

РОЗДІЛ 1. АКТУАЛЬНІ ПРОБЛЕМИ МИСТЕЦЬКОЇ ПЕДАГОГІКИ

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Internationalization of pianists training in Austrian higher art education institutions

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The article highlights Austrian experience of internationalizing pianists training in higher art education institutions. The results of the study are achieved through the sequential solution of a number of questions: What is the essence of pianists training internationalization? What practices are introduced by Austrian higher art education institutions to internationalize pianists training? Literature review enabled determining the essence of the phenomenon under investigation which we consider, following H. De Wit, as an "intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society".

The article considers trends and risks of higher art education internationalization (preference to internationalization abroad and devaluing internationalization at home; fragmentation and marginalization of internationalization policies; involving a small, elite subset of students and faculty rather than providing global and intercultural outcomes for all; predominance of economic motivations embodied in various rankings; inconsistency of international dimensions of education, research, and service to society) and at the same time on the example of the International Academy of Music and Performing Arts Vienna provides overview of the best practices to cope with these challenges: providing equal opportunities for internationalizing education, research and performance (namely piano performance) at home and abroad; implementing holistic internationalization policies; involving all those interested in mobility programs with respect to equality and diversity; coordination of international dimensions of education, research and music performance, etc.

Given the fact that experience of internationalizing higher art education, in particular pianists training, of the International Academy of Music and Performing Arts Vienna, can be implemented by Ukrainian higher education institutions, the further studies will be focused on developing guidelines for implementing best Austrian experience in the practice of Ukrainian higher art education institutions.

Key words: higher art education, music education, pianists training, internationalization, Austria.

Introduction. Modern processes of globalization and internationalization affect all fields of social life, in particular higher art education. These processes have changed its goals, priorities, practical consequences and expected results. Internationalization has become an important factor of integrating educational systems into the global and European higher education and research areas; promoting intercultural communication and partnership relations between states, as well as between subjects (institutional and individual) of educational and scientific activity; improving education and research quality.

In Ukraine, internationalization of higher education received an active impetus during the martial law, when thanks to the support of international partners, new opportunities for the development of the specified process have opened up. At the same time, in the field of domestic higher art education, even among stakeholders, there is no unanimity in understanding of the imperative importance of this process, its multidimensional content and principles of implementation and intensification, relevant to the requirements of the time. In order to solve this problem, it is expedient to learn the international

experience of higher art education internationalization. In this context deserves attention the corresponding Austrian experience.

Literature review. Various aspects of higher education internationalization have become the issue of research interest of such foreign scientists as F. Aw (2017), U. Brandenburg & H. De Wit (2011), H. De Wit & F. Hunter (2015), A. Kertz-Welzel (2015; 2018; 2021), J. Knight (2011; 2012), Y. Turner & S. Robson (2008) and others. Most of the above-mentioned scientists focus on the theory of internationalization, its relation to globalization. At the same time, A. Kertz-Welzel focuses on the issues of music education internationalization. In particular, in her work "Internationalization, Hegemony, and Diversity: In Search of a New Vision for the Global Music Education Community" (2021) the author conducts critical analysis of the phenomenon under investigation and considers internationalization of culturally sensitive music education as a "task for the global music education community" (Kertz-Welzel, 2021).

The review of literary sources has shown lack of researchers' attention to the content and procedural aspects of higher art education internationalization,

in particular pianists training, which requires further scientific investigations in this direction.

Purpose of Article. The article aims at highlighting Austrian experience of internationalizing pianists training in higher art education institutions. To achieve the aim, the following research questions were put: What is the essence of pianists training internationalization? What practices are introduced by Austrian higher art education institutions to internationalize pianists training?

Research Methods. The study involved the use of a number of theoretical research methods: analysis, synthesis, comparison, generalization of scientists' views regarding various aspects of the raised problem; literature review – enabled determining the essence of the phenomenon under investigation; the structural-logical method – made it possible to highlight the content and procedural features of pianists training internationalization in higher art education institutions of Austria, particularly in the International Academy of Music and Performing Arts Vienna.

Results & Discussion. Internationalization of higher education, according to the famous education internationalization theorist H. De Wit, is an “intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (De Wit & Hunter, 2015, p. 3).

The main trends of higher education internationalization for the last 30 years were determined by H. De Wit as follows:

- giving preference to internationalization abroad and devaluing internationalization at home;
- fragmentation and marginalization of internationalization policies;
- involving a small, elite subset of students and faculty rather than providing global and intercultural outcomes for all;
- predominance of economic motivations embodied in various rankings (national, regional, global, etc.);
- inconsistency of international dimensions of such core higher education functions as education, research, and service to society;
- initiated “from the bottom”, by higher education institutions;
- the issue of a particular strategic concern among developed economies (De Wit, 2020).

J. Knight (2011; 2012), considering internationalization as a “process of integrating an international, intercultural, and global dimension into the goals, functions, and delivery of higher education” warns about its risks and possible negative consequences:

- the threat of brain drain for developing countries or countries with a low standard of living;

- the race for international qualifications gives rise to the phenomenon of fictitious certificates of higher education institutions, multiple certificates from the double degree programs, etc.;

- excessive dependence of higher education institutions of some countries on the income received from foreign students' fees leads to a decrease in academic standards and the growth of “visa factory programs”;

- increasing commercialization of cross-border franchising and twinning programs threatens higher education relevance and quality in some regions of the world (Knight, 2012).

As we have already mentioned, in order to improve internationalization strategies in Ukrainian higher art education institutions, the best practices of international higher art education institutions, namely Austrian, should be studied and creatively implemented.

In this context, the activity of the International Academy of Music and Performing Arts Vienna can be considered as one of such examples. This higher art education institution (HAEI) is an autonomous music academy specializing in such areas as jazz, popular music, as well as various types of applied media music, music theater and classical music. The distinctive feature of the International Academy of Music and Performing Arts Vienna is the dynamic international environment, which involves more than 60 % of students from different countries outside Austria (*AMP ERASMUS+ Policy Statement*).

The curriculum in the Academy focuses on teaching and research to advance the fields of art, music education and music production. Students' involvement in international cooperation and participation in the institutionally supported art projects allow them to take the first steps in successful career development. These professionally oriented events are also aimed at training a competitive specialist on the global and European music market. International cooperation is implemented through the involvement of teachers in the international art and media space, as well as the activities of the famous art space Viennese Gasometers and in particular the Music City Gasometer. In addition, the International Academy of Music and Performing Arts Vienna encourages interdisciplinary cooperation with local companies in the fields of music, performing arts and other types of musical creativity. Thanks to the international recognition of Gasometers as centers of musical activity, there is a constant expansion of the boundaries of the musicians' professional training, particularly pianists, through the integration of related artistic disciplines.

The International Academy of Music and Performing Arts Vienna builds its activity on the basis of:

- communicability and interdisciplinarity in music education, which integrates artistic practice, theory and research;

- openness and stimulation of interest in everything new;
- individuality, internationality and innovativeness;
- permanent cooperation of students and teachers;
- respect for the cultural diversity of students and teachers.

In this context internationalization has the following manifestations:

- international networking and partnership;
- students and staff mobility;
- internationalization at home;
- language learning programs (*AMP ERASMUS+ Policy Statement*).

The considered higher art education institution actively cooperates with a number of partner conservatories, commercial enterprises and other institutions. It encourages participation of both Austrian and international teachers in the Erasmus+ programs throughout the whole Europe. Within these programs international students from all over the world come to International Academy of Music and Performing Arts Vienna in order to enrich their academic experience. The objectives of the HAEI's international cooperation are aligned with European educational strategies, particularly internationalization of courses, ensuring higher education quality, cooperation with non-education institutions in graduates' employment (*Friedrich Gulda School of Music Wien. Mobility Within the ERASMUS+ Programme*).

In 2017 and 2021 International Academy of Music and Performing Arts Vienna received Erasmus Charter for Higher Education (ECHE), which enables higher education institutions provide learning mobility opportunities within Erasmus+ international cooperation activities (*Erasmus+ EU programme for education, training, youth and sport. Erasmus Charter for Higher Education*).

It should be emphasized that the HAEI provides both outgoing and incoming mobility opportunities. Within the outgoing mobility students can study abroad for 1 or 2 semesters or complete an internship for at least 2 months. Teaching and research staff can participate in training programs or teach visiting courses abroad.

Consequently, outgoing students have an opportunity to receive financial grant as well as be admitted at a partner institution without additional entrance examination (*Friedrich Gulda School of Music Wien. Erasmus Outgoing Student*). The list of partner institutions, available at the HAEI's website, includes: Academy of Music, Dance and Fine Arts "PROF. ASEN DIAMANDIEV" (Plovdiv, Bulgaria), University of Tartu/Tartu Ülikool (Tartu, Estonia), University of the Arts Helsinki, Sibelius Academy (Helsinki, Finland), Conservatorio Nicola Sala di Benevento (Benevento, Italy), Conservatorio Statale di Musica L. D'Annunzio (Pescara, Italy), Conservatorio Giuseppe Tartini (Italy, Trieste), ESAME - Escola

Superior de Musica, Artes e Espectaculo do Porto (Porto, Portugal), Universitatea Nationala de Arte "George Enescu" din Iasi (Iasi, Rumania), University of Gothenburg, Academy of Music and Drama (Gothenburg, Sweden), Nişantaşı Üniversitesi (Istanbul, Turkey) (*Friedrich Gulda School of Music Wien. Erasmus Partner Institutions*).

Besides, International Academy of Music and Performing Arts Vienna (since the 2022/2023 academic year it has been renamed into Friedrich Gulda School of Music Wien) receives students and teachers from abroad. In order to participate in mobility programs international students have to provide a number of documents: a nomination from home university; completed application form; at least 3 recordings of their audition repertoire (audio/video) attached to the application form; a preliminary learning agreement (*Friedrich Gulda School of Music Wien. Erasmus Incoming Student*).

Conclusions. Having analyzed the internationalization policy of the International Academy of Music and Performing Arts Vienna, we can conclude that this higher art education institution, in particular pianists training, demonstrates the case of coping with challenges arising within the boundaries of the identified by H. De Wit trends, namely: providing equal opportunities for internationalizing education, research and performance (namely piano performance) at home and abroad; implementing holistic internationalization policies; involving all those interested in mobility programs with respect to equality and diversity; coordination of international dimensions of education, research and music performance, etc.

The experience of internationalizing higher art education, in particular pianists training, of the International Academy of Music and Performing Arts Vienna, can be implemented by Ukrainian higher education institutions. Therefore, in our further studies we will focus on developing guidelines for implementing best Austrian experience in the practice of Ukrainian higher art education institutions.

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Інтернаціоналізація професійної підготовки піаністів в австрійських закладах вищої мистецької освіти

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У статті висвітлено австрійський досвід інтернаціоналізації професійної підготовки піаністів у закладах вищої мистецької освіти. Результати дослідження були досягнуті шляхом послідовного вирішення низки питань: У чому полягає сутність інтернаціоналізації професійної підготовки піаністів? Які практики запроваджують австрійські заклади вищої мистецької освіти для інтернаціоналізації професійної підготовки піаністів? Огляд літератури дозволив визначити сутність досліджуваного феномену, яке ми розглядаємо, слідом за Х. Де Вітом, як «цілеспрямований процес інтеграції міжнародного, міжкультурного або глобального виміру в мету, функції та надання послуг у галузі післясередньої освіти задля підвищення якості освіти та наукових досліджень для всіх здобувачів і співробітників, а також зробити вагомий внесок у розвиток суспільства».

У статті розглянуто тенденції та ризики інтернаціоналізації вищої мистецької освіти (перевага інтернаціоналізації за кордоном і девальвація інтернаціоналізації вдома; фрагментація та маргіналізація політики інтернаціоналізації; залучення невеликої елітної підгрупи студентів і викладачів, замість забезпечення глобальних міжкультурних результатів для всіх; домінування економічної мотивації, втіленої в різноманітних рейтингах, неузгодженості міжнародних вимірів освіти, наукових досліджень і служіння суспільству) і водночас на прикладі Міжнародної академії музики та виконавських мистецтв у Відні надає огляд найкращих практик подолання означених викликів: забезпечення рівних можливостей для інтернаціоналізації освіти, дослідження та виконавської діяльності (а саме фортепіанного виконавства) вдома та за кордоном; упровадження цілісної політики інтернаціоналізації; залучення всіх, хто зацікавлений у програмах мобільності на засадах рівності та поваги до різноманітності; координація міжнародних вимірів освіти, дослідження та музичного виконавства тощо.

Ураховуючи той факт, що досвід інтернаціоналізації вищої мистецької освіти, зокрема професійної підготовки піаністів, Міжнародної академії музики та виконавських мистецтв Відня, може бути впроваджений українськими закладами вищої освіти, подальші наукові розвідки будуть зосереджені на розробці методичних рекомендацій щодо впровадження кращого австрійського досвіду в практику українських закладів вищої мистецької освіти.

Ключові слова: вища мистецька освіта, музична освіта, підготовка піаністів, інтернаціоналізація, Австрія.