 727 also plays a critically important role in the context of the challenges associated with the war in Ukraine. Since the cultural front is an integral part of the national resistance, training professional musicians and teachers takes on even greater importance. In the context of the destruction of the educational process associated with military operations, ensuring the stability of musical education is not only an academic but also a socio-cultural necessity. This standard contributes to the preservation and development of musical education as an important factor of national identity, which is especially relevant during the period of strengthening the state's cultural policy.

The formulation of integral competence in Order No. 727 emphasizes an interdisciplinary approach to learning: graduates must possess both performing and theoretical and analytical skills. Significant emphasis is placed on the application of modern information technologies in the educational process, which allows for adapting the educational trajectory to the digital transformation of society. Including digital skills, such as computer software for arranging, sound engineering, and

multimedia accompaniment, is an important step in the modernization of higher music education.

The state standard also regulates the structure of the educational process: the bachelor's program provides 240 ECTS credits, of which at least 50% are aimed at the formation of professional competencies. Accordingly, the standard provides a balance between theoretical knowledge and practical skills, which is especially important in the field of musical art, where performing training is a priority. In addition, the educational standard provides for the formation of academic mobility of students, which makes it possible to integrate Ukrainian music education into the international educational space.

In a strategic aspect, Order No. 727 creates the prerequisites for the further development of the music education system through adaptation to European educational standards. The content of the document provides for the formation of new approaches to the training of performers and teachers who have not only professional skills but also a deep understanding of the trends of modern musical art. The main provisions of the aforementioned Order are given in Table 2.

*Table 2. Key positions of Order No. 727 regarding undergraduate music education*

Key provisions	Content
Education level	First (bachelor's) level
Specialty	025 "Musical Art"
Scope of the educational program	240 ECTS credits
Main areas of training	Performing, pedagogical, musicological, composing, conducting, and sound engineering activities
Integral competence	Solving complex specialized tasks in the field of musical art, combining theoretical, performing, and pedagogical skills.
General competencies	Analysis, synthesis, critical thinking, interpersonal communication, foreign languages, information technology
Special competencies	Performing skills, musicological analysis, conducting, composing, pedagogical skills, sound engineering
Certification forms	Qualification work, public demonstration (concert performance), certification exam
Employment prospects	Teaching, concert activities, sound engineering, music management, work in the media, and cultural institutions

*Source: developed by the authors based on Order No. 727 (Ministry of Education and Science of Ukraine, 2019)*

A crucial factor affirming the importance of Order No. 727 is that its practical application entails a flexible educational program that fits into the niche of the labor market. The specializations defined by the document would enable the design of individualized training trajectories addressing challenges inherent to the present day. The role of music education in supporting national culture and preserving artistic traditions becomes even more important during war times. Graduates of bachelor's programs play a significant role in shaping the country's cultural space while consolidating social stabilization through music and the arts. The educational programs envisaged under Order No. 727 provide the competencies required to use modern technologies that allow for distance learning and concert activity during crises.

It is evident that integrating innovative digital learning methods against the backdrop of the general digitization of public life, art, and education allows for the development of existing competencies and the formation of new ones among music education students. The current trend toward individualization in education requires the use of online platforms, participation in industry-specific online events, independent analysis of practical experience, and the use of social media. Among the progressive educational technologies, it is worth noting the interactive resources, which allow the creation of interactive multimedia content, as well as classVR – a methodology that involves the use of augmented reality for educational needs (Cruywagen & Potgieter, 2020; McKoy & Lind, 2022). It is obvious that such tools can effectively expand and complement the educational process in music education by incorporating aspects of reflection, visualization, and cognition (Escalante, 2020). This will allow for the formation of sustainable competencies in students and the development of a comprehensive professional and personal foundation for their future activities in the arts.

In conclusion, Ukraine's higher bachelor's music education strategic concept, set forth under Order Number 727, is an important step toward creating a modern, flexible, and competitive educational system. Its implementation contributes to improving the quality of professional musician training by establishing interdisciplinary competencies and integrating Ukrainian music education into a European and global context.

## **Discussions**

Studies of the strategic concept of higher undergraduate music education in Ukraine indicate that educational standards need to be improved with regard to modern challenges. They are consistent with the conclusions of Ying and Komarovska

(2023), who emphasize the importance of substantive and organizational prerequisites for the training of future music teachers, emphasizing the need to develop students' pedagogical competence within bachelor's programs. Zakrasniana (2022) focuses on the integration of inclusive education into music educational institutions, which is an important aspect of ensuring equal access to artistic education. Cherkasov (2017), in his analysis of the development of music and pedagogical education in Ukraine in the 20th century, confirms that reforms have always been accompanied by an expansion of the spectrum of specializations and a strengthening of the interdisciplinary approach, which corresponds to the trends of the modern music and educational space.

One of the key issues of modern music education is the introduction of digital technologies into the educational process, which is considered a necessary element of adaptation to global changes (Vytkaľov et al., 2022). Revenko (2021) analyzes the impact of digital platforms in the context of Web 2.0 on musical culture and education, noting that such technologies change approaches to teaching and interaction between students and teachers. Havrilova and Voronova (2017) explore the possibilities of online courses for master's students in music specialties, which allows us to conclude the feasibility of expanding distance learning forms in bachelor's programs as well. Derda (2022) and Tome (2024) highlight some characteristics of training singers as distance educators and thus support the necessity to improve some methodological approaches, safeguarding the quality of the education process. Another very important field of discussion is the formation of professional competence in future music teachers, which is directly tied to developing specific technological skills and teaching methods. According to Sukholova (2020), the remaining fundamentals in the pedagogy concerning the formation of the stage image of a vocal teacher at the level of professional training considerably impact the formation of the individual performance style of students. Ovcharenko et al. (2021) and Vytkaľov et al. (2023) analyze the technological competence of future music teachers, whereby diagnostic and formative methods increase the effectiveness of the educational process. Social-economic challenges affecting music education have been dealt with by McKinney et al. (2023). In this environment, curriculum modifications to reflect societal shifts brought on by the pandemic and war are crucial.

Nowadays, the internationalization of Ukraine's music education and its compliance with European standards are important currencies. Bovsunivska (2016) investigates the activity of the Polish community in the music education sector in Ukraine, proving the importance of international collaboration for the development of the music pedagogical practice itself. Turchyn (2019) investigates the program of the

special course “Modernization of General Primary Music Education in Ukraine,” emphasizing that a holistic approach is necessary for updating curricula.

Consequently, these results substantiate the general trends in scientific inquiries into the necessity for reformation on the level of undergraduate music education in Ukraine according to contemporary challenges. The primary areas of reform include the digitalization of the educational process, integration of inclusive education, enhancing teachers’ professional competencies, and adapting to international standards in current curricula. The ensuing discussions indicate that innovative educational methods grounded in modern technologies and socio-cultural realities will ensure enhanced quality in training future specialists in the area of musical art.

## **Conclusions**

As a result of studying the strategic concept of undergraduate music education in Ukraine in the context of implementing the state standard, key aspects of the educational process development that meet modern challenges and European trends have been identified. It has been established that introducing a competence-based approach to educational standards provides structured training for future specialists in music, forming their professional, pedagogical, and research competencies. A comparative analysis of regulatory acts confirmed that the synchronization of bachelor’s programs with the national qualifications framework helps ensure students’ academic mobility and competitiveness in the labor market. An important result of the study is the determination of the role of integrating digital technologies and an interdisciplinary approach in the training of future specialists, which contributes to the renewal of methodological principles and ensures the flexibility of the educational process.

Special attention is paid to the impact of modern socio-economic conditions on the implementation of standards of undergraduate music education, particularly in the context of martial law and post-war reconstruction of the education system. It has been determined that state policy in higher education requires further adaptation to new challenges, including improving the financing of artistic educational programs, expanding international cooperation, and creating conditions for developing a digital learning environment.

The strengths of the study are its contribution to the practical development of adaptation strategies for integrating the Ukrainian educational space into the European music education environment, which will expand opportunities for academic mobility of students and modernize the educational environment in line with European standards. The complexity of verifying empirical data determines the

weaknesses of the study. The study results correspond to the initial objectives and are considered valuable in forming practical strategies for innovative teaching in higher music education. The study of the effects of long-term hybrid learning or its impact on variables such as motivation, autonomy, and interaction is promising. The results obtained can serve as the basis for further research aimed at optimizing educational standards and increasing the efficiency of training musical art specialists in Ukraine in accordance with global trends and national needs.

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## Conflicts of Interests

The authors declare no conflict of interest.

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