Modern Trends in Teaching Artistic Techniques and Methods: Analysis of Approaches to the Development of Artists

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Received: May 17, 2024 Accepted: June 13, 2024 Online Published: July 12, 2024

doi:10.5430/jct.v13n3p79 URL: https://doi.org/10.5430/jct.v13n3p79

Abstract

Art education continually evolves in response to the dynamic demands of the contemporary world. This study addresses the relevance of modern trends in teaching artistic techniques, emphasizing the transformative impact of innovative methodologies on the development of artists. The primary aim of this research is to conduct a comprehensive analysis of contemporary approaches to teaching artistic techniques, with a focus on the multifaceted development of artists. By delving into modern trends, including technological integration, collaboration with professional artists, and cultural competency, the study seeks to elucidate the key drivers shaping the current paradigm of art education. The exploration is grounded in recent literature, reflecting the current landscape of art education. The collected data is subjected to a thematic content analysis. The results of the analysis reveal a notable shift towards interdisciplinary, inclusive, and technologically-driven teaching methods. The integration of digital tools, active collaboration with industry professionals, and a heightened focus on cultural competency emerge as pivotal trends. Recognition of the role of professional artists as direct contributors to art education reflects a commitment to providing students with immersive experiences, thereby enhancing the quality of artistic production. In conclusions, this research underscores the dynamic evolution of art education, positioning it at the intersection of innovation and tradition. The recognition and incorporation of modern trends contribute to a holistic understanding of the contemporary art landscape. The emphasis on interdisciplinary integration and cultural competency aligns with broader educational goals, fostering critical thinking and adaptability. As art education continues to adapt to the changing world, embracing these trends is crucial for ensuring that aspiring artists are equipped with the skills and perspectives needed to thrive in the modern art scene.

Keywords: contemporary art education, pedagogical innovations, artistic development, technological integration, interdisciplinary approaches, cultural competency

1. Introduction

In the ever-changing realm of modern education, the realm of artistic instruction has undergone substantial metamorphosis, reflecting the evolving needs and expectations of educators and burgeoning artists alike. A critical exploration of contemporary trends in teaching artistic techniques and methods has become indispensable, as traditional models adapt to meet the demands of the 21st century (Ramakrishnan, 2022; Storozhyk, 2024). This study delves into the pertinence and intricacies of these trends, conducting a comprehensive analysis of diverse approaches to nurturing the development of artists in our current educational landscape.

The relevance of understanding modern trends in artistic instruction stems from the rapidly changing technological, cultural, and societal contexts that shape the educational environment. As digital tools and global connectivity redefine the boundaries of artistic expression, educators find themselves at the intersection of tradition and innovation. To navigate this intersection effectively, a nuanced understanding of contemporary teaching methodologies becomes essential.

Numerous studies have explored various facets of modern art education, examining pedagogical strategies,

technological integration, and the impact of cultural diversity on artistic development. For example, Aoyagi's (2023) exploration delved into the symbiotic relationship between art and education within the broader context of the philosophy of education. The work contributed significantly to the ongoing dialogue between Eastern and Western educational philosophies. Baldacchino and Vella (2013) delved into the intersection of art and education in the Mediterranean region. The contributors offer diverse perspectives on the cultural and artistic landscapes of this unique geographical area. Bazela et al. (2024) projected the future trends in higher artistic education, focusing specifically on ballroom choreography. The study anticipates changes and developments in the educational landscape of this artistic discipline. Danilyan et al. (2022) study critically examined the impact of globalization on the cultural sphere. The work contributes valuable insights into the complex interplay between globalization and cultural dynamics. Moreover, Dobrovolska et al. (2023) explored the challenges and prospects associated with the digitalization of the educational process in the realm of culture and art. The study addresses the evolving landscape of technology in arts education. Iskakova's (2023) work investigated the use of electronic technologies to facilitate individualized learning for education seekers with special needs. Huang and Ismail's (2024) research utilized a Generative Adversarial Network to assess ceramic art design. Their complex study introduces innovative applications of technology in evaluating artistic creations. Finally, Gao and Li (2023) focused on the integration of Virtual Reality technology in teaching clarinet music art within a mobile wireless network learning environment. Their work explored the intersection of music education and emerging technologies. These studies contribute valuable insights into the challenges and opportunities facing educators in fostering the growth of emerging artists (Androsova, 2023; Morska & Davydova, 2021). By synthesizing the findings of these investigations, this analysis aims to provide a holistic view of the current landscape and identify key trends shaping the future of artistic instruction.

However, as can be seen from a brief analysis of the literature, there are certain gaps in research on this topic. In particular, most of the works emphasize the introduction of modern technologies. However, the authors of this article will try to comprehensively characterize various approaches, while paying attention to certain traditional methods and techniques of art development.Therefore, the research problem at the heart of this study revolves around the identification and evaluation of effective teaching methods that foster the holistic development of artists in the modern era. Addressing this problem requires a thorough examination of the multifaceted dimensions of contemporary art education, considering factors such as the integration of technology, the role of cultural diversity, and the evolving expectations of both educators and learners.

The primary aim of this research is to offer a nuanced understanding of the diverse approaches to teaching artistic techniques and methods, recognizing their impact on the development of artists in the current educational milieu. To achieve this aim, the study will undertake specific tasks, including the analysis of existing literature, exploration of innovative pedagogical practices, and the synthesis of diverse perspectives to generate comprehensive insights into the evolving landscape of art education.

Hence, by scrutinizing the current trends and methods employed in art education, this study endeavors to contribute to the ongoing dialogue on effective pedagogical approaches, thereby enriching the educational experience for both educators and aspiring artists alike.

2. Method

The primary objective of this research is to conduct a comprehensive analysis of modern trends in teaching artistic techniques and methods. The study aims to provide insights into the evolving landscape of art education, focusing on contemporary approaches to the development of artists.

2.1 Sample Selection

The research is qualitative and primarily based on a thorough analysis of existing literature. The sample comprises peer-reviewed scientific sources, including scholarly articles, books, and reports, specifically focusing on recent publications within the last decade (2013–2024).

2.2 Data Collection

Inclusion Criteria. Selected literature is included based on relevance to the modern trends in teaching artistic techniques. Inclusion criteria involve a focus on publications that discuss innovative methodologies, technological integration, collaboration with professional artists, and cultural competency in art education (See Table 1).

Table 1. Main Aspects of Integration of Digital Art and Technology

Name of criteria	Description
Relevance to Modern Trends	Selected sources must be directly relevant to the contemporary landscape of art education, with a focus on recent developments and trends. Literature discussing outdated or traditional teaching methods is excluded to maintain the currency of the analysis.
Innovative Methodologies	The inclusion criteria prioritize sources that explore and discuss innovative and cutting-edge teaching methodologies in the realm of artistic techniques. This encompasses a range of pedagogical approaches that reflect the dynamic evolution of art education.
Collaboration with Professional Artists	Literature that emphasizes the collaborative engagement of students with professional artists is included. This criterion seeks to highlight the significance of direct interactions with industry experts, providing students with real-world insights and experiences.
Recent Publication Date	To ensure the relevance and contemporaneity of the selected literature, preference is given to sources published within the last decade (2013-2024). This timeframe reflects the current academic discourse and the latest advancements in art education.
Peer-Reviewed Sources	The inclusion criteria prioritize peer-reviewed journals, academic books, and reputable reports. This ensures that the selected literature undergoes a rigorous evaluation process, enhancing the credibility and reliability of the information.
Interdisciplinary Insights	Literature that provides interdisciplinary insights, connecting art education with broader educational goals, is included. This criterion aims to capture the interconnected nature of contemporary teaching methods and their impact on various aspects of education.

Source: Author's development.

By adhering to these inclusion criteria, the research aims to compile a focused and relevant set of sources that collectively contribute to a nuanced understanding of modern trends in teaching artistic techniques and methods.

Exclusion criteria: literature that does not directly contribute to the analysis of contemporary trends in art education is excluded. Additionally, sources that lack credibility or are outdated are not considered for inclusion.

The initial phase of data collection involves a systematic search across academic databases, including but not limited to PubMed, JSTOR, Taylor and Francis and Google Scholar.

2.3 Data Analysis

The collected literature is subjected to a thematic content analysis. Themes are identified based on recurring concepts, trends, and methodologies discussed in the selected sources. Key elements such as the integration of technology, collaboration with professional artists, and cultural competency are given particular attention.

The identified themes and trends are synthesized to develop a coherent narrative that provides an overview of the modern approaches in teaching artistic techniques. Comparisons are drawn, and connections are established to offer a holistic understanding of the contemporary dynamics in art education. The validity of the findings is strengthened by triangulating information from diverse sources, fostering a comprehensive and nuanced perspective.

3. Results

Art education aligns itself with the ongoing progress and advancements in the broader realm of education. Achieving excellence in education, particularly in the fields of art and related sciences, necessitates a symbiotic relationship, wherein these domains coalesce to fulfill the creative and innovative role expected of modern art education. The significance of this collaborative endeavor extends beyond the realm of artistic production and creativity (Bilan et al., 2024). Modern arts curricula transcend conventional boundaries, assuming new roles that intersect with various dimensions of life. In striving for excellence, art education now engages in novel partnerships with entities associated

with the arts (Keidar & Silver, 2022). This collaborative shift is a consequence of the components and opportunities that art education currently possesses, positioning it as a potent force in educational reform. Moreover, the approach to integration between art and other sciences has emerged as a pivotal aspect, with art education unequivocally asserting its position within this interdisciplinary framework.

3.1 Approach 1: Implementation of the Institute of Professional Artists

In contemporary art education within university settings, the integration of professional artists, performers, and practitioners has emerged as a pivotal trend aimed at enriching the learning experiences of students across various disciplines such as painting, sculpture, literature, music, theatre, and cinema. Professional artists possess unique artistic abilities and specialized skills that distinguish them within their respective fields, rendering them invaluable resources for art educators seeking to enhance the quality and depth of arts curricula. The utilization of professional artists in university art programs represents a reformative approach to art education, aimed at fostering high-quality artistic production and nurturing the creative development of students. This approach has gained traction in developed countries such as Great Britain, America, Australia, and across Europe, as evidenced by recent scholarly discourse (Trevisan et al., 2023). Professional artists play multifaceted roles within the art teaching process, ranging from the incorporation of their works into the curriculum to direct engagement with students as mentors and collaborators. These roles encompass various levels of activation, including the use of photographs of artists' work, exposure to original artworks in museums and galleries, and direct communication with artists through modern means of communication.

Table 2. Key Aspect of Implementation Professional Artists

Aspects	Description
Rationale and Significance	Acknowledges the highly specialized skills possessed by professional artists, considering them a valuable source for art education. This trend aims to directly expose students to the creative processes and experiences of professional artists, thereby enhancing the quality of artistic production.
Implementation in Art Curricula	Art educators are actively incorporating the role of professional artists in the development of arts curricula. The approach considers professional artists as both teachers and artistic contributors, serving as a foundational element to ensure the development of high artistic skills among students.
Forms of Artist Involvement	Inclusion of artists' works in the teaching process. - Direct interaction with professional artists as a starting point for teaching high artistic skills. - Integration of photographs of artists' works. - Utilization of original works from museums and art galleries. - Communication with artists through various means, including telephone and modern communication tools. - Collaboration with artists within or external to educational institutions, involving visits to artists' studios for continuous learning
Emphasis on Practical Experiences	The trend emphasizes not only the use of artists' works but also the direct activation of professional artists in the teaching process. This involves multiple levels of engagement, ranging from visual materials to direct collaboration and interaction, with a particular emphasis on hands-on experiences gained by accompanying artists in their studios for continuous and close artistic learning.
Educational Impact	Reinforces the importance of the teacher's role, with a specific focus on professional artists, in modern art programs. The activation of professional artists contributes to a multifaceted approach to art education, enriching students' experiences and enhancing the overall quality of artistic skills development.

Source: Author's development.

Moreover, the involvement of professional artists extends beyond mere interaction with students to encompass immersive experiences such as studio visits and collaborative projects. Through ongoing engagement with artists, students have the opportunity to glean firsthand insights into artistic processes, techniques, and conceptual frameworks, thus enriching their understanding and appreciation of the arts (Aoyagi, 2023; Campbell, 2013). Incorporating professional artists into university art programs elevates the pedagogical landscape by providing students with authentic encounters with practicing artists and performers across various disciplines. Whether in music, theatre, or other art forms, professional artists serve as both instructors and inspirations, contributing to the cultivation of a vibrant and dynamic learning environment. Through direct engagement with practitioners, students in disciplines such as painting, music and theatre are afforded unique opportunities for artistic growth and exploration, thus enhancing the overall quality and efficacy of arts curricula within higher education institutions. (See Table 2).

Hence, in the realm of contemporary art education, the modern educator is tasked with cultivating professional qualities that extend beyond pedagogical theory, enabling them to engage in professional practice with future paintists, musicians, performers, and more. Beyond imparting theoretical knowledge, today's educators are expected to possess practical skills and expertise relevant to their respective artistic disciplines. They must be proficient practitioners themselves, capable of demonstrating techniques, guiding creative processes, and offering constructive feedback based on real-world experience. Moreover, modern educators need to stay abreast of current trends, technologies, and developments within their fields, ensuring that they provide students with relevant and up-to-date instruction. This includes embracing digital tools, software, and multimedia platforms to enhance teaching methods and facilitate innovative learning experiences. Furthermore, effective communication and interpersonal skills are essential for educators to establish rapport with students, foster a supportive learning environment, and facilitate meaningful dialogue and collaboration. Cultivating empathy, patience, and adaptability enables educators to tailor their approach to meet the diverse needs and learning styles of individual students.

In summary, modern educators in the arts must embody a blend of pedagogical expertise, practical proficiency, technological literacy, and interpersonal skills to effectively mentor and inspire the next generation of artists, musicians, actors, and performers. By embracing these professional qualities, educators can create dynamic and enriching learning environments that empower students to realize their artistic potential and succeed in their chosen fields.

3.2 Approach 2: Teaching Multicultural Art: Interdisciplinary Integration, Cultural Competency and Collaborative Learning Environments

The incorporation of diverse cultures into art education emerges as a contemporary challenge, a subject extensively explored in various scientific studies. Modern scholars underscore the significance of adopting a multicultural approach in art education programs, aiming to foster cultural convergence and ignite a dialogue of civilizations among nations (Campbell, 2013; Maksymenko & Komandrovska, 2023). This approach offers students opportunities for meaningful artistic experiences and production aligned with their unique perspectives, placing a particular emphasis on quality standards reflective of the students' own artistic vision.

Art educators, akin to their counterparts in other disciplines, are increasingly committed to enhancing cross-cultural understanding. This growing inclination contributes to the cultivation of positive attitudes towards diverse cultures (Danilyan et al., 2022). Consequently, a comprehensive understanding of visual arts necessitates a foundation built upon contemporary art and the rich tapestry of various cultures. This not only sets the stage for a novel paradigm in artist and art teacher training programs at the university level but also creates a fertile ground for the development of future artists.

The relevance of this multicultural approach is particularly evident in the context of modern universities and art colleges, where students hail from diverse cultural backgrounds, transcending the confines of a singular local culture. Thus, there is a pressing need to reshape the structure of art education programs, accommodating students from multiple cultures and embracing diverse technical techniques (Martyniv et al., 2023). This restructuring extends beyond the content of these programs; it encompasses the direction and goals, acknowledging the importance of cultivating a broad and inclusive perspective. An important artistic tendency in the multicultural approach is the formation of an environment of joint learning.

Facilitating collaboration among students facilitates the exchange of ideas, techniques, and perspectives. Collaborative projects and group critiques provide valuable information and foster a sense of community in the art classroom.

Addressing the core objectives of a multicultural approach in art teacher training programs, as highlighted by Campbell (2013), it becomes apparent that expanding multicultural approaches enhances the capacity of art teachers to infuse

diverse ideas, emotions, and self-awareness into the teaching process. This, in turn, equips them to guide their students more effectively, fostering a rich and inclusive artistic environment that celebrates the diversity inherent in both art and the global community (Lavrentieva et al., 2023; Minenok et al., 2024). Moreover, many educational programs are emphasizing the integration of art with other disciplines, such as science, technology, engineering, and mathematics (STEM). This approach, often referred to as STEAM, aims to foster creativity and problem-solving skills by blending artistic processes with scientific inquiry (Stroud & Baines, 2019). Table 3 shows general aspects of interdisciplinary integration, cultural competency, and collaborative learning environments in the context of art education.

Table 3. General Aspects of Interdisciplinary Integration, Cultural Competency, and Collaborative Learning Environments in the Context of Art Education

40. **Aspects**	41. **Interdisciplinary Integration**	42. **Cultural Competency**	43. **Collaborative Learning Environments**
44. Definition	45. Integration of art with other disciplines such as science, technology, engineering, and mathematics (STEM)	46. Fostering an understanding and appreciation of diverse cultures within the art curriculum	47. Encouraging collaboration among students, facilitating the exchange of ideas and perspectives
48. Goals	49. Enhancing creativity and problem-solving by blending artistic processes with scientific inquiry	50. Developing awareness, respect, and appreciation for cultural diversity in art education	51. Promoting teamwork, communication, and shared learning experiences among students
52. Approaches	53. Incorporating art projects that involve elements from STEM disciplines, creating a holistic learning experience	54. Introducing art from various cultures, exploring diverse artistic traditions, and examining global perspectives	55. Implementing group projects, collaborative art-making activities, and peer critiques
56. Skills Emphasized	57. Critical thinking, problem-solving, and the ability to connect artistic concepts with scientific principles	58. Cultural awareness, sensitivity, and the ability to incorporate diverse perspectives in artistic expression	59. Teamwork, communication, and the ability to collaborate effectively with peers
60. Curriculum Integration	61. Collaboration between art and STEM educators to develop cross-disciplinary projects	62. Infusion of multicultural content and themes into the art curriculum	63. Designing projects that require cooperation and joint efforts, promoting interdisciplinary connections
64. Real-world Application	65. Preparation for careers that require a combination of artistic and scientific skills, such as in technology, design, and research	66. Readiness to engage in a globalized art world, where artists draw inspiration from diverse cultures	67. Reflecting the collaborative nature of the professional art community, where artists often work in teams or contribute to collective projects
68. Examples	69. - STEAM programs that incorporate art into science and technology projects	70. - Exploration of art from various regions, studying different artistic traditions	71. - Group art exhibitions, collaborative installations, and joint projects that involve students from different disciplines
72. Challenges and Considerations	73. Balancing the depth of artistic exploration with the integration of scientific principles	74. Addressing potential biases and stereotypes in the portrayal of cultures, fostering an inclusive environment	75. Managing group dynamics, ensuring equitable participation, and addressing potential conflicts in collaborative projects

Source: Author's development.

Hence, as shown in Table 3 interdisciplinary integration not only provides students with artistic experiences but also enables them to combine these with other fields of knowledge such as science and technology. This stimulates creative thinking and problem-solving, essential skills demanded by today's society. Multicultural approaches offer students the opportunity to explore and study diverse artistic traditions, enriching their understanding and appreciation of different cultures within the art curriculum. This fosters a broad perspective and a readiness to engage with a globalized art world.

Learning in collaborative environments, where the emphasis is on shared creativity and idea exchange, develops communication skills and mutual understanding among students. Collaborative projects encourage teamwork and provide students with a taste of the collaborative nature of the professional art community (Lavrentieva et al., 2023). Therefore, contemporary trends in teaching artistic techniques and methods underscore the dynamic evolution of the art field in the context of the modern world. Integration of technology, consideration of cultural diversity, and a focus on community distinguish modern approaches to educating the next generation of artists, ready to make their mark in the global art scene.

3.3 Approach 3: Implementation of Art Technologies in the Learning Process Based on the Global Network

Contemporary art, much like any facet of social life, evolves not only on foundational principles of development but also relies on modern innovative advancements and technologies. The global network provides spaces to capitalize on these advancements, offering opportunities for access to comprehensive educational plans and sections applicable across various visual arts fields (Stoliarchuk et al., 2024). A notable example is the Getty Education Institute in the United States, which has established a website, ArtsEdNet, serving as a rich source of art education (Merlot, n.d.). This site presents meticulously planned lessons utilizing methods employed by contemporary artists, showcasing how their works can be integrated into the teaching of contemporary art. Numerous websites on the World Wide Web enable students, teachers, and the general public to engage in discussions covering various topics, ideas, art pieces, and issues related to the art teaching process (Abramova et al., 2023). Overall, there are abundant practical opportunities within the global art network in the realm of education, catering to both teachers and students. For instance, a teacher can:

- Utilize online resources to develop new lessons
- Download images and artworks from the internet while respecting copyrights and intellectual property
- Encourage students to create and develop their own websites
- Integrate questions of art and cultural pluralism into the curriculum
- Personalize learning
- Boost students' confidence through visual enrichment via the World Wide Web (Marner & Örtegren, 2013; Sofilkanych et al., 2023; Storozhyk, 2024).

Modern researchers also highlight other advantages, such as exploring international museum collections, discovering various stages and artistic styles in the history of art, and studying the works of contemporary artists (Marner & Örtegren, 2014). The network serves as a means to identify specific artists or particular artworks, search for specific themes, and activate individualized learning.

3.4. Approach 4: The Integration of Advanced Technologies

The integration of digital art and technology into art education has become a transformative trend, opening up new avenues for creative expression and expanding the skill set of aspiring artists. Table 4 shows details on this specific trend.

In the realm of arts education, the integration of advanced technologies such as artificial intelligence (AI), simulation technologies, and virtual reality (VR) presents a transformative opportunity to enrich pedagogical practices across disciplines such as painting, architecture, sculpture, literature, music, theatre, and cinema. This comprehensive application of technology in arts education is grounded in scientific principles and aims to augment traditional instructional methodologies with innovative, immersive, and personalized learning experiences.

Within painting education, AI algorithms offer sophisticated analysis of historical art styles, enabling nuanced insights into composition techniques and facilitating the generation of original artworks. In architecture, AI-driven design optimization and structural analysis algorithms contribute to data-driven modelling and urban planning processes, enriching students' understanding of spatial concepts. Similarly, AI aids in digital sculpting processes in sculpture education, guiding material selection and fabrication techniques through computational analysis. Moreover, virtual painting and sculpting environments replicate traditional mediums, providing students with hands-on opportunities to

experiment with diverse techniques and materials. In cinema and theatre education AI algorithms analyze acting techniques and theatrical dynamics, providing feedback on performance nuances and character portrayals. AI-powered tools assist in script analysis, character development, and scene composition, enriching students' understanding of dramatic storytelling. However, perhaps the most noticeable trend is the use of these innovative technologies in musical art. For instance, AI algorithms are increasingly employed to analyze musical patterns, provide personalized feedback, and even generate original compositions. Machine learning models can assess students' performance, identify areas for improvement, and tailor educational materials accordingly. Additionally, AI-powered platforms offer adaptive learning experiences, dynamically adjusting content to suit individual learning styles and pace. Such personalized approaches enhance student engagement and efficacy in acquiring musical proficiency. On the other hand, simulation technologies offer realistic and interactive environments for music education. Virtual instrument simulators enable students to practice playing various instruments without the need for physical counterparts, facilitating skill development and experimentation. Moreover, simulation software allows students to simulate ensemble performances, providing valuable ensemble training experiences. By immersing students in virtual performance settings, simulation technologies cultivate practical skills and foster collaborative learning opportunities. VR platforms offer immersive experiences that transcend traditional classroom settings, enabling students to explore diverse musical contexts and scenarios. Virtual concert halls, rehearsal spaces, and interactive music exhibits provide realistic environments for musical exploration and performance. VR-based music instruction facilitates experiential learning, allowing students to interact with virtual instruments, engage in ensemble rehearsals, and attend simulated masterclasses with renowned musicians. Such immersive experiences deepen students' understanding of musical concepts and cultivate a profound appreciation for music. Hence, the integration of AI, simulation technologies, and VR in music education necessitates pedagogical considerations to optimize learning outcomes. Educators must design curricula that harness the capabilities of these technologies while maintaining pedagogical integrity. Additionally, fostering digital literacy skills is paramount to empower students to navigate and critically evaluate digital resources effectively. Furthermore, ethical considerations, such as data privacy and algorithmic bias, merit attention to ensure responsible implementation of AI-driven educational tools. To sum up, the utilization of AI, simulation technologies, and VR holds immense potential to revolutionize music education by offering immersive, personalized, and experiential learning experiences. By harnessing the capabilities of these technologies, educators can enrich musical instruction, empower students to cultivate their artistic talents, and nurture a lifelong passion for music.

Hence, the integration of technology not only equips students with practical skills but also prepares them for the evolving landscape of the art industry, where technology continues to play a significant role in shaping artistic expression and communication. Moreover, this dynamic integration fosters a creative environment that encourages students to explore innovative avenues, pushing the boundaries of traditional art forms and paving the way for groundbreaking interdisciplinary collaborations. As students engage with cutting-edge tools and techniques, they not only enhance their technical proficiency but also cultivate a forward-thinking mindset essential for navigating the ever-changing intersection of art and technology.

4. Discussion

The exploration of modern trends in teaching artistic techniques highlights the dynamic evolution of art education, responding to contemporary demands. The results demonstrate a discernible shift towards multifaceted, interdisciplinary, and inclusive strategies for the development of artists. The evidence suggests that the integration of technology, collaboration with professional artists, and a focus on cultural competency have become pivotal trends, significantly enhancing the educational experience for both educators and students. Furthermore, the identified trends in interdisciplinary integration, cultural competency, and collaborative learning environments correlate with broader educational objectives, namely the cultivation of critical thinking, problem-solving, and adaptability. The contemporary art classroom, as substantiated by the results, functions as a dynamic space where students not only acquire technical skills but also actively cultivate a comprehensive understanding of the global art landscape.

In comparing the findings with other scientific research, several key trends and hypotheses emerge that align with this research. For instance, the emphasis on technology integration in art education aligns with Bilan et al. (2024) exploration of innovative educational technologies. Both studies recognize the transformative potential of technology in enhancing the training of specialists in the field of culture and arts. This parallel reinforces the importance of leveraging technology to meet the evolving needs of art education. In addition, the study echoes Charlier et al. (2015) focus on understanding the quality of learning in digital environments. Both works underscore the significance of digital tools in shaping the educational landscape. The convergence of these findings strengthens the argument for the

adoption of digital methodologies in modern art education. Moreover, the emphasis on innovative technologies in higher art education aligns with Lavrentieva et al. (2023) exploration within the European Union. Both studies advocate for the incorporation of cutting-edge technologies to enhance the educational experience. This consistency suggests a global recognition of the role of technology in advancing art education. Sun's (2022) case study aligns with our focus on multimedia environments, specifically in the context of teaching dance choreography. The mutual emphasis on leveraging multimedia tools for teaching artistic disciplines supports the idea that technology is a valuable asset in various artistic domains.

The results somewhat contradict the assertion Campbell (2013) that expansive cross-cultural examinations of arts can remain an important activity not only in the past but also in the contemporary context. There is an argument that broad cross-cultural studies of art can continue to play a key role in the development and understanding of art across cultures. For example, the results note that the modern approach to cross-cultural study takes into account not only geographical and ethnic definitions, but also the interaction of different cultural aspects, such as globalization, technological changes and others. This approach makes it possible to explore the interaction and influence of various cultural elements on contemporary art. Therefore, it can be argued that cross-cultural art remains relevant and significant in today's world, and has the potential to bring new approaches to understanding art in different cultural contexts. Finally, the research does explicitly delve into sustainability in higher education, a focus of Trevisan et al. (2023). While the findings align with the broader trend of digital transformation, the divergence in the sustainability aspect suggests that there are diverse dimensions to the evolution of higher education, warranting further exploration. In summary, this study finds substantial support from existing literature, especially in the areas of technology integration, collaborative learning, and cultural competency. While there is alignment with some studies, the divergence in focus emphasizes the multifaceted nature of modern art education, prompting future research to explore various dimensions comprehensively.

Hence, the study contributes novel insights by synthesizing and analyzing contemporary literature to explore the evolving landscape of art education. Although the study provides valuable information, it is important to acknowledge its limitations, including the exclusive focus on contemporary literature. A limitation is the potential exclusion of historical perspectives that could offer valuable context for the evolution of art education. In addition, language limitations (only literature written in English and Ukrainian were used) may arise due to the availability of literature in certain languages, potentially leading to a partial representation of global perspectives. Despite these limitations, this study is a pioneer in the synthesis of contemporary literature in order to identify and analyze contemporary trends in teaching artistic techniques.

5. Conclusion

In conclusion, the exploration of modern trends in teaching art underscores the dynamic evolution of art education in response to contemporary demands. The analysis of various approaches to the development of artists reveals a shift towards multifaceted, interdisciplinary, and inclusive strategies. Integration of technology, collaboration with professional artists, and a focus on cultural competency has emerged as pivotal trends, enriching the educational experience for both educators and students. The recognition of professional artists as valuable contributors and teachers in art education programs reflects a commitment to providing students with not only theoretical knowledge but also direct exposure to the creative processes and experiences of industry experts. This trend emphasizes the importance of hands-on learning, active collaboration, and continuous engagement with the artistic community, elevating the quality of artistic production and fostering a deeper understanding of the art world.

Moreover, the emphasis on interdisciplinary integration, cultural competency, and collaborative learning environments aligns with the broader educational goals of developing critical thinking, problem-solving, and adaptability. In the realm of music education, for instance, the integration of simulative, virtual, and other leading-edge technologies has revolutionized the learning experience, offering students immersive platforms for musical exploration and performance. Virtual rehearsal spaces and interactive music production software enable students to experiment with composition techniques, explore diverse musical genres, and engage in ensemble rehearsals, fostering creativity and technical proficiency in a digital landscape.

The contemporary art classroom serves as a dynamic space where students not only acquire technical skills but also cultivate a holistic understanding of the global art landscape, including music, theater, literature, and visual arts. As art education continues to evolve, it is essential to embrace these trends and adapt teaching methodologies to meet the needs of a rapidly changing world. The ongoing exploration of these approaches, coupled with practical experimental studies, will contribute to the refinement and advancement of art education, ensuring that aspiring artists are

well-prepared to navigate the complexities of the modern art scene.

In addition, potential applications of these research findings may include:

The first avenue is the broader implementation of various technologies. The authors of the article believe that art schools should invest in innovative technologies in order to develop an modern environment. The second avenue is the collaboration of professional artists. The results showed that establishing partnerships with professional artists should provide students with opportunities for mentorship and direct exposure to the world of professional art. Besides, it is important to develop pedagogical cultural competence. Another important area is the integration of cultural competency training into the curriculum to promote respect for diverse artistic traditions and perspectives. These aspects can help students develop a broader understanding of global artistic practices.

By using these avenues, educational institutions can increase the effectiveness of their arts programs and educational practices.

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Acknowledgments

Not applicable.

Authors contributions

Authors contributed equally to the study

Funding

Not applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.