

CONTEMPORARY ART AS A TOOL FOR DIALOGUE BETWEEN DIFFERENT CULTURES IN THE TRAINING OF ART STUDENTS

Yuliia MALEZHYK

*D. in Pedagogy, Associate Professor, Associate Professor of Fine Arts,
National University «Yuri Kondratyuk Poltava Polytechnic», Poltava
ORCID: [0000-0003-2829-3493](https://orcid.org/0000-0003-2829-3493)*

Oleksandra Churikova

*higher education applicant, Department of Fine Arts
National University «Yuri Kondratyuk Poltava Polytechnic», Poltava*

Abstract. *This article explores contemporary art as an effective tool for intercultural dialogue in the professional training of students majoring in art disciplines. It highlights the role of art as an integrative platform for shaping cultural openness, empathy, tolerance, and global thinking. The author substantiates the need to integrate intercultural components into the curricula of art education institutions. The paper outlines educational strategies and practices that foster intercultural competence among future artists, including project-based learning, international collaboration, and interdisciplinary approaches.*

Keywords: *contemporary art, intercultural dialogue, art education, intercultural competence, globalization, cultural identity.*

In the context of globalization, intercultural communication is becoming an increasingly important component of not only the social but also the artistic space. Contemporary art is one of the most powerful means of mutual understanding, overcoming stereotypes and establishing a dialogue between cultures.

Art is a multilayered phenomenon that absorbs the influences of different cultures, ideas, and techniques. Due to its openness to interpretation, it serves as a platform for dialogue: both between the artist and the viewer, and between different cultural contexts. Such art does not dictate unambiguous answers, but rather raises questions, encourages reflection and interaction. This is its extraordinary value in the context of art education - it develops empathy, flexibility of thinking, and the ability to intercultural analysis in students.

An analysis of scientific sources shows that the scientific community pays considerable attention to the issue of contemporary art as a factor in shaping public consciousness. This issue is considered within the framework of philosophical, political, cultural, psychological, sociological, and pedagogical research. The topic has been studied from a variety of theoretical and methodological approaches by both domestic and foreign scholars, among which are the works of: G. Dvortseva, O. Zhyvotkov, O. Mkrtichyan, N. Musienko, O. Olenin, A. Pokotyl, V. Rivlina, L. Savchyn, Y. Solovyov, L. Turchak, O. Tshorka, O. Fedoruk, and other researchers.

Contemporary art plays an extremely important role in the formation and expression of identity on many levels: personal, social, cultural, and national. National identity is a fundamental factor in the existence of a nation, determining its uniqueness among the nations of the world. In Ukraine, following the revival of the language, the visual arts play a key role in the process of identity formation, providing a visual expression of national symbols, worldview, values, historical events and cultural traditions [3].

Contemporary artists respond to the problems, ideas and perspectives of our time, offering viewers new ways of understanding the world. Their works are exhibited for today's audience, not for future generations. Because contemporary art challenges traditions and pushes disciplinary boundaries, it has had a significant impact on the evolution of artistic genres. Contemporary art is a very broad term that encompasses a wide range of materials, practices, concepts, and subjects that unites and reflects the era in which it was created, addresses current ideas and issues, and expresses the artist's individuality. Contemporary artists often challenge traditional boundaries and explore new mediums and techniques. The only thing that defines contemporary art is that it demonstrates a spirit of conceptual, material, or philosophical experimentation and innovation in relation to its time [1].

Contemporary art covers a wide range of topics, techniques, and media. Many works explore identity, gender, race, and sexuality. Artists often make political statements, addressing issues such as climate change and economic inequality. Their work can evoke a visceral response or invite public participation. They use non-traditional materials, including plastic, digital media, found objects, and live elements. Videos, performances, and installations prevail. Conceptual depth is the main focus of contemporary art. Underlying ideas can be more important than aesthetic considerations. Interpretations are often subjective and do not have unambiguous meanings. Viewers are encouraged to make connections and draw conclusions for themselves. Critical analysis involves considering the materials, processes, and intentions behind a work. Since anyone can present objects or actions as art, curation and a theoretical framework give the work legitimacy [2].

In Ukraine, art is also developing rapidly and diversely, reflecting the complex social, political, and cultural processes taking place in the country. Ukrainian artists are actively using modern media, referring to historical heritage, exploring issues of national identity and responding to the war. Today, society is increasingly aware of the need for creative individuals who, following different paths to a single goal, achieve the highest results in its realization and thus open up wide opportunities for cultural and civilizational development and social progress. Their production of a large number of diverse creative ideas contributes to the emergence of new philosophical, scientific and artistic schools, trends, styles, genres, etc., which in their ideological and semantic originality ensure the richness and inexhaustibility of human culture, lay the foundation for its continuous and diverse historical development.

Integration of contemporary art into the educational process allows not only to develop professional skills, but also to develop flexible thinking, creativity, and the ability to engage in dialogue and tolerance. One of the key tasks of contemporary art

education is to develop students' intercultural competence, the ability to communicate effectively in a multicultural environment. This competence includes:

- openness to other cultures;
- understanding the context of cultural codes;
- the ability to translate and interpret culturally;
- empathy and respect for others.

In the modern system of training students of artistic specialties, it is important not only to transfer technical skills but also to form a value-based vision of the world through the prism of culture. Familiarization with the art of other nations, inclusion of intercultural dialogue topics in the courses, research of global trends in visual art - all this broadens students' horizons and forms their awareness of themselves as part of the global cultural community.

Contemporary art often becomes a language that can be understood without translation, thanks to its visual metaphor, symbolism, and multimedia. The following areas of activity can be applied to educational practices that will promote the development of intercultural competence in students

- project activities focused on intercultural topics (identity, migration, ecology, globalization)
- cooperation with foreign art institutions (international residencies, workshops, online exchanges);
- case analysis of contemporary artists working in the context of global issues (Ai Weiwei, Olafur Eliasson, Al Anayli);
- involvement of students in interdisciplinary research that combines art, sociology, and cultural studies;
- the use of digital technologies in creating multimedia intercultural narratives.

Thus, contemporary art is not just a reflection of identity, but also an active participant in its formation, critique, and evolution. It gives a voice to individuals and communities, promotes dialogue, and helps to comprehend the complexity and diversity of the modern world. In the context of globalization, art is becoming not only a means of expression, but also a form of cultural communication. That is why, in the process of training students of artistic specialties, it can and should be used as a tool for developing intercultural awareness, creative thinking and a responsible attitude towards cultural diversity. The formation of such qualities in future artists is the key to their successful professional realization in the globalized world.

References (APA style)

1. Jose Art Gallery. (2024). *Art реv'ю. Стыль сучасного мистецтва*. https://joseartgallery.com/uk/articles/contemporary-art?srsltid=AfmBOooTkpR1pdUDMiV3ULUpE8vJSZQ1rUh_BsXFL5z28i0CGK6KКc05 [in Ukrainian].
2. Мазур, Б. М. (2020). Сучасне мистецтво як інструмент формування свідомості суспільства. *Мистецтвознавчі записки: Збірник наукових праць*, 37, 34–37. [in Ukrainian].

3. Івчик, Н. (2024). *Образотворче мистецтво і українська національна ідентичність. Картини олією.* <https://nataliaivchyk.com/rol-obrazotvorchogo-mystetstva-u-formuvanni-ukrayinskoyi-natsionalnoyi-identychnosti/> [in Ukrainian].