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MODERNIZATION OF POSTGRADUATE ART AND PEDAGOGICAL EDUCATION THROUGH DIGITAL AND INTERDISCIPLINARY PRACTICES

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The article is devoted to the analysis of modernization processes in postgraduate art and pedagogical education under the conditions of digital transformation of society and martial law in Ukraine. The study substantiates the theoretical and methodological foundations for updating the system of art teachers' professional development based on the integration of digital and interdisciplinary (cross-artistic) practices. It is established that contemporary postgraduate education should transform from traditional reproductive models into flexible, individualized, and practice-oriented learning formats that respond to the challenges of digitalization and the instability of the educational environment.

The article reveals the essence of postgraduate art and pedagogical education as a continuous process of professional development and defines its functions and specific features in the context of teachers' creative and integrative activity in the field of art education. It is demonstrated that digital practices represent an important learning tool and a space for creative interaction, contributing to the development of teachers' digital competence, media literacy, and artistic-creative thinking. Special attention is given to the potential of interdisciplinary (cross-artistic) approaches, which ensure the integration of different art forms and foster the development of holistic artistic thinking.

The key directions of modernization in postgraduate art and pedagogical education are substantiated, including the digitalization of the educational process, integration of the arts, individualization of learning, and development of teachers' creative potential. Pedagogical conditions for the effective implementation of these processes are identified, in particular the formation of professional motivation for the use of digital technologies, introduction of cross-artistic forms of activity, provision of methodological support, and creation of an integrated digital educational environment.

The practical aspect of the study reflects the implementation of innovative forms of professional development, such as online courses, training sessions, master classes, digital creative projects, and STEAM-oriented approaches. It is concluded that the integration of digital and cross-artistic practices contributes to improving the quality of postgraduate education, enhancing professional competence, and increasing art teachers' readiness for innovative activity in the context of contemporary socio-cultural challenges.

Keywords: *postgraduate education, art and pedagogical education, art teacher, digitalization, interdisciplinarity, cross-artistic practices, STEAM education, educational modernization.*

Introduction. The contemporary stage of educational development is characterized by large-scale processes of digital transformation that encompass all levels of education, from general to postgraduate. The integration of digital technologies into pedagogical practice is reshaping not only

access to knowledge but also the very logic of organizing the educational process, thereby foregrounding the need for new forms of teachers' professional development. These processes acquire particular significance under the conditions of martial law in Ukraine, where the education system operates amid heightened instability, the forced mobility of participants in the educational process, and the necessity for rapid adaptation to distance and blended learning formats. This further intensifies the demand for flexible, digitally oriented models of postgraduate pedagogical education.

Arts education constitutes an essential factor in shaping the cultural space of society, as it transmits artistic and aesthetic values while fostering creative thinking, creativity, and the cultural identity of the individual. In times of war, its role becomes even more crucial, as art serves as a means of emotional support, preservation of cultural memory, and strengthening of national resilience. In the context of globalization, digitalization, and social upheavals, the arts teacher emerges as a mediator between traditional cultural heritage, contemporary digital forms of artistic communication, and societal demands for psychological and cultural resilience. This necessitates the continuous renewal of their professional competencies.

At the same time, the system of postgraduate pedagogical education faces a number of contradictions. On the one hand, traditional, often reproductive forms of professional development still prevail, insufficiently accounting for the dynamics of digital change and the challenges of wartime. On the other hand, the rapidly increasing role of digital technologies in education requires the implementation of innovative, flexible, and personalized learning models. Additionally, a contradiction is evident between the need for cross-artistic and interdisciplinary integration in arts education and the insufficient level of its methodological and technological support within the system of postgraduate training.

Therefore, there is an evident need for a systemic renewal of postgraduate arts and pedagogical education through the implementation of digital and interdisciplinary practices. Such renewal will ensure its alignment with contemporary educational challenges and the conditions of martial law, while contributing to the enhancement of the quality of professional development of arts teachers.

Review of research and publications. The contemporary scholarly discourse in the field of postgraduate pedagogical education, particularly in arts education, is characterized by a multidimensional research landscape encompassing the digitalization of education, teachers' professional development, and the implementation of interdisciplinary approaches. At the same time, the integration of these domains within the context of postgraduate arts education remains insufficiently explored.

The issue of educational digitalization occupies a prominent place in current research. Studies by A. Hrebeniuk and I. Okseniuk (2024) emphasize the transformative impact of digital technologies on educational processes and the necessity of rethinking pedagogical models within digital environments. The practical dimension of ICT integration in arts education is examined in the works of S. Pishun (2024) and L. Pankiv (2023), where digital technologies are conceptualized as a resource for enhancing learning in music education. Notably, the research by M. Bettayeb, M. A. Talib, A. Z. S. Altayasinah, and F. Dakalbab (2024) expands the scope of educational digitalization through the incorporation of innovative tools, particularly artificial intelligence, which is viewed as a novel resource for educational interaction. Overall, the scholarly literature provides a substantial foundation for understanding the digital transformation of education; however, these studies are predominantly oriented toward general pedagogical contexts or initial levels of teacher training.

With regard to the professional preparation of arts teachers, contemporary research emphasizes the need to update both the content and technologies of teacher education in response to the challenges of the digital age. N. Sulaieva (2025) explores innovative approaches to non-formal arts education within the system of training young researchers and highlights the importance of preparing future arts teachers to employ innovative technologies in general secondary education institutions N. Sulaieva (2024). International studies by L. Darling-Hammond, M. E. Hyler, and

M. Gardner (2017), W. Opfer and D. Pedder (2011), M. Kraft, D. Blazar, and D. Hogan (2018) conceptualize teacher professional learning as a continuous process of transformation in professional practice.

In addition, modern pedagogical research demonstrates a growing interest in STEAM approaches and cross-disciplinary learning, which integrate the arts, science, and technology. In this context, the works of A. Guberman, G. Ben-Yehuda, and R. Arviv-Elyashiv (2024), S. Fernandes, A. M. Araújo, I. M. Miguel and M. Abelha (2023), A. Popova, D. K. Evans, M. Breeding, and V. Arancibia (2022), J. Salmerón Aroca, P. Moreno Abellán, and S. Martínez de Miguel López (2023) are particularly significant, as they underscore the importance of integrated approaches to teachers' professional development within interdisciplinary educational models. Furthermore, studies by C. Stevens (2024) highlight the importance of digital and pedagogical competencies in the structure of contemporary teacher professional development, thereby providing a foundation for integrating digital and cross-arts practices into pedagogical education.

An analysis of the scholarly literature indicates that the issues of educational digitalization, the professional development of arts teachers, and the implementation of interdisciplinary approaches are actively investigated in contemporary pedagogical science. However, the integration of digital and cross-arts practices specifically within the system of postgraduate arts and pedagogical education remains insufficiently addressed, which underscores the need for further research in this area.

Purpose of the study. The purpose of the article is to substantiate the theoretical and methodological foundations for the modernization of postgraduate arts and pedagogical education based on digital and interdisciplinary (cross-arts) practices in the context of the digital transformation of society and contemporary challenges, in particular the conditions of martial law in Ukraine.

In accordance with this purpose, the following objectives have been defined: to clarify the essence of the key concepts of the study («postgraduate arts and pedagogical education», «digital practices», «cross-arts practices», «modernization of education»); to determine the potential of digital technologies for the professional development of arts teachers within the system of postgraduate education; to reveal the role and pedagogical potential of interdisciplinary (cross-arts) practices in the formation of holistic artistic thinking of the teacher; to outline the pedagogical conditions for the effective modernization of postgraduate arts and pedagogical education; and to propose practical forms for the implementation of digital and cross-arts approaches within the system of professional development of arts teachers.

Methodological justification. The study is grounded in systemic, interdisciplinary, and integrative approaches that enable the analysis of postgraduate art and pedagogical education modernization through digital and cross-arts practices. Given the complexity of contemporary educational change, this methodological framework allows for the simultaneous consideration of pedagogical, technological, and artistic dimensions of teachers' professional development. The theoretical basis integrates principles of comparative pedagogy, arts education theory, and digital humanities, forming a unified analytical perspective. This approach makes it possible to examine how postgraduate education responds to digital transformation, interdisciplinary convergence, and the demand for innovative educational practices, while acknowledging its dependence on institutional traditions, digital infrastructure, educational policy, and evolving cultural contexts. The research employs document and content analysis of scholarly literature, policy frameworks, postgraduate curricula, and methodological resources in arts education. Special attention is given to identifying mechanisms for integrating digital tools, multimedia resources, and cross-arts strategies into both formal and non-formal professional development settings. A practice-oriented analytical approach is also applied, focusing on real educational formats such as online courses, training programs, workshops, blended learning environments, digital creative laboratories, and interdisciplinary project activities. This enables not only the identification of structural components of educational programs but also an understanding of their practical implementation mechanisms. The contextual approach is used to interpret educational transformations within broader socio-

cultural and technological conditions, including wartime challenges, accelerated digitalization, and the need for resilience and adaptability in education. This situates postgraduate education reforms within systemic cultural and educational shifts. Finally, a comparative-interpretative synthesis is applied to identify key trends, innovative practices, and persistent challenges in the modernization of postgraduate art and pedagogical education. This provides a holistic understanding of how digital and cross-arts practices reshape teachers' professional development and define new trajectories for contemporary educational transformation.

Presentation of the main material. Postgraduate arts and pedagogical education constitutes an integral component of the system of lifelong professional education, aimed at updating, deepening, and expanding the professional competencies of arts teachers in accordance with contemporary socio-cultural and educational challenges. In a broad sense, it represents a purposeful process of a teacher's lifelong professional development, ensuring adaptation to innovative changes in education, culture, and technology.

In contemporary research, teacher professional development is conceptualized as a continuous, multidimensional process that integrates formal, non-formal, and informal forms of learning (Popova, Evans, Breeding, & Arancibia, 2022; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Its practice-oriented nature is emphasized, focusing on enhancing the effectiveness of pedagogical activity and transforming teachers' professional behavior. In the context of arts education, this acquires particular significance, as the work of an arts teacher is inherently creative, integrative, and culturally formative.

Functionally, postgraduate arts and pedagogical education performs several key roles. The developmental function ensures the professional and personal growth of the teacher, fostering creative potential and pedagogical mastery. The compensatory function is aimed at addressing gaps in initial professional training and updating knowledge in line with current developments in arts pedagogy. The innovative function involves fostering readiness to implement new educational technologies, digital tools, and contemporary methodologies for teaching the arts.

The specificity of postgraduate education for arts teachers lies in its pronounced creative and integrative orientation. It presupposes the combination of artistic-practical, methodological, and technological components of professional activity, as well as a focus on interdisciplinarity, cultural interaction, and innovative approaches (Sulaieva, 2024; 2025) in the training of arts educators, particularly in the context of the use of digital technologies and contemporary educational practices.

The value of digital practices in the professional development of arts teachers is determined by their very definition as a system of pedagogically appropriate actions based on the use of digital technologies for the creation, interpretation, transformation, and dissemination of artistic content within the educational process (Hrebenuk, & Okseniuk, 2024; Pishun, 2024). Unlike the traditional understanding of information and communication technologies, digital practices emphasize not only the instrumental function of technology but also its creative and culture-generating potential (Pishun, 2024; Havrylova, 2022).

Contemporary research highlights that the digitalization of education represents a systemic process of a "digital turn" that transforms not only learning tools but also educational approaches, pedagogical interaction, and models of professional development (Hrebenuk, 2024). In arts education, this is manifested in the emergence of digital creativity, new forms of artistic communication, and the expansion of opportunities for artistic self-expression (Pishun, 2024).

An important component of digital practices is the development of media literacy and digital competence of the arts teacher, which is regarded as a prerequisite for effective professional activity in the information society (Havrylova, Khmarna, & Churikova-Kushnir, 2022). In this regard, digital technologies function not only as tools for instruction but also as environments for creative interaction and professional growth.

The principal tools of digital practices in the professional development of arts teachers include online platforms (learning management systems and distance learning platforms), which provide access to professional development courses, professional communities, and educational resources; multimedia tools that enable the integration of audio, visual, video, and interactive elements into the

educational process; digital art, encompassing the creation and interpretation of artistic products through digital technologies; and interactive services and applications that facilitate feedback, co-creation, and real-time interaction. Particular attention should be paid to the development of innovative digital tools, especially artificial intelligence, which is increasingly considered a resource for transforming both the educational process and the professional activity of teachers (Bettayeb, Talib, Altayasinah, & Dakalbab, 2024). This significantly expands the scope of digital practices, turning them into instruments not only of learning but also of pedagogical creativity.

Thus, digital practices not only transform the toolkit of arts education but also enhance its integrative potential, creating conditions for the synthesis of various forms of artistic activity. In this context, interdisciplinary (cross-arts) practices acquire particular relevance as pedagogical approaches that ensure the integrity of the artistic and educational process.

Interdisciplinary (cross-arts) practices in contemporary arts education are conceptualized as integrative pedagogical approaches aimed at combining different art forms within a unified educational and creative space. Their essence lies in the creation of a holistic artistic and educational environment in which music, choreography, theatre, and visual arts interact as complementary modes of artistic cognition and self-expression.

The integration of music within cross-arts practices provides the emotional and rhythmic foundation of the artistic image, fostering auditory culture and the ability to interpret sound structures across various contexts. Choreography introduces a bodily and kinetic dimension, contributing to the embodied perception of rhythm, space, and emotion. Theatre, as a synthetic art form, integrates speech, action, music, and stage movement, thereby supporting the development of communicative and emotionally expressive capacities. Visual arts cultivate imaginative and associative thinking, enhancing the ability for symbolic vision and the interpretation of artistic images. The combination of these art forms creates the conditions for the implementation of a cross-arts approach, within which an artwork or pedagogical activity is understood as a holistic, multidimensional phenomenon. Such an approach helps to overcome the fragmentation of artistic perception and promotes the formation of integrated artistic thinking.

The expansion of integrative processes beyond the boundaries of the arts disciplines themselves leads to their incorporation into a broader interdisciplinary educational space. In contemporary educational discourse, interdisciplinary practices are closely associated with the STEAM approach (Science, Technology, Engineering, Arts, Mathematics), in which the arts function as an integrative core linking scientific and technological domains. In this context, arts education acquires a new status beyond the humanities – not merely as a field of study, but as a platform for the development of creativity, critical thinking, and innovation, which are key competencies of the twenty-first century.

The integration of the arts into STEAM-oriented educational models enables the establishment of interdisciplinary connections, the activation of project-based learning, and the creation of conditions for practice-oriented education. This is particularly significant for the professional development of arts teachers, who must be capable of designing educational situations at the intersection of different disciplines and forms of artistic activity.

The implementation of cross-arts and STEAM-oriented approaches results in the formation of holistic artistic thinking, which involves the capacity for integrated perception, interpretation, and creation of artistic images across multiple modalities. Such thinking is characterized by systemicity, associativity, creativity, and openness to interdisciplinary interaction, which constitutes a key condition for the professional competence of the contemporary arts teacher.

The analysis of the essence of postgraduate arts and pedagogical education, its functions, as well as the role of digital and interdisciplinary practices in the professional development of arts teachers, makes it possible to assert the necessity of its systemic renewal in accordance with the challenges of the contemporary educational environment. In this regard, the issue of modernization of postgraduate education becomes particularly relevant, requiring the identification of its content and leading directions of development.

The modernization of postgraduate arts and pedagogical education is driven by the challenges of the digital society, the transformation of educational practices, and the necessity of continuous professional development for teachers. Contemporary research emphasizes that an effective system

of teacher professional learning should be flexible, practice-oriented, and integrated into the digital educational environment (Darling-Hammond, Hylar, & Gardner, 2017; Desimone, 2009). In this context, the modernization of postgraduate education is implemented through a set of interrelated directions that reflect current educational trends.

A leading direction among these is the digitalization of the learning process, which involves the integration of digital technologies, online tools, artificial intelligence, and multimedia resources into the system of postgraduate education. As noted in recent studies (Hrebenuk, 2024; Bettayeb, 2024), the digital turn in education transforms not only the toolkit but also the pedagogical paradigm itself, giving rise to new models of interaction and learning. At the same time, digitalization does not exist in isolation but reinforces integrative processes in arts education.

In this regard, an important direction of modernization is the integration of the arts, which entails the implementation of cross-arts approaches and the unification of music, choreography, theatre, and visual arts within a single educational process (Sulaieva, 2024). Such integration contributes to the development of holistic artistic thinking and the enhancement of teachers' creative competence. At the same time, the effectiveness of these processes largely depends on taking into account the individual characteristics of teachers' professional development.

In this context, the individualization of learning in postgraduate education becomes particularly significant, as it involves taking into account each teacher's professional experience, educational needs, and pace of development. International research emphasizes that effective professional development should be personalized and context-sensitive (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Kraft, Blazar, & Hogan, 2018). This approach provides a foundation for the fullest realization of teachers' creative potential, which represents a strategic direction in the modernization of arts and pedagogical education. This is due to the fact that creativity defines the distinctive nature of an art teacher's professional activity.

In this context, particular importance is attached to the integration of digital, methodological, and artistic-practical components of professional growth (Sulaieva, 2025; Pankiv, 2023), which ensures the coherence and effectiveness of teachers' professional development.

The effectiveness of the modernization of postgraduate art and pedagogical education is determined by a complex set of pedagogical conditions that ensure the systematic implementation of digital and interdisciplinary approaches in teachers' professional development.

The first condition is the formation of teachers' intrinsic professional motivation to use digital technologies in art education. This involves the development of digital competence, media literacy, and readiness for innovative practice. Research (Havrylova, Khmarna, & Churikova-Kushnir, 2022; Pankiv, 2023; Pishun, 2024) emphasizes that the formation of media literacy among teachers of artistic disciplines is a key factor in their professional adaptation to the digital environment. It is also highlighted that educators need to develop an awareness of the potential of digital technologies as a resource for creative and educational advancement.

The second condition is the implementation of cross-artistic and interdisciplinary learning activities that ensure the integration of different art forms in the process of professional development. This approach aligns with current STEAM education trends and contributes to the formation of holistic artistic thinking in educators (Sulaieva, 2024). The integration of artistic disciplines enhances teachers' creative potential and enables new forms of pedagogical interaction.

The third condition is the establishment of a system of methodological support for art teachers in the process of their professional development. Contemporary research emphasizes that the effectiveness of professional learning largely depends on the quality of pedagogical support, the availability of resources, and the practice-oriented nature of professional development programs (Darling-Hammond, Hylar, & Gardner, 2017; Desimone, 2009). Methodological support should include advisory assistance, digital resources, practical examples, and reflective tools for teachers' professional growth.

The fourth condition is the creation of an integrated digital educational environment for postgraduate education, ensuring the integration of online resources, distance learning platforms, interactive services, and digital tools for communication and collaboration. Recent studies highlight

that a digital environment is not merely a technical infrastructure but also a space for professional communication, learning, and creativity (Hrebeniuk, & Okseniuk, 2024; Bettayeb, Talib, Altayasinah, & Dakalbab, 2024; Stevens, 2024). Its effectiveness is determined by its capacity to ensure continuous professional development in a flexible and adaptive format.

From the above, it becomes evident that the modernization of postgraduate art and pedagogical education is based on the combination of digitalization, interdisciplinary integration, individualized learning, and the development of creative potential. Its effectiveness is ensured through the implementation of a system of pedagogical conditions oriented toward digital transformation and the innovation-driven professional development of art teachers.

The synthesis of theoretical foundations for the modernization of postgraduate art and pedagogical education – particularly the role of digitalization, interdisciplinary integration, individualized learning, and the development of creative potential – provides grounds for considering it as an integral and multidimensional process of art teachers' professional development. At the same time, the effectiveness of this process largely depends on the level of its practical implementation, which presupposes the introduction of appropriate educational forms, methods, and technologies into the system of postgraduate education. In this context, the practical dimension of modernizing postgraduate art and pedagogical education acquires particular significance.

This modernization involves the implementation of digital, interactive, and interdisciplinary formats of teachers' professional development in the field of art education. In contemporary conditions, the most effective are those formats that combine the flexibility of online learning, practical orientation, and the creative nature of pedagogical activity. These include, for example, online professional development courses delivered via distance learning platforms, which provide access to digital resources, video lectures, and practical assignments; practice-oriented training sessions aimed at developing teachers' digital competence, media literacy, and pedagogical mastery in art education; and master classes (both online and offline), which facilitate experience exchange, demonstrate innovative art-pedagogical practices, and integrate creative approaches into the educational process.

The practical dimension of modernization is also closely associated with the integration of digital tools into art-pedagogical practice, including: video art and digital art, which are used as means of developing creative thinking and the ability to interpret contemporary artistic forms; interactive presentations (Prezi, Canva, Genially, etc.), which enable the combination of visual, auditory, and textual components, thereby creating multimodal learning products; and interdisciplinary art projects (cross-art STEAM projects), which ensure the integration of music, theatre, choreography, and visual arts into a unified educational product, fostering holistic artistic thinking. Such practices reflect a shift from viewing digital technologies merely as tools toward understanding them as an environment for creative pedagogical activity.

It should be emphasized that the practical aspect of modernizing postgraduate art and pedagogical education lies in the transition to digital-creative, integrated, and project-based learning formats that ensure: the enhancement of teachers' digital competence, including mastery of digital tools, the ability to integrate them into art-pedagogical practice, create multimedia content, use online platforms, and incorporate elements of artificial intelligence in teaching; the development of teachers' creative potential, as digital and interdisciplinary practices stimulate artistic thinking, experimentation with forms of artistic expression, and the creation of original educational products; and increased readiness for innovative pedagogical activity, which presupposes teachers' ability to adapt to change, implement new educational technologies, and operate effectively within a digital educational environment. Thus, the implementation of digital and cross-artistic practices contributes to the comprehensive renewal of art teachers' professional activity and the improvement of the quality of postgraduate education.

Conclusions. The modernization of postgraduate art and pedagogical education is a natural response to the challenges of societal digital transformation, as well as to the demands of education functioning under martial law. Its effectiveness is determined by the integration of digital and

interdisciplinary (cross-artistic) practices that ensure the renewal of the content, forms, and methods of art teachers' professional development. The use of digital practices facilitates a shift from the instrumental application of technologies toward the creation of a digital-creative educational environment in which pedagogical, artistic, and technological components of activity are integrated. At the same time, cross-artistic and STEAM-oriented approaches contribute to the formation of holistic artistic thinking, the development of creative potential, and teachers' capacity for interdisciplinary interaction. The key directions of modernization include digitalization, the integration of the arts, individualized learning, and the development of creative competence. Their effective implementation requires adherence to appropriate pedagogical conditions – motivational, methodological, and organizational-technological. The practical dimension of modernization is associated with the introduction of flexible, interactive, and project-based formats of professional development that combine the possibilities of digital technologies with creative self-expression. This, in turn, enhances the quality of postgraduate education and strengthens art teachers' readiness for innovative practice in conditions of dynamic socio-cultural change. Future research prospects lie in the development and empirical validation of models for the modernization of postgraduate art and pedagogical education based on digital and cross-artistic practices, particularly through the use of artificial intelligence technologies, as well as in examining the effectiveness of STEAM-oriented approaches in art teachers' professional development. It is also important to investigate mechanisms for adapting such models to crisis conditions and ensuring the resilience of educational processes.

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МОДЕРНІЗАЦІЯ ПІСЛЯДИПЛОМНОЇ МИСТЕЦЬКО-ПЕДАГОГІЧНОЇ ОСВІТИ ЗАСОБАМИ ЦИФРОВИХ ТА МІЖДИСЦИПЛІНАРНИХ ПРАКТИК

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Стаття присвячена аналізу процесів модернізації післядипломної мистецько-педагогічної освіти в умовах цифрової трансформації суспільства та воєнного стану в Україні. У дослідженні обґрунтовано теоретико-методичні засади оновлення системи професійного розвитку вчителів мистецтва на основі інтеграції цифрових і міждисциплінарних (кросмистецьких) практик. Встановлено, що сучасна післядипломна освіта має трансформуватися від традиційних репродуктивних моделей до гнучких, індивідуалізованих і практикоорієнтованих форм навчання, які відповідають викликам цифровізації та нестабільності освітнього середовища.

У статті розкрито сутність післядипломної мистецько-педагогічної освіти як безперервного процесу професійного розвитку, визначено її функції та специфіку в контексті творчої й інтегративної діяльності вчителя мистецтва. Доведено, що цифрові практики є важливим інструментом навчання й середовищем творчої взаємодії та сприяє розвитку цифрової компетентності, медіаграмотності та художньо-креативного мислення педагога. Особливу увагу приділено потенціалу міждисциплінарних (кросмистецьких) підходів, які забезпечують інтеграцію різних видів мистецтва та сприяють формуванню цілісного художнього мислення.

Обґрунтовано ключові напрями модернізації післядипломної мистецько-педагогічної освіти, серед яких: цифровізація освітнього процесу, інтеграція мистецтв, індивідуалізація навчання та розвиток творчого потенціалу педагогів. Визначено педагогічні умови ефективної реалізації цих процесів, зокрема формування професійної мотивації до використання цифрових технологій, впровадження кросмистецьких форм діяльності, забезпечення методичної підтримки та створення цілісного цифрового освітнього середовища.

Практичний аспект дослідження відображає впровадження інноваційних форм професійного розвитку, таких як онлайн-курси, тренінги, майстер-класи, цифрові творчі проекти та STEAM-орієнтовані підходи. Зроблено висновок, що інтеграція цифрових і кросмистецьких практик сприяє підвищенню якості післядипломної освіти, розвитку професійної компетентності та готовності вчителя мистецтва до інноваційної діяльності в умовах сучасних соціокультурних викликів.

Ключові слова: післядипломна освіта, мистецько-педагогічна освіта, учитель мистецтва, цифровізація, міждисциплінарність, кросмистецькі практики, STEAM-освіта, модернізація освіти.

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