

EXPLORING MUSIC EDUCATION AND INDUSTRY WITHIN UKRAINE'S MODERN CULTURAL LANDSCAPE AND BEYOND

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Abstract: The article examines the adaptation and impact of music education and the industry on cultural processes in Ukraine and abroad. The article analyses new educational methodologies, the development of professional skills for musicians and teachers, and the music industry's impact on cultural consumption and the preservation of musical heritage. In the context of globalisation and increased cultural interactions, music education and the industry face challenges and opportunities related to the loss of uniqueness of national musical traditions and the need to adapt to contemporary conditions. This article aims to develop effective strategies for music education and the industry in light of the current cultural and technological realities. It also seeks to comprehensively analyse the impact of modern cultural and technological changes on music education and the music industry in Ukraine and the world. Furthermore, the research aims to identify optimal strategies for integrating national musical traditions into the global cultural space. The article discusses the following tasks: researching the current state and main trends in music education and the industry; analysing the impact of globalisation on the preservation and development of national musical traditions; evaluating the role of new technologies in music education and production; studying changes in music consumption and their impact on the music industry; and developing recommendations for adapting music education and the industry to contemporary conditions. The tasks above are designed to facilitate the development of an efficacious strategy for music education and the industry that considers the contemporary world's ever-evolving cultural and technological milieu.

Keywords: music education, music industry, music culture, music art, cultural space, creativity, integration, music professional activity, music manager, producer, musician's career

1 Introduction

In the contemporary world, where cultural distinctions are becoming increasingly indistinct, music education and the industry are acquiring new significance. They cease to be mere cultural heritage elements and become active participants in cultural dialogue, thereby influencing the global cultural space. This article will examine how music education and the industry adapt and impact cultural processes in Ukraine and the world. It will explore the latest research and trends in this field. This article will pay particular attention to integrating new educational methodologies, developing professional skills for musicians and teachers, and the music industry's impact on cultural consumption and preserving musical heritage.

The study aims to provide a comprehensive analysis of the impact of modern cultural and technological changes on music education and the music industry in Ukraine and the world, as well as to identify ways to integrate national musical traditions into the global cultural space optimally.

To achieve this goal, the article identifies the following tasks:

1. To investigate the current state and main trends in music education and industry, including an analysis of national and international educational programmes.
2. To analyse the impact of globalisation on the preservation and development of national musical traditions, identifying the main challenges and opportunities for music education institutions and the industry.
3. To assess the role of new technologies in music education and production, exploring how digital innovations can contribute to the development of musical art.
4. To study changes in music consumption and their impact on the music industry, especially in the context of digital distribution and streaming services.
5. Develop recommendations for adapting music education and industry to modern conditions, ensuring sustainable development and interaction with global music culture.

6. These tasks aim to create an effective strategy for music education and industry that considers the modern world's dynamically changing cultural and technological environment.

2 Literature review

The analysis of the latest publications and studies can be categorised as follows:

Integration and innovation in music education. Meng (2019) explores the integration of multicultural music education in colleges. Li (2022) analyses the heritage and innovation in national musical culture in education.

Professional training and development of music teachers. Pereverzieva (2019) examines the concept and content of the professional culture of future music teachers. Kozhevnikova, L. M. (2019) researches the musical-educational activities of teachers of musical arts.

The impact of the music industry on cultural consumption. Agudelo et al. (2022) study the music industry's influence on the determinants of cultural consumption of live music.

Methodological approaches. Research into cultural consumption and the music industry can be found in the works of Doris Lilia Andrade Agudelo et al. (2022), who analyse the music industry and factors of cultural consumption of live music in Colombia. De-Miguel-Molina and Doménech (2021) explore music from the perspective of intangible cultural heritage in the music industry. Pedagogical strategies in music education are highlighted in the works of Oleksiuk and Koval (2020), where they use hermeneutic analysis of musical works to develop the methodological culture of future music teachers. Kulikova (2021) analyses the structural components of the creative development of future teachers of musical arts.

Vidulin and Kazic (2021) employ a cognitive-emotional approach to music listening in professional education in the context of empirical research. Chen and Meng (2019) investigate the legacy of local musical culture in education. Recklies (2021) considers approaches to classical music in music education in the context of theoretical research. Jin (2022) offers reflections on music education and musical aesthetics.

Geographic coverage. Research with an international context is led by Yang (2019), who discusses promoting national musical culture in music education in China. De-Miguel-Molina & Doménech (2021) analyse music as part of intangible cultural heritage. Studies focusing on national aspects are conducted by Revenko (2021), in which education and musical culture are considered in Web 2.0, emphasising changes in learning and perception of music. Wolffenbüttel (2020) studies music education and folk music, highlighting the significance of preserving cultural traditions.

The role of art and aesthetics in music education. Zhang (2018) explores aesthetic education in vocal training. Rong Jin (2022) reflects on music education and musical aesthetics, emphasising the importance of aesthetic education.

Technology in music education. Zhou (2020) investigates models of music education using computer music technologies. Tanglin (2020) discusses the potential of media education in the professional training of music teachers. Cherkasov (2021) explores the festival movement and its role in music education, studying the formation of musical-aesthetic culture of future music arts teachers through the festival movement.

Specific aspects of music education. Bremmer (2023) researches the perception of inclusive music education in higher education

institutions. Marchenko (2022) considers integrating Ukrainian music education into the global music education system.

Cultural heritage and national identity in music education. Li Sun (2021) explores integrating traditional musical culture into vocal music training in colleges and universities. Yang (2019) discusses ways to promote national musical culture in university music education. Cvetkovic et al. (2019) study the preferences of student musicians in the context of fostering intercultural education. They analyse how music university students perceive and choose world music within their educational process. This research helps to understand how music education can contribute to a broader cultural understanding and interpenetration.

3 Methods

In the field of investigating the effectiveness of information and communication technologies (ICTs) in the pedagogical process, the following methods are applied to study and analyze their impact on learning and the performance of education seekers:

1. Quantitative research:

- Statistical analysis: the use of statistical methods to analyze data on applying information and communication technologies, such as frequency of usage, time spent with the technologies, and the interconnection between the use of ICT and academic outcomes.
- Meta-analysis: the collection and synthesis of data from multiple studies to assess overall trends and the effectiveness of using information and communication technologies on a broader scale.

2. Qualitative research:

- Interviews: conducting structured or semi-structured interviews with teachers, education seekers, and administrators to understand their perceptions and experiences regarding the use of information and communication technologies.
- Observation: direct observation of the use of information and communication technologies in classrooms and educational institutions to assess how these technologies influence pedagogical methods and classroom interaction.

4 Results

To explore the current state and main trends in music education and industry, it is essential to start by reviewing available data and research to identify critical aspects and dynamics of change in this area. The following areas will be focused on:

- global trends in music education (integration of digital technologies and online learning; development of interdisciplinary programmes combining music with other arts and sciences; approaches to learning oriented towards strengthening cultural diversity and inclusiveness);
- current changes in the music industry (the impact of streaming services and digital distribution on the music market; changes in monetisation methods for artists and producers; development of live music performances and festivals after the COVID-19 pandemic);
- innovations and new directions in music culture (development of hybrid music genres and collaborations between artists of different cultures; the role of music education in supporting sustainable development and social initiatives).

In the current study of music education and the industry, the following key trends have been identified:

1. *Integration of technology in music education.* Schools and educational institutions are increasingly implementing technology in the teaching of music. It includes electronic musical instruments, music creation software, and online learning and collaboration platforms. These tools allow

students to experiment and develop creative skills in a more interactive and modern format.

2. *Growing importance of physical media in the music industry.* Despite the popularity of digital streaming, physical media such as vinyl records remain an essential element of music culture. Artists like Taylor Swift continue to release their albums in physical format, maintaining interest in vinyl and other physical formats.
3. *Genre blending and cultural interaction in music.* The modern music scene characterises the hybridisation of genres and cultures. This is evident in trends such as the mixing of jazz, soul, and electronic music, which creates new, unique sounds. Such experiments reflect globalisation and cross-cultural exchange in the music industry.
4. *Use of AI in music.* Artificial intelligence is increasingly penetrating the music industry, assisting in creating new compositions, sound processing, and even organising live performances. It opens new possibilities for musicians and producers, allowing the creation of more complex and exciting musical works.
5. *Teaching music through creativity and design.* Music teaching is increasingly focused on developing students' creative abilities through music creation projects, using design thinking, and integrating various art forms into the educational process. These approaches are aimed at developing students' critical thinking and creativity skills.

These trends demonstrate that music education and the industry continue to evolve in response to changes in technology and culture, making them an essential element of the contemporary cultural landscape.

Globalisation significantly influences music education and the industry, presenting challenges and opportunities for preserving and developing national musical traditions. The critical aspects of this impact can now be considered (Figure 1).



Figure 1. Critical Aspects of Impact on Music Education and Industry

Source: author's research.

It is essential to consider the challenges that may arise. In the context of globalisation, there is an increasing risk of losing unique national musical traditions, as global musical styles such as pop, rock, or hip-hop can gain dominance and displace local genres. The global market frequently seeks to commercialise music, which can result in the standardisation of musical forms and the loss of cultural content inherent in national traditions. The advent of modern technologies has necessitated a shift in music production and distribution methods, with digital techniques becoming the norm. It has presented a challenge for those who are accustomed to traditional methods.

It is also vital to consider the opportunities. Globalisation and digitalisation have facilitated greater access to musical materials from diverse global sources, enabling musicians to study and integrate various styles and techniques, thereby facilitating cultural exchange and enrichment. Global platforms such as YouTube and Spotify allow musicians to promote their art internationally, thereby aiding in the preservation and popularisation of national musical traditions. Fusing disparate musical traditions can lead to the emergence of novel genres and styles, enriching the global music scene.

The impact of globalisation on music education and the industry necessitates a balance between the preservation of cultural heritage and the adaptation to a changing global context. It necessitates the development of educational programmes that consider both global trends and the need to preserve national musical identity. Several vital aspects must be considered in conducting a comparative analysis of music education and industrial practices in different cultural and geographical contexts (Figure 2).

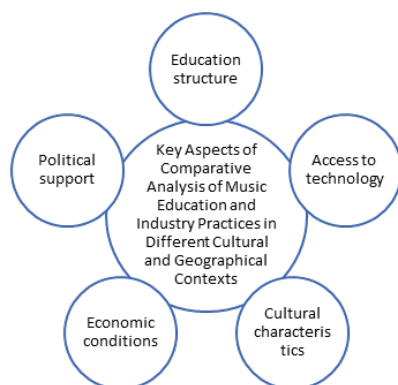


Figure 2. Vital Aspects of Comparative Analysis of Music Education and Industry Practices in Different Cultural and Geographical Contexts
Source: author's research

Education structure. The structure of music education can vary between countries. For example, music education is often integrated into general education in the USA. It is available at all school levels, whereas in Europe, such as Germany, specialised music schools focus on in-depth musical education.

Access to technology. In developed countries, access to music technologies and equipment is significantly higher, facilitating more innovative learning methods and music production. In less developed countries, access may be limited, affecting learning methods and creativity.

Cultural characteristics. Each country's cultural characteristics significantly impact music education and the industry. For example, in Japan, there is a strong emphasis on classical education and the study of traditional instruments, such as koto and shakuhachi, while in Brazil, modern music and styles such as samba and bossa nova are trendy.

Economic conditions. A country's economic state also affects music education and the industry. Countries with a high standard of living usually have more resources available to fund musical programs and initiatives, while in poorer countries, music education may suffer from a lack of funding.

Political support. Political support for music education and culture also plays an important role. In some countries, such as Finland, cultural and music education is a priority of national policy, which facilitates the development and support of musical talents.

This analysis emphasises that the development of music education and the industry requires consideration of numerous factors, including each country's cultural, economic, and political aspects. These factors can significantly influence how music education is organised, funded, and promoted at various levels.

New technologies' role in music education and production is immense and varied. They significantly affect music performance, recording, and distribution. Table 1 presents the principal ways in which digital innovations contribute to the development of musical art.

Table 1. Critical Aspects of Promoting the Development of Musical Art through Digital Innovation

Key aspects	Description
Training and accessibility	Digital technologies facilitate access to music education, allowing students to study music regardless of geographic location. Online courses, virtual classrooms and educational programmes offer the opportunity to learn various musical instruments and music theory without leaving home.
Music creation tools and technologies	Modern music creation software, such as DAWs (digital audio workstations), plug-ins and synthesisers, provide musicians ample opportunities to experiment with sound. These tools make the process of creating music more accessible and democratic.
Artificial intelligence in music	AI is beginning to play an increasingly important role in music creation, helping composers and producers to create music. AI can analyse musical data and suggest variants of harmonies, melodies, and rhythms, speeding up the creative process.
Virtual and augmented reality	VR and AR technologies provide new ways of interacting with music, enabling the creation of virtual concert halls and interactive musical experiences that change how we perceive and consume music.
Automation and optimisation of production	Digital technology also plays a crucial role in optimising music recording, mixing and mastering. Automated tools allow musicians to focus on the creative aspects, reducing technical barriers.
Social interaction and music distribution	Social media platforms and streaming services facilitate broader music distribution and simplify the interaction between artists and their audiences. These platforms allow musicians to reach a global audience without signing contracts with major music labels.

Overall, new technologies expand the possibilities for musicians and composers in their creativity and provide new tools for education and cultural exchange. Technologies will transform traditional music education and production methods, making musical art more accessible and interactive for a wider audience. These changes not only enhance the creative possibilities of individual performers but also promote deeper cultural understanding on a global level.

Changes in music consumption, especially in the context of digital distribution and streaming services, have impacted the music industry. Here are the main aspects of these changes:

Transition to streaming services. Traditional music consumption through physical media, such as CDs and vinyl, gradually gives way to streaming platforms like Spotify, Apple Music, and others. These services offer users access to vast music libraries for a fixed monthly fee or for free with advertising.

Revenue model shift. Streaming has changed the ways music is monetised. Instead of a one-time purchase of an album or song, artists and labels now earn based on the number of plays, influencing marketing strategies and promoting musical works.

Impact on music production. Digital distribution has also changed the process of creating music. Artists can record,

produce, and release music independently, bypassing traditional music labels and facilitating the growth of independent musicians and small labels.

Expansion of global accessibility. Streaming removes geographical barriers, allowing musicians to reach an international audience without additional costs for distribution and promotion in different countries. It expands opportunities for artists worldwide to become recognised on the global stage.

Changes in consumer preferences. Digital platforms, with their recommendation algorithms, also influence listeners' musical preferences, promoting the popularity of genres and artists that might have remained unnoticed in traditional distribution settings.

These changes require the music industry to adapt to new realities, including revising strategies for audience interaction and investing in technology and data analytics to better understand consumer behaviour. Developing recommendations for adapting music education and the industry to contemporary conditions involves a series of critical strategies that facilitate sustainable development and interaction with the global music culture.

1. *Integration of technology.* Implementing modern technologies into the curricula of music institutions, such as using digital audio workstations, music creation and editing software, and platforms for online learning. It will enable students to stay at the forefront of technological progress and better prepare for the modern music industry.
2. *Global approach to education.* Expanding curricula by including the study of global musical cultures and practices. It can involve theoretical studies and practical sessions with musicians and instructors from different countries, helping students better understand and appreciate musical diversity.
3. *Collaborations and partnerships.* Encouraging international partnerships and collaborations between educational institutions and music industries. It can include exchange programs, joint research projects, and workshops, which foster cultural exchange and professional development.
4. *Sustainable practices.* Develop and implement sustainable practices in the production and distribution of music, such as using environmentally friendly materials for musical instruments and packaging and reducing waste at concerts and festivals.
5. *Support for independent artists.* Creating support programs for independent artists and small music labels may include grants, training programs, and access to recording and promoting music resources.
6. *Digital adaptation and rights protection.* Educating musicians and music producers on digital security, copyright, and the use of music in the digital environment to protect their creativity and income in the age of digital technologies.

These recommendations will help music education and the industry adapt to changes while preserving music's uniqueness and cultural significance in a globalised world.

5 Discussion

Integrating new technologies and methods into music education and the industry has prompted much discussion among researchers and practitioners. In their 2022 study, Agudelo and colleagues examined the music industry's influence on the cultural consumption of live music in Colombia, emphasising the role of music events in shaping cultural preferences and interactions with the audience. This research confirms the necessity for music education to adapt to the contemporary conditions of cultural consumption and interaction with the public. Conversely, Kozhevnikova's (2019) work examines the structure of professional competence among music art teachers, emphasising the significance of equipping educators with the capacity to integrate new educational technologies into the teaching process. It reveals the necessity of maintaining a dynamic approach to teaching methodologies, ensuring

alignment with contemporary technological and cultural developments. It is also essential to note Meng's (2019) research, which highlights the importance of integrating multicultural education into curricula to help students better understand and appreciate global musical diversity. It is consistent with the findings of Marchenko (2022), who discusses integrating Ukrainian music education into the global system, emphasising the necessity for global dialogue and exchange in music education. A discussion of these studies allows for a deeper understanding of how changes in the music industry and educational approaches affect the shaping of contemporary music education. It also highlights the importance of adaptation and innovation in preparing music educators and performers capable of successfully operating in a changing world.

6 Conclusions

In conclusion, information and communication technologies in the pedagogical process demonstrate dynamic development and significant potential for improving the quality of education. New technological solutions, such as personalized learning, mobile Music education and the industry are currently undergoing a period of significant and dynamic development. The integration of new technologies, globalisation and changes in music consumption profoundly influence how music is created, studied and disseminated. In order to facilitate the successful integration of students into the modern music industry, educational institutions and educators must be flexible and adapt to new technologies and methods. At the same time, it is necessary to respectfully treat musical traditions and cultural heritage, ensuring their preservation and development in a globalised world. The music industry should strive to create sustainable and fair working models that support artists and other industry participants, providing them with fair compensation for their creative work. It is also essential to develop new forms of music distribution that consider changes in consumer preferences and the technological landscape. In the long term, the combined impact of these changes and challenges on music education and the industry could be significant in influencing the cultural development of society. It could contribute to creating a more open and interconnected global cultural space.

In the context of further research, it would be beneficial to focus on analysing the impact of intercultural exchanges on music education in different countries. It is also advisable to study how new technologies, such as artificial intelligence and virtual reality, could transform learning and creative interaction in the music industry.

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