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Development of Art Education as a Basis for Sustainable Development of Society

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Abstract: The article considers questions about the role and significance of art education in the context of ensuring sustainable development of society. The features of the development of art education in the postmodern era, its functions and specific features (individuality, creativity, understanding of a person as the highest value, etc.) are analyzed. The interdependence of arts education and sustainable development are characterized. The exceptional importance for ensuring sustainable development of an appropriately oriented and updated arts education was emphasized. In particular, it seems possible to ensure a change in stereotypes, ways of thinking and actions of people, the formation of appropriate motivation and public opinion in the context of applied nature through the influence of art. Ways to improve art education with the aim of ensuring sustainable development are proposed: integration of formal and non-formal art education, ensuring innovativeness, interdisciplinarity and multiculturalism of art education, creating an inclusive environment in higher educational institutions. We see prospects for further scientific research in the creation of a model for training specialists with certain properties and substantiation of the features of its implementation in real conditions of the educational process in higher education institutions of the artistic direction.

Keywords: *vocational training, institutions of higher education, improvement of the educational process, postmodernity, multiculturalism, innovation, art.*

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1. Introduction

To be sure, higher education institutions play a fundamental role in transforming societies. Through knowledge creation and dissemination, experimental research, education and advocacy, they pave the way for sustainable development. The value of art education in ensuring the sustainable development of society lies in the fact that the means of art can most organically convey both information and value concepts to a person's consciousness.

Personal development is always mediated by the influence of art, since each of us is a spectator, consumer and customer of art objects, environmental design, architectural solutions, etc. The influence of art on the formation of human consciousness has certain tasks in each age period: from the development of motor skills, spatial and creative thinking, imagination, emotional sphere in preschool and school age to mastering knowledge, skills, skills in vocational education or self-realization through participation in art studios at adults, associations and the implementation of certain creative activities.

The child learns the world through art even from preschool age. He learns to analyze, generalize, reflect and transform, stylize the image, and most importantly - feel, form his attitude to the world around him by drawing and examining works of art.. Interaction with existing artistic and moral values, the formation of one's own attitude towards them, affects the development of his consciousness more than the knowledge gained.

Studying biology, geography, physics, etc. aims to develop a responsible attitude towards nature. However, in the process of mastering them, pupils or students will gain analytical knowledge, imbued with the idea of usefulness for humans, form the skills and abilities of interaction with natural objects, but at the same time the relationship between society and nature at the spiritual level is almost not considered.

In addition, the availability of thorough ecological knowledge does not guarantee ecologically sound human behavior. The constant appeal to reason and the underload of the emotional-figurative sphere, which we observe in the media and educational programs for the training of future specialists, dull sensory perception, intuition, distort the attitude of man to nature and understanding of the relationship of all living things. In the context of ensuring sustainable development of society, it is necessary that natural and humanitarian knowledge harmoniously complement each other. The formation of a responsible attitude towards the environment occurs not only through the study of generally accepted dogmas, but primarily through

the development of a positive attitude towards nature and the environmental competence of future specialists.

In institutions of higher education of the artistic direction, special attention should be directed not only to the development of the creative abilities of students, but also to the formation of professional ethics, since the future professional activity of specialists in the field of art involves interaction with people, understanding their physiological and psychological state. Artists, designers, architects change the world visually, structurally and functionally. The environment performs two functions: firstly, it acts as a source of information that allows us to navigate, predict ways of action, and secondly, it is a space in which human life is carried out. Therefore, there is a need to substantiate the relationship between art education and sustainable development of society, as well as search for ways to improve it in the designated context.

The purpose of the article is to analyze the peculiarities of the development of art education in the postmodern conditions and to determine its influence on ensuring the sustainable development of society.

2. Art education in postmodernity: features, functions, nuances

The influence of postmodernism on the further development of society is at the center of attention of researchers in a number of branches of human activity. This is evidenced by the growth in the number of publications that characterize its features and impact on the development of the economy, culture, pedagogy, etc. Some scientists believe that postmodernity creates positive preconditions for the development of innovative processes in science, art, etc., in particular (Ellaway, 2020; Mühlpachr, 2008; Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020; Rømer, 2011).

Thus, Ellaway (2020) notes that postmodernity is a collection of interrelated philosophies, concepts and social models that are used to critically analyze human thinking and action. At the same time, special attention is paid to the issue of social equality, the search for solutions to existing social problems, which is reflected in education and art. Mühlpachr (2008) argues that the main problem of postmodern society is its social heterogeneity. First of all, its solution is possible through the development of the education system and constructive changes in the content of vocational training. Rømer (2011) analyzes the new properties of educational systems that are emerging at the present stage, in particular autonomy, subjectivity and originality. In addition, the scientist substantiated the key points of combining postmodern education with the postmodern idea of

public power, which allows him to analyze existing concepts from a different point of view.

The features of postmodern are especially expressed in the artistic consciousness of society and its artistic culture. The change in scientific and cultural orientations in the postmodern era is associated with the replacement of philosophical fundamental principles, in particular:

1) there is a dominance of the unconscious over the conscious, plurality - over the totality;

2) there is a refusal to search for a universal method of cognition due to the lack of the latter;

3) the center of culture is not verbality, but visual images, as it was before;

4) there is a steady interest in the culture of everyday life of a person.

As a result of the entry of society into the post-industrial era, and culture - into the postmodern era, the status of knowledge has also changed. According to some scientists, modern scientific knowledge systems are extremely dependent on the socio-cultural situation, their forms and ways of existence are a reflection of the existing social system (Atkinson, 2004; Donovan, 2013; Zajda, 2003). At the same time, Zajda (2003) notes that globalization has a dominant influence on the development of educational systems in postmodern and offers for consideration the results of a study on the features of comparative education in modern society. Atkinson (2004) analyzes the emergence of new opportunities in vocational education that have emerged as a result of the adoption of the postmodern concept and changing approaches to the acquisition of knowledge and skills.

In contrast, Donovan (2013) criticizes the excessive passion for the postmodern and draws attention to the need to update professional programs based on an understanding of the social value of knowledge, towards ensuring sustainable development of society in particular. At the same time, the scientist insists on the promise of combining the positive features of modernity and postmodernity in vocational education for the creation of modern innovative universities that meet the needs of society.

Requirements for improving educational systems in the postmodern era determine the change in pedagogical technologies and personal characteristics of the teacher. Currently, a teacher should act not only as a bearer of implicity truth and an expert in a certain field, but also a colleague who is equal with students, who takes part in a joint study of the problem. Laudo Castillo (2012) argues that, on the one hand, postmodern pedagogy requires clarification of the conceptual foundations, and on the other,

changes in educational programs to ensure the progressive development of society in the future. Scientists have substantiated possible approaches to the renewal of vocational education in the context of postmodern principles.

Changes are also taking place in the structure of art education. It should be formed according to the principle "from the logic of identity to the logic of difference" according to modern concepts, in accordance with which the emphasis moves from the universal characteristics of the personality to its specific, individually unique features, originality and uniqueness. According to Houser (2005), it is art and art education that are the main means for promoting personal self-development and achieving social justice in the postmodern world. The scientist in his publication focuses on the relationship of art education and the possibility of ensuring social justice in the modern socio-cultural environment.

According to Morales-Caruncho and Chacón-Gordillo (2018, p. 288), the process of artistic perception of postmodern art presupposes cooperation between the consumer and the artist, completing the image created by him through the prism of his own life experience. In this context, arts education should provide training for specialists with an active creative position, capable of interpretation, artistic dialogue, etc. To confirm their opinion, scientists conducted a pedagogical experiment, during which positive results were obtained.

The voiced innovations need to create a modern paradigm of art education, corresponding to the peculiarities of postmodern art. Naturally, its essential features will be different for different types of arts. Thus, Macdonald (1998) characterized the specific features of professional training of design specialists in the context of the postmodern phenomenon.

Art education in the postmodern era acquires specific features: individuality, creativity, understanding of a person as the highest value, etc. We agree with the statement of Higgs (2000) that the formation of public opinion and the laying of the foundations of tolerance is possible thanks to the corresponding changes in educational systems, rethinking of the philosophy of education in view of the historical development of mankind. Specialists who create works of art must be aware of their responsibility, understand the socio-cultural role of design and art in general. It is necessary to take into account their further influence on the development of public opinion, forming the content of professional training of specialists in the field of art, because the symbols encoded in images, ornaments, works of design and architecture, which are understood primarily at a subconscious level. The worldview of peoples in arts and crafts and in the principles of organizing space has always been reflected. Human artistic activity is not

only pragmatic and aimed at satisfying urgent needs, but also a specific area of accumulation of social experience that is passed down across generation.

3. Interdependence of arts education and sustainable development

There is no objection to the fact that education itself plays a decisive role in the life of society. Modern society has come to understand the need to respect the environment and human health along with the development of information technology and technological culture. A new educational philosophy, improved educational systems and learning models for modern human development must be consistent.

Complex socio-economic transformations, which began in the postmodern era, contributed to the commercialization of culture, as well as a change in aesthetic and moral ideals and value orientations. Postmodern requirements are aimed at countering these negative trends and ensuring sustainable development of society through the impact of art and art education.

Education is one of the 17 key sustainable development goals declared by the United Nations (UNESCO, 2015). Accordingly, the question arises of the relationship between education and sustainable development of society. As Van Poeck and Lysgaard (2016, p. 305) correctly point out, sustainable development involves different solutions to societal and controversial issues, so it is not entirely clear how this should be reflected in the training system.

Hofverberg et al. (2017) substantiated the claim that improved arts education can solve certain problems on the path to sustainable development of society. For example, prospective designers may be involved in the production of functional or ecological products. In the same context, Boehnert (2015) defines "environmental principles" and "design concepts" that need to be covered in educational programs for the training of future specialists in the field of art, as a counterbalance to established traditions in order to implement strategies for sustainable development of society.

Interesting are the studies by Lozano and Barreiro-Gen (2019), who analyzed the degree of integration of the principles of sustainable development of society into the educational programs of higher education institutions. The results of the study showed that in the process of professional training of future specialists in most of the analyzed institutions, appropriate courses were introduced, which are aimed at studying the problems of sustainable development, however, at the same time, attention was focused only on economic and environmental issues, and social aspects were not studied.

The generally accepted position is that the problem of sustainable development lies in the lack of awareness of society about its objectives and

principles. All actions are aimed at the dissemination of ideas of sustainable development, the introduction of environmental education and the formation of environmental culture. Moreover, these concepts are usually used synonymously. However, we agree with the assertion of Zafar et al. (2021) that in fact the situation is much more complicated. Of course, public awareness is the basis for the formation of an appropriate attitude towards the environment. The public reaction to the information received, determined by the level of its culture and the degree of experiencing emotions, is equally important.

Art and artists are responsible for generating emotions. These emotions can be directed towards the accomplishment of positive and negative tasks. Confirmation of this opinion is found in the publication by Westerlund (2020, p. 189), who states that social experience is associated with emotions. Education should be based not only on the assimilation of knowledge and skills, but also on the experience of different emotions, depending on the goal set by the teacher. Moreover, Biesta (2015) notes that the main problem of pedagogy is the teacher's inability to manage students' emotions.

A study by Boehnert (2015) substantiates the need to update methodological approaches to the training of future specialists in the field of art, in particular, through a clear justification of educational principles for sustainable development. Otherwise, according to the scientist, it will come down to the formal inclusion of ecology in educational training programs instead of considering the relationship between art and public opinion. First of all, the choice of the path of development is determined by the level of social culture and the influence of art. Concern about environmental problems, climate change, the consequences of natural and technological disasters, the stratification of society into classes is determined not so much by the reality of threats to a particular region, but by the level of cultural development and the spectrum of emotions that a person experiences.

It is impossible to ensure the resolution of sustainable development problems solely through the development and implementation of appropriate legislative acts or the development of a market economy. The formation of a corresponding social worldview can radically change the situation. A similar position is reflected in publications of (Agbedahin, 2019; Kopnina, 2014). Scientists noted that in order to ensure sustainable development, it is necessary to change the orientation of educational programs in economic to social aspects, to ensure the formation of a new generation that is ready to solve the pressing problems of mankind. Therefore, the sustainable development of society depends not only on external conditions (political, economic, etc.), but also on

the development of art, which will be aimed at the formation of appropriate emotions and social consciousness.

Possible ways to improve art education for the formation of an appropriate nature-centered consciousness of citizens are analyzed in publications of (Bourn, 2011; Sarwar et al., 2021). In particular, Bourn (2011) draws attention to the need to take into account the global prospects for the development of society and the humanization of technical education in educational programs. In his opinion, it is possible to ensure a change in values in the minds of future specialists in the context of sustainable development with this approach. Sarwar et al. (2021) analyzed the links between economics, work, education, health and the environment using data from 179 countries. Based on the results obtained, the link between education reform and environmental impacts in the long term has been confirmed.

First of all, the model of human behavior is based not only on professional knowledge and skills, but also on the existing motivation for a certain type of activity. To ensure sustainable development, the efforts of experts alone are not enough, the interest of the whole society is needed. It is possible to provide such interest and create conditions for the formation of motivation by using the means of art, cultural heritage, creating appropriate emotions. There is no doubt that a number of environmental problems cannot be solved without material support and economic development. However, the loss of cultural and natural heritage cannot then be reproduced for any means.

These issues were raised in publications of (Balakrishnan, 2017; Hofverberg & Maivorsdotter 2018 and others), which were aimed at establishing relationships between the concepts of culture, sustainable development and the characteristics of the artificial habitat. Shreeve et al. (2010) argue for the growing role of art as an important element in promoting economic, social and environmental development. For example, when, as a result of the decline and economic crisis, industrial areas in the city center are vacated, artists begin to rent them cheaply for exhibitions or various events. Thanks to this, the district is gaining a reputation as a "fashionable place" to which investors will turn their interests in the future. Former industrial areas are being reconstructed, and low-income residents are being displaced by wealthy city dwellers.

Therefore, the tasks of sustainable development are interrelated, and their implementation requires coordinated efforts in all spheres of life, in particular in the economy, art and education. Art stimulates self-reflection on the one hand, and on the other, it plays a leading role in the general context of human development. The ability of art to achieve the goals of sustainable development lies in its ability to ensure a change in stereotypes,

ways of thinking and actions of people, their motivation, etc. Accordingly, the development and improvement of art education in this direction should provide for the encouragement of the creative thinking of future specialists, the search for creative solutions, as well as the development of the ability to form public opinion in the context of applied nature. In addition, it is about implementing an interdisciplinary approach to strengthen the identity and resilience of states.

The aforementioned publications note that culture, art and creativity stimulate critical thinking and identify shortcomings in existing approaches to sustainable development. There is an urgent need to reflect the role of art and cultural heritage in the development of society, promoting intercultural dialogue and social cohesion. We agree with the opinion of Brocchi (2008) that religion, ethics, scientific paradigms, lifestyle, language are important aspects of art, and art is a normative system that ensures the management of society in any life situations. For social change, changes are needed not only in education, but also in art, media and other communication structures that are focused on sustainable development.

4. Ways to improve arts education for sustainable development

Considering the above, we affirm that the development of art education, its content should be considered in the context of sustainable development of society. This presupposes not only the formation of an open educational space, but also the corresponding changes in educational programs for the training of future specialists in the field of art. The increase in the level of social significance of art is associated with the need to form an appropriate public opinion to ensure the sustainable development of society. Artistic and creative activity of artists should provide not only the development of creative inclinations, but also the ability to rationally use their own intellectual, creative and organizational resources, to realize their creative potential in crisis situations. It is in this context that we will get a cohort of artists who can cause positive changes in human consciousness, form their corresponding emotions, resource-saving and applied nature behavior.

Questions about updating educational programs for the professional training of future specialists in the field of art were considered in a number of publications. In particular, Cameron et al. (2019) studied the features of adaptation of graduates in the labor market and directions for updating vocational training to facilitate this process, as well as the formation of the need for systematic professional development. Features of professional education in the field of architecture, its problems and prospects for improvement are reflected in the publication of Pasha et al. (2020). Scientists note

the need to include issues of cultural integration of societies in the quality of professional training, and they also insist on updating the teaching methods of future specialists in accordance with the modern development of professional pedagogy.

An analysis of global trends in arts education is reflected in the publication of Mou (2021). The author analyzes models of liberal arts education in universities in East Asia, North America and Western Europe. Lindström (2012) proposed an art education model that promotes exploratory, open and imaginative learning for future artists. Trowler (2013) analyzes innovative approaches to training specialists in the field of art and design, examines their effectiveness not only at the stage of professional training, but also in the further adaptation of specialists in the labor market.

Taking into account the analysis of scientific publications on the problem of research and generalization of our own professional experience, we can outline ways to improve art education in order to meet the needs of modern society and ensure sustainable development:

4.1. Integration of formal and non-formal arts education

Traditional arts education cannot respond quickly to acute problems because:

- it analyzes the causes of social problems, not possible solutions;
- it does not allow you to comprehend the systemic picture of the world, since most disciplines are taught separately;
- society is developing at a fast pace, therefore knowledge often loses its relevance even before the end of the study period.

As a result of the existence of overt problems, new forms of non-formal art education are spreading, which are very popular because they react as quickly as possible to changes in external conditions and meet the needs of consumers of educational services. In order to achieve socially significant goals, ensuring sustainable development involves the integration of formal and non-formal art education. Integration is about blurring of distinction between traditional cultural institutions. This process of reverse differentiation of culture into the main spheres (science, religion, morality, etc.), which is observed in the era of modernity. The need for such integration in arts education has been justified in publications of (Ajala 2020; Brown, 2013).

Integration in art education can manifest itself in the form of two trends: the re-institutionalization of humanitarian knowledge and the humanization of art and technical sciences. Within the first concept, the transformation of art education is taking place by including new and atypical

forms of activity of humanities and artists. For example, self-development studios carry out activities together with the traditional academic activities of specialists in the field of art (teaching, creating works of art, etc.), which are based on scientific theories across of philosophy, religion and psychology, festivals are held as an alternative to conferences, happenings using various art - technologies, performances, film festivals and photo exhibitions that show a certain phenomenon, studied through the prism of socio-humanitarian knowledge, art and the subjective position of a person. Most of these activities are carried out outside and without the intervention of higher education institutions, which indicates a crisis in academic art education. Excessive bureaucratization of the educational process has led to the isolation of contemporary art and higher education institutions, as well as their separation in society.

Art projects today are socially responsible and have significant social and political influence. In order to ensure sustainable development, art professionals should be involved in the implementation of various projects. However, the need for expert academic knowledge is most often questioned. More and more people prefer non-formal education as an initial stage in the development of creativity. The humanization of artistic and technical sciences is expressed in the convergence of their methodologies and the strengthening of the humanitarian component in the latter.

4.2. Providing arts education in innovations

Innovation is a social orientation according to the desire for novelty of goods and services offered to society. Innovation testifies to the moral readiness of humankind to change in the context of sustainable development. The features of ensuring the innovativeness of arts education were considered in works of (Clarke and Hulbert, 2016; Gannaway & Sheppard 2017).

Postmodern artists are in a unique situation: we live in a flux of change in the face of accelerated urbanization. Change of technological device provokes innovative changes in the way of life of society. Such changes should be reflected in the educational programs of specialists in the field of art. For example, we can cite innovative educational programs on the design of emotions: at the educational level "bachelor" - educational program "Interactive Media Design" (University of Washington, USA); at the educational level "Master" - educational program "Human-Media Interaction" (Universiteit Twente, Netherlands), etc. There is also a demand for so-called emotion designers, that is, specialists who create the necessary emotional background of the content, form certain sensations and emotions, causing the desired aesthetic reaction.

It is emotion that drives the desired consumer behavior, and it is important for entertainment manufacturers to be able to create the right experience. But if we leave aside the sphere of entertainment and touch upon the issues of productive activity, it becomes clear that the formation of aesthetic emotions is quite important in a society of "emotional capitalism" and "experience economy".

4.3. Using educational tools for sustainable development

Dialogue, training, information and marketing are important educational tools for sustainable development. Dialogue presupposes the establishment of mutual understanding and cooperation between the authorities, non-governmental organizations, business structures, different groups of the population and individuals to ensure sustainable development of society.

The purpose of learning for sustainable development is to acquire new knowledge, skills and abilities to promote the practice of sustainability in business, economics, everyday life, etc. Communication involves providing access to information on sustainable development and the state of the environment, achievements in the implementation of sustainable development, etc. The goal of marketing is to achieve changes in the behavior of each person in favor of consistency in choosing a solution, assessing the possible benefits and costs.

The use of these tools assumes:

- updating the content of arts education, in particular by including new curricula, elements of permanence in existing curricula;
- changes in pedagogical technologies - from reproductive to active learning methods, the implementation of positive international experience, etc.

4.4. Ensuring interdisciplinarity and multiculturalism of arts education.

The need to ensure the multiculturalism of art education lies in the fact that the tendencies of interdependence are increasing in the world society, a global information revolution is taking place, which ultimately led to transnational self-expression.

Modern means of communication provide an opportunity for people of different nations, beliefs, worldviews, etc. to communicate. Intercultural interaction leads to the emergence of new social relations that require mutual respect and understanding in the process of intercultural communication. As already noted, traditional art education is characterized by a predominantly reproductive nature of cognition and is becoming more and more divorced

from real life. This increases the need to create a model of education aimed at turning it into a tool for social and personal transformations in order to build a multicultural society.

The principles of postmodern promote the need to treat all members of society with justice and respect, without humiliating their dignity, to eradicate existing forms of racial and gender discrimination, xenophobia, intolerance, etc. One of the foundations for multicultural arts education is interdisciplinarity, which allows the development of readiness for intercultural relationships. Multicultural art education as a concrete interdisciplinary phenomenon combines the methods and forms inherent in many disciplines.

These considerations are confirmed in the study of a number of scientists. In particular, Paatela-Nieminen (2008) noted the need to find methods for the intercultural study of works of art and their interpretation in different cultures. Anderson (2003) has defined the core mission of arts education as building a united society through intercultural understanding. Balakrishnan (2017) substantiated ways of solving problems in the intercultural community through the means of art. It is art that allows you to activate the cognitive and psychomotor spheres and form the corresponding emotions, as well as create harmony between different ethnic communities. The significance of multiculturalism lies in the fact that it interprets cultural and linguistic differences as a logical and integral part of human existence.

We see the implementation of an interdisciplinary approach in the system of professional training of future specialists in art specialties in the following:

- development and scientific substantiation of an innovative model of professional training of future specialists in art specialties and its structural components;
- creating an innovative artistic environment based on the integration of scientific knowledge from different industries;
- introduction of innovative technologies in the process of professional training of future specialists in art specialties.

4.5. Creating an inclusive environment in artistic higher education

The need to create an inclusive educational environment in higher education is no longer in doubt, but the specific features of arts education require substantiation of the concept of inclusive arts education and the ways of its implementation. Gall (2019), who outlines the existing barriers to creating an inclusive environment in artistic higher education, shares the same opinion.

The creation of an inclusive environment in higher educational institutions requires the development of adapted methodological support for students with various types of nosologies, the organization of refresher courses in order to develop the inclusive competence of teachers, the establishment of cooperation with other institutions, in particular foreign ones, for the exchange of experience, holding seminars and master classes with the involvement of specialists with practical experience in this area, etc.

At the same time, not only the inclusion of students with special educational needs in cultural and social life is ensured, but also the formation of a positive attitude of society towards the personality of a person with disabilities. In addition, the high school environment will perform rehabilitation tasks for students with special educational needs through the introduction of art therapy, music therapy, puppet therapy, fairy tale therapy, etc.

5. Conclusions

Sustainable development of society is ensured not only by the available economic opportunities, but also by the awareness of the need to harmonize relations between man and nature. And if the first is completely determined by the level of technical progress and the financial state of the state, then the second is realized by spreading the ideas of sustainable development through education and art.

In the article, the prospects of art education in a postmodern society and its functions in the context of ensuring the sustainable development of society were considered. The study of the theoretical foundations of the problem of the formation of new thinking is based on a fundamental study of the issues of a person's attitude to the world around him, philosophical and cultural aspects of the social nature of the individual, conceptual provisions of the modern theory of educating. The development of a person's intellectual skills should correlate with his intelligence, which means that a developed system of feelings and relationships should also correspond to a developed system of intelligence, among which social responsibility occupies a special place.

In the new concept of education, universal human values, harmonious development of the individual come to the fore. The change in the role of the student in the educational process turns him from an object into a subject of training and upbringing, presupposes the creation of the foundations for self-knowledge, self-education, self-education and self-affirmation.

Higher education institutions are a powerful factor in sustainable development, as education is an important tool for good governance and democratic change. At the same time, art education acts as a means of forming an appropriate public opinion and motivation for the implementation of the

principles of rational consumption and environmental friendliness. In the context of sustainable development, the tasks of art education are to ensure the multicultural development of the personality of the future artist, his emotional intelligence and the acquisition of skills for the formation of appropriate emotions among consumers of art services. This will contribute to the emergence of highly professional creators, performers, scientists and the creation of appropriate conditions for the sustainable development of society.

We believe that the prospects for further scientific research are the creation of an innovative model for training specialists in higher educational institutions with certain properties, as well as substantiation of the features of its implementation in real conditions of the educational process.

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