

THE EUROPEAN INTEGRATION VECTOR IN MUSIC ART EDUCATION: TRANSDISCIPLINARITY, TRANSVERSALITY AND TRANSCULTURALITY AS CHALLENGES AND OPPORTUNITIES

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SUMMARY. This article aims to examine the content and essence of transdisciplinarity, transversality, and transculturality as drivers of European integration processes in arts education in Ukraine. The object of the study is the prospects, opportunities, and challenges that European integration processes bring to the educational space of Ukraine. In order to consider the challenges and opportunities of European integration processes in arts education, a comprehensive approach to research methodology was used. Descriptive methods, analysis and synthesis, as well as interdisciplinary research methods, comparative and contrastive methods, generalization and systematization were applied. The result of the study is to establish the basic principles of transdisciplinarity, transversality, and transculturality as drivers of European integration in arts education in Ukraine. The process of European integration should be comprehensive, take place in harmony with professional training, and correlate with the academic traditions of national art schools, performing traditions, and artistic trends. Integrative processes should influence the development of curricula, practices, and individual disciplines. The development and improvement of methods for training competitive specialists begins with taking into account the complexity, systematic nature, and

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multidimensionality of arts education. European integration creates opportunities for the introduction of comprehensive approaches and innovations focused on the modern demands of creative professions. The practical significance lies in describing the complex components of European integration, identifying the difficulties and opportunities that arise during the implementation of integration processes into various concepts of art education. This material will help in the development of effective training courses in art.

Keywords: transdisciplinarity, transversality, and transculturality, European integration, music education, arts education

Introduction

Art education is a multidisciplinary, systemic field that also involves teaching practical skills, the art of performance, artistry, and primarily consists of providing fundamental theoretical knowledge and defining modern approaches to the artistic process and musical creativity. This is exactly what art education is, considering European integration processes, transversality, transculturality, and transdisciplinarity in modern education in Ukraine. Today, it is impossible to become a professional without knowing the context of the development of world art, music, culture, etc.

Integration in music education as an artistic field is based on meaningful, rich, and challenging teaching and thoughtful and systematic learning. All of this should not only be consistent with new initiatives in education that prioritize conceptual and procedural skills but is a potential driver of transformation in arts education.

Consideration of the potential for integration of the arts as a transdisciplinary field with distinct conceptual frameworks, epistemologies, and practices creates a fuller understanding of the high potential for integration in arts education. The active involvement of transculturality and transdisciplinarity in teaching music, conducting, and singing can be useful for both practitioners and supporters of traditional, fundamental approaches to the conceptualization of this field, its promotion in education, and further development. It is from this perspective that European integration turns out to be an extremely useful, long-term process that makes it possible to make Ukrainian art education and national music trendy and modern. Moreover, considering the integration of art through the prism of systems theory and the creation of new disciplines reveals the potential of art education as a new type of pedagogy that modernizes teaching and learning in the structure and content of curricula.

In music education, the learning process should be comprehensive, opening up different spaces in music, culture, and art – this is the idea of transdisciplinarity. Constant information and hard work on improving various teaching techniques and methods are becoming relevant for contemporary Ukrainian art education. Music education is no exception. That is why the introduction of the ideas of transdisciplinarity, transversality and transculturality into new methods, and determining their effectiveness is one of the priority tasks of contemporary art pedagogy. It remains important to adjust the existing forms and principles of music teaching, which defines the scientific issues of many modern studies on the theory and practice of teaching music, singing, and performing skills⁶.

The development of the topic of European integration components in the training of professionals in the field of music involves an integrated approach to training, is based on leading theoretical research, practical development of contents, forms and models of music education, and aims to introduce and effectively use methods for training professionals in educational institutions, artistic institutions of various levels.

One of the problematic issues, a real challenge for Ukrainian art education, is the problem of diagnosing the level of integration, transdisciplinarity in the context of the effectiveness of existing educational programs and curricula, determining the minimum necessary for successful integration, training of a modern specialist. Scientific issues also remain relevant: the development of new integrated practices, content based on the achievements of high technology, achievements in the field of pedagogy, art history, performance techniques, acting, etc. The article is devoted to the problems of introducing the European integration movement into art education and the research areas that support this practice.

Literature review

The topic of European integration in education is multifaceted and has a wide range of topics and experience in implementing integration projects. There will be presented the most important work for our research. First, the process of European integration and the introduction of transdisciplinarity

⁶ Gmyrina, Svitlana, Svitlana Tochko and Tetiana Lanina. "Forming performance skills of a future pop singer in vocal lessons", *Musical Art in the Educological discourse*, vol. 9, 2025, pp. 35–40. <https://doi.org/10.28925/2518-766X.2024.96>

requires a well-developed regulatory framework at the level of educational institutions and governments⁷.

The world practice has developed, researched and approved the introduction of common standards in the study of arts and sciences based on the understanding of the core ideas of the world order and higher-level thinking skills^{8, 9, 10}. European integration in Ukraine is represented at the legislative level, with strategic documents that legalize the development of Ukrainian education in the European research and education space: An Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their Member States, on the other hand¹¹; The Law of Ukraine "On Education"¹²; Order of the Ministry of Education and Science of Ukraine "On Approval of the Concept for the Development of Pedagogical Education"¹³; Order of the Ministry of Education and Science of Ukraine "On approval of the roadmap for European integration of Ukraine in the fields of education and science until 2027"¹⁴; Strategic Plan of the Ministry of Education and Science of Ukraine until 2027. Education of the winners¹⁵.

⁷ Marshall, Julia. "Transdisciplinarity and Art Integration: Toward a New Understanding of Art-Based Learning across the Curriculum", *Studies in Art Education*, vol. 55, no. 2, 2014, pp. 104–127. <https://doi.org/10.1080/00393541.2014.11518922>

⁸ Common Core Standards Initiative, 2025. <https://www.thecorestandards.org/read-the-standards/>

⁹ EU-Ukraine portal. "European integration", *Official EU-Ukraine portal of the Cabinet of Ministers of Ukraine*, 2014. <https://eu-ua.kmu.gov.ua/integration/>

¹⁰ European Commission (EC). Key Competences for Lifelong Learning, 2019. https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

¹¹ An Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their Member States, on the other hand No. 984_011 of 27.06.2014, 2014. https://zakon.rada.gov.ua/laws/show/984_011#Text

¹² On Education: Law of Ukraine No. 2145-VIII of 5 September 2017, 2017. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

¹³ On Approval of the Concept for the Development of Pedagogical Education: Order of the Ministry of Education and Science of Ukraine No. 776 of 16 July 2018, 2018. <https://mon.gov.ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>

¹⁴ On approval of the roadmap for European integration of Ukraine in the fields of education and science until 2027: Order of the Ministry of Education and Science of Ukraine No. 1501 of 11 December 2023, 2023. <https://mon.gov.ua/npa/pro-zatverdzhennya-dorozhnoyi-karti-yevropejskoyi-integraciyi-ukrayini-u-sferah-osviti-i-nauki-do-2027-roku>

¹⁵ Strategic Plan of the Ministry of Education and Science of Ukraine until 2027. Education of the winners. Ministry of Education and Science of Ukraine, 2024. <https://mon.gov.ua/static-objects/mon/sites/1/Docs%20Kampania%20Priyom%2024/Strateh.plan.diyalnosti.MON.do.2027.roku.pdf>

Today, scholars from all over the world are considering and analyzing integration in education^{16, 17, 18}. Marshall¹⁹ analyzes the standards and educational initiatives developed in 2016 in Scotland (University of Aberdeen), where mechanical memorization of academic material is replaced by creative programs and methods that develop thinking, help to understand general concepts and form creative thinking.

Marshall²⁰ discusses the experience of implementing a practice-oriented art education and research project that embodies integration processes in art education. One form of arts integration, Arts Research Integration (ARI), illustrates the qualities of a transdisciplinary vision of arts integration based on systems thinking/new science²¹. The Arts Research Integration Program is a transcultural integration program that engages artists and humanities scholars in research and teaching at the University of Kansas (USA). The program has resulted in concerts, exhibitions, research programs, and creative projects that have opened up new avenues for dialogue between cultures, engaging a wide range of public figures, students, and scholars in topics that are important for everyday life, cultural development, and creating a better future.

Transdisciplinarity, transversal competence is the object of modern research, as it is part of the new generation of standards that focus on practice, interdisciplinary concepts and theories^{22,23,24}, innovations in the formation of

¹⁶ Aspers, Patrik, and Ugo Corte. "What is Qualitative in Qualitative Research", *Qualitative Sociology*, vol. 42, no. 2, 2019, pp. 139–160. <https://doi.org/10.1007/s11133-019-9413-7>

¹⁷ Espeland, Magne. "Music Education as Craft: Reframing a Rationale", In: Holdhus, K., Murphy, R., Espeland, M. I. (Eds.), *Music Education as Craft. Landscapes: The Arts, Aesthetics, and Education*. (Vol. 30, pp. 219–239). Springer, Cham, 2021. https://doi.org/10.1007/978-3-030-67704-6_17

¹⁸ Park, Catherine, and Glynda A. Hull. "Hull Toward a Pedagogy of Transculturality", *Harvard Educational Review*, vol. 95, no. 1, 2025, pp. 1–27. <https://doi.org/10.17763/1943-5045-95.1.1>

¹⁹ Marshall, Julia, 2014. *Id.*

²⁰ Marshall, Julia, 2014. *Id.*

²¹ Marshall, Julia, 2014. *Id.*

²² Marynowicz-Hetka, Ewa. "Wolfgang Welsch's concept of transculturality: Towards a transversal paradigm of social pedagogy", *Pedagogika Społeczna*, vol. 3, no. 73, 2019, pp. 61–73. <https://doi.org/10.35464/1642-672X.PS.2019.3.06>

²³ Fjeldstad, Mari Ystanes. "Evaluating the quality of posthuman music education research: diffracting quality criteria through response-ability", *Music Education Research*, vol. 26, no. 3, 2024, pp. 264–276. <https://doi.org/10.1080/14613808.2024.2331462>

²⁴ Walsh, Daniel. 2018, "Youth participatory action research as culturally sustaining pedagogy", *Theory Into Practice*, vol. 57, no. 2, pp. 127–136. <https://doi.org/10.1080/00405841.2018.1433939>

cross-cutting competencies in the process of training specialists - "transversal competence"²⁵.

Methods

The study uses an integrated approach to methodology, which is dictated by the interdisciplinary, synthetic, transactional nature of the topic under study. The conceptual provisions of comparative education are the theoretical basis of the work, as sufficient space is given to the study, description, and comparison of educational art projects of an integrated nature, consideration of the peculiarities of the functioning of European integration processes in art education in Ukraine and the world, and the context of the global and domestic educational space should also be taken into account, which requires the use of analysis and synthesis methods. In addition, in studies of national educational systems, additional attention should be paid to analyzing the peculiarities of the formation and development of educational and artistic traditions.

The reliability of the data and facts presented is ensured by authentic sources (including legislative and strategic documentation provided by the government, government departments in the field of education, culture, and lawmaking), and the results of previous studies published in scientific journals, analytical guides, etc. have also become the basis for further research. The descriptive method was used to review the terminological foundations and theoretical framework.

Thus, the scientific problems posed in the work and the achievement of the research goal require the use of a number of heterogeneous methods: general scientific (analysis, synthesis, comparison, collation, generalization and systematization); specific scientific (descriptive method, method of terminological analysis, method of scientific extrapolation, collation and system-functional approach).

Results

Let's consider the terminology and conditions for the successful implementation of integration in art education. First, it is about transdisciplinarity, transversality and transculturality as the defining positions of the European integration process in art education.

²⁵ Kykylyk, Alina, Halyna Stukan, Liudmyla Hlushok, Inna Shorobura, and Ihor Bloshchynskyi. "Complex portfolio as one of the means of the future primary school teachers training of the new Ukrainian school. *Revista Romaneasca pentru Educatie Multidimensionala*, vol. 12, no. Sup1, 2020, pp. 163–184. <https://doi.org/10.18662/rrem/12.1sup1/229>

European integration processes are about the transversality of competencies that allow a young specialist in creative and musical specialties to be competitive in the labor market, to have a wider range of skills²⁶. This increases the space for choosing future professional development and decent work.

The Catalog of Transversal Competencies presents a list of requirements and needs that form the profile of such a competitive specialist: 1) intercultural communication skills; 2) flexibility, adaptability; 3) ability to think strategically and innovatively; 4) organizational skills and planning ability; 5) ability to make decisions in any environment; 6) teamwork skills 7) empathy, ability to build relationships; 8) ability to find solutions to problems; 9) dedication, desire to learn; 10) negotiation skills; 11) leadership skills; 12) ability to collect and process information²⁷.

The set of certain skills, abilities, and knowledge is unified and provides a direction for the professional training of a singer, conductor, or performer, i.e., forms a transversal competence. European integration requires the introduction of components of transversal competence in the educational process, which is unified and can be inherent in specialists of different specialties²⁸. For the current realities of Ukraine, some positions are of priority importance – first, the ability to work in difficult conditions, mobilize internal resources; understand and meet the needs of society, readiness for innovation.

Transversality in the modern pedagogy of higher education has been paid attention to since the 70s of the twentieth century²⁹. The study of the role of transversal competences in the educational environment is based on the principle that competence is not only “intelligence”, “a set of dead knowledge”, but the ability to use them effectively, to correspond to the position held, to work efficiently, to be a realized specialist. In fact, to be competent, a specialist, a good specialist, an accomplished artist³⁰. In a number of studies, it can be seen the

²⁶ Guzmán-Valeta, Ana Milena, Alicia Inciarte-González and Yeferson Gómez-López. “Transversality and Transdisciplinarity in the Curricular Design of higher education: a Systematic Review”, *Procedia Computer Science*, vol. 231, 2024, pp. 589–594.
<https://doi.org/10.1016/j.procs.2023.12.255>

²⁷ Catalogue of Transversal Competences Key for Employability. *Erasmus+*, 2015.
https://www.keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf

²⁸ EU-Ukraine portal. “European integration”, *Official EU-Ukraine portal of the Cabinet of Ministers of Ukraine*, 2014. <https://eu-ua.kmu.gov.ua/integration/>

²⁹ Popova, Liudmyla “Evolution of the term “transversality” in the modern scientific space: foreign experience”, *Pedagogical sciences*, vol. 99, 2022, pp. 52–57.
<https://doi.org/10.32999/ksu2413-1865/2022-99-8>

³⁰ Aguilar, Pilar, Isabel Lopez-Cobo, Francisco Cuadrado and Isabel Benítez. “Social and emotional competences in Spain: A comparative evaluation between Spanish needs and an international framework based on the experiences of researchers, teachers, and policymakers”, *Frontiers in Psychology*, vol. 10, 2019, pp. 21–27. <https://doi.org/10.3389/fpsyg.2019.02127>

thesis of a new type of pedagogical positioning – transversality, where soft skills are embedded in pedagogical practice, consolidated with modern educational programs. This positioning allows for a quick response to changes, easy adaptation of the educational process to the realities of the labor market, professional needs, etc. European integration in art education in Ukraine can be successful if it is able to evolve and organize educational work to develop the necessary competencies³¹.

Transdisciplinarity is an inherent feature of art education, and European integration processes add even more diversity to approaches, choice of creative materials, skills, and context of performance. The ability of art to integrate, i.e. to stimulate the acquisition of procedural skills; the potential for metacognition is a significant argument for educational innovation in the creative field, in the creation of comprehensive transdisciplinary educational programs.

In our opinion, art education requires a metacognitive vision, a more extensive integration with various fields of human knowledge. Therefore, considering transdisciplinary practice as part of the process of integration in art education allows us to identify the components for a particular educational program and see how they fit together as a whole. This is the fundamental basis of modern learning, i.e., practical skills, mastery, and professionalism should be developed and deepened.

Consider two important, correlated components of European integration processes in education. These are interdisciplinarity and transdisciplinarity. Interdisciplinary disciplines can be defined as a combination of different fields of knowledge with deep connections and correlation of disciplinary concepts, theories, and methods at different levels of research. However, each discipline in such interaction remains discrete – there is no complete connection, no conceptual diffusion.

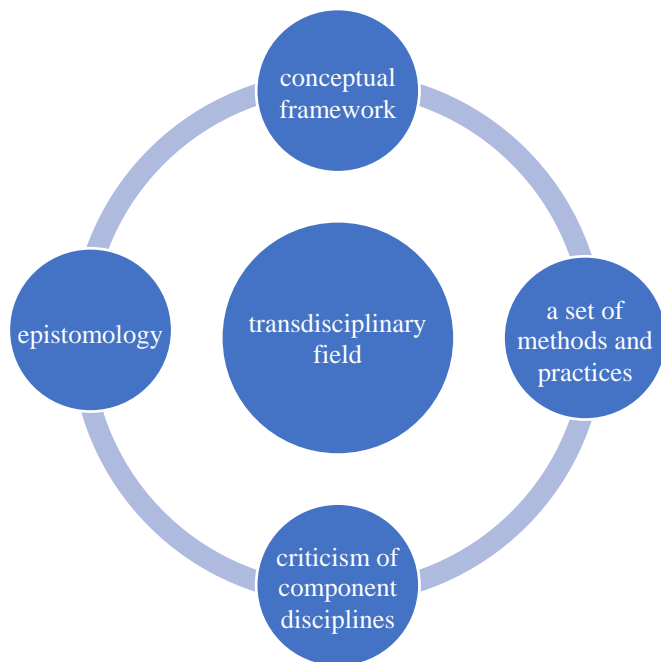
Transdisciplinarity functions at a deeper level. It is a field or research practice where different disciplines and fields of knowledge change the boundaries of interaction, penetrate each other, create a new social and cognitive space, and become a single entity. Thus, transdisciplinarity is an area of high integration of different fields of knowledge and research practices³².

The transdisciplinary field can be represented as a set of interrelated elements: a coherent conceptual framework (lens, metadisciplinary perspective); criticism of component disciplines; a separate epistemology; and a set of specific methods and practices (Figure 1).

³¹ Gmyrina, Svitlana, Svitlana Tochko and Tetiana Lanina, 2025. *Id.*

³² Marshall, Julia, 2014. *Id.*

Figure 1



Component elements of the transdisciplinary field

Source: author's development

For example, such component disciplines include such artistic fields as gender studies in musicology, linguistic and cultural studies, and music psychology (music therapy). The ability to think systematically activates transdisciplinarity and encourages the introduction of such innovations.

Integration, as can be seen, is one of the characteristic features of transdisciplinarity, involving the merger of disciplines, topics, and problematic positions. In art, such integration can be realized in many models, so it is worth talking about such a concept as “art integration”.

An example of the successful implementation of transdisciplinarity in European integration processes is the key program of the European Union – Erasmus+. Ukraine actively participates in this program, is the most active partner in the Eastern European region and is among the top twelve Erasmus+ countries. For example, in the period from 2021 to 2024, 142 partnership projects in education, training, and sports were implemented³³.

³³ Gmyrina, Svitlana, Svitlana Tochko and Tetiana Lanina, 2025. *Id.*

An equally interesting phenomenon from the perspective of European integration processes in Ukrainian art education is transculturality. Researchers^{34;35} present the concept of transculturality as a concept in which culture is a relational web and a stream of meanings that actively interact with each other and give globalized modern societies unique viable cultural features. These living features of cultural change affect the cultural landscape of societies, countries, communities, etc.

Of course, transculturality affects the development of intercultural education. Transculturality is presented as an inclusive cultural interpretation represented in the educational process. The focus on multinet works enables active and harmonious perception of integrative processes in art education. Transculturality is responsible for the ability not to separate, but to coordinate, adapt the pragmatic qualities of different cultures, overcome differences, and seek harmony in the community.

The creative nature of transculturality makes it an essential part of modern education. This approach is part of a holistic intention to create educational programs in music, and transculturality makes it possible to broaden the understanding of the need for skills, abilities, and knowledge that should be developed for long-term success.

Modern societies can be represented as a tightly interwoven transcultural network where people from different cultures create their own interpenetrating worlds through interaction and cultural exchange³⁶.

An important incentive for European integration processes is the promotion of intercultural exchange by the government and educational institutions. This is the recognition of cultural diversity, stimulation of experience exchange, and legitimization of integration processes³⁷.

European integration in art education also implies openness in intercultural education and exchange, development of models and theoretical foundations of transcultural exchange in artistic fields of knowledge. In our opinion, the integrity of the vision of the educational concept and coherence in actions, adaptive processes aimed at the prospects of professional development, teamwork, improving skills, etc. are important in this regard.

³⁴ Romanowska, Jadwiga. "Explanatory potential of the concepts of transculturation/transculturality in intercultural education", *Kwartalnik Pedagogiczny*, vol. 66, no. 2(260), 2021, pp. 92–103. <https://doi.org/10.31338/2657-6007.kp.2021-2.5>

³⁵ Marynowicz-Hetka, Ewa, 2019. *Id.*

³⁶ Li, Renli. "International communication and cultural exchange based on music: a study of the experience of Chinese music education in other countries", *Music Education Research*, vol. 26, no. 2, 2023, pp. 155–169. <https://doi.org/10.1080/14613808.2023.2294313>

³⁷ Romanowska, Jadwiga. 2021. *Id.*

Promoting openness to intercultural exchange, a transcultural view that should be theoretically grounded and at the same time focused on the future of the specialist, is a proposal for European integration in art education in Ukraine.

Conclusion

The European integration vector of art education is a continuous comprehensive work on mastering innovative techniques, methods and new scientific discoveries, theories and hypotheses. A high level of training, motivation, high organizational level, acceptance of European values, and at the same time, cherishing one's own national traditions and preserving the achievements of the best Ukrainian performing arts schools, etc. are mandatory for successful entry into the European integration process.

European integration processes should be systemic in nature, where the potential of transdisciplinarity, transversality, and transculturality as a correlative basis of modern art education is applied and realized. A challenge and at the same time an opportunity for Ukraine is the implementation of international art projects, where the main thing is not to go beyond knowledge, skills, and abilities, but rather to transform them and realize their potential. All this is the core of the opportunities that European integration opens up for the Ukrainian art education sector.

Another significant opportunity offered by European integration in art education is the potential to create new educational models, practices, and methods. And this is in an education system that is in dire need of change.

Speaking about integration challenges, art education with its many facets and forms, along with artistic research, should successfully interact with tradition and national schools; it has the potential to transform academic disciplines in art. It is important to reach a consensus between integration processes and academic traditions and national identity in order to make education attractive and young professionals competitive in the global labor market.

Given the current priorities in art education in Ukraine, we note that it is time to intensify European integration processes, the way art teachers understand innovative ways of teaching music, performing arts, and general approaches to teaching art disciplines.

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