

**CONCEPTUAL FOUNDATIONS OF DUAL EDUCATION  
IN HIGHER EDUCATION ESTABLISHMENTS:  
KYIV NATIONAL UNIVERSITY OF CULTURE  
AND ARTS EXPERIENCE IN THE EUROPEAN VECTOR**

**Poplavskyi Mykhailo**

**INTRODUCTION**

The concept of dual education, the strategy of launching its individual elements in the HEA and, for that reason, studying European and world experience has been the agenda of the professional community in Ukraine's educational space for several years. Having started from "the top", being reflected in the updated legislative framework (Law of Ukraine "On Education", in the Government Action Plan for the period 2017–2020, in the order of the Ministry of Education and Science of Ukraine "On Approval of the Concept of Training Specialists in the Dual Form of Education"), the process of comprehension and implementation of dual education gradually changes the established ideas about the activity of higher education, becomes the subject of discussions and debates, directly influencing the development and approval of educational plans and programs for specific areas, specialities and specializations.

During the active debating over the past five years within the domestic professional community, a sufficient number of common positions and approaches to dual education in the Universities were presented (L. Hrynevych<sup>1</sup>, L. Krymchak<sup>2</sup>, N. Svitailo<sup>3</sup>), the experience of European

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<sup>1</sup> Hrynevych L. *Kontseptsiia pidhotovky fakhivtsiv za dualnoiu formoiu zdobuttia osvity* [The concept of training specialists in the dual form of education]. Retrieved from: <https://btsau.edu.ua/sites/default/files/Faculties/osvita/dualna/pidgotovki-fakhivtsiv-za-dualnoyu-formoyu.pdf> (accessed 26 January 2020).

<sup>2</sup> Krymchak L. (2019) *Systema dualnoi osvity yak umova yakisnoi pidhotovky konkurentospromozhnykh profesionaliv na rynku pratsi v Ukraini* [Dual education system as a condition for qualitative training of competitive professionals in the labour market in Ukraine]. *Teoriia ta metodyka profesiinoi osvity*, vol. 2, no. 11, pp. 83–86.

<sup>3</sup> Svitailo N. *Dosvid Nimechchyny v pytanni reformuvannia osvity: dualna osvita* [German experience in reforming education: dual education]. *Friedrich Ebert Stiftung*. Retrieved from: <https://www.slideshare.net/omosvita/ss-62919443/> (accessed 26 January 2020).

countries, countries of the world were compared (I. Boichevska<sup>4</sup>, I. Hlaskova & I. Khyzhniak<sup>5</sup>), the prospects of its implementation in Ukraine are analyzed, the expediency and efficiency of dual education functioning within certain specialities and specializations, educational programs, etc. were predicted (I. Stoliarchuk<sup>6</sup>, I. Hardabkhadze<sup>7</sup>, I. Petrova<sup>8</sup>, T. Postoian<sup>9</sup>).

In the article we will cover and analyze the conceptual parameters of dual education, explore its formative and reformatory role in higher education institutions of cultural and artistic orientation; On the example of the educational activity of the Kyiv National University of Culture and Arts, we will formulate the positive and negative consequences of its implementation as an *educational form* and as an *educational model*.

## **1. Features and Stages of the Dual Education Introduction at the Kyiv National University of Culture and Arts Through the Prism of European and World Experience**

New Higher Education Standards and Accreditation Requirements for the Universities' specialities encourage to implement a new strategy in

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<sup>4</sup> Boichevska I. (2009). Rol systemy dualnoi osvity u profesiinii pidhotovtsi molodi u Nimechchyni [The role of dual education in youth vocational training in Germany]. *Porivnialno-pedahohichni studii*, no. 2, pp. 68–74.

<sup>5</sup> Hlaskova I., Khyzhniak I. (2019). Stanovlennia teoretychnoho ta praktychnoho komponentiv dualnoi systemy osvity v Nimechchyni [Formation of theoretical and practical components of the dual education system in Germany]. *Profesionalizm pedahoha: teoretychni ta metodychni aspekty*, no. 9, pp. 70–83.

<sup>6</sup> Stoliarchuk I. (2019). *Napriamky spivpratsi TsSN "PROKOM" ta ZVO. Dualna osvita yak projekt yakisnoi pidhotovky IT-fakhivtsiv* [Directions of cooperation between CSC "PROCOM" and ZVO. Dual education as a project of qualitative training of IT specialists]. Retrieved from: [https://it-universe.org/ua/blog/Konf/Conf2019/9\\_Напрямки%20співпраці%20ТОВ%20Проком%20та%20ЗВО.%20Дуальна%20освіта.pdf](https://it-universe.org/ua/blog/Konf/Conf2019/9_Напрямки%20співпраці%20ТОВ%20Проком%20та%20ЗВО.%20Дуальна%20освіта.pdf) (accessed 26 January 2020).

<sup>7</sup> Hardabkhadze I. (2018). Dualna osvita u feshn-dyzaini: problemy i perspektyvy [Dual education in fashion design: problems and perspectives]. *Demiurh: idei, tekhnolohii, perspektyvy dyzainu*, no. 1, pp. 59–72.

<sup>8</sup> Petrova I. V. (2019) Profesiina pidhotovka ivent-menedzheriv u konteksti dualnoi formy zdobuttia osvity [Training of event managers in the context of dual education]. *Visnyk Kyivskoho natsionalnoho universytetu kultury i mystetstv. Seriya: Menedzhment sotsiokulturnoi diialnosti*, vol. 2, no 1, pp. 82–104.

<sup>9</sup> Postoian T. (2015). Dualna systema navchannia v umovakh haluzevoi klasteryzatsii [Dual training system in the conditions of branch clustering] *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii*, no. 2, pp. 374–382.

curriculum development, putting a practical constant not only in the credit and module volumes of the curriculum but also in the educational technology model at all levels of education (in an auditorium, outside of it, in the workplace, on the job, in small groups). Modular course design is also a resource for creating the conditions for the introduction of a dual model (form) for higher education, as it allows segmenting the overall content of the subject from individual blocks-modules, and individual parts can change, freely “flowing” from one form of study to another, from theory to practice and vice versa. And such a feature of the modular system of the training course sets the necessary logic for constructing it as a transformer, which may contain different models and forms of conducting classes.

The very concept of dual education has several meanings that influence its understanding and interpretation. First of all, “duality” in education is understood as a system of combining training with industrial activity, work “in production”. Secondly, it is a combination of theory and practice as two complementary stages of learning, their consistent alternation and consistent change. In the first embodiment. the emphasis is on duality as a system of education and in the second, it is on duality as a principle. Moreover, this principle can be part of another dual system and can be embodied in all sorts of other combinations and forms. Such predication of the duality’s concept allows realizing the creation possibility of different forms, types and models of dual education, their combinations, which proves the necessity to take into account any peculiarities of individual educational programs, national educational spaces with their specific tasks and challenges.

Therefore, for the seemingly simple meaning of the concept of “dual education” as a combination of learning in a student audience with practice in the workplace (the so-called form of dual education), there is a difficult way of practical implementation of its forms (especially in the context of our difficult economic situation) and, moreover more vague search for its domestic paradigm – the educational model of dual education. The experience of Germany, Poland, Austria, Switzerland, Canada on this subject is undoubtedly worth knowing and studying. But in the formal inheritance of certain models (and are they the best for us?), we should not forget to take into account our own national realities, refining already developed our unique educational technologies.

And such practice exists at the Kyiv National University of Culture and Arts – especially this concerns the training of specialists for the field of the creative economy, which has always been “out” of general

educational principles, existing and developing according to special rules. And in the modern world, requests for specialists in this sphere require the main thing – to be different from anyone, to be unique and, paradoxically, in such uniqueness to be stable and stable-dynamic. Thus, KNUC&A takes endless steps to achieve this stable uniqueness, which, as it appears, can be “ entrenched ” in educational programs and put on a stream... This is the structural principle that, as a means of Macropulos, enables the University, on the one hand, to seek and assert “eternal” educational values (and to hold it firmly) and, on the other, at the same time, ironically, always to be an original, unsystematic, bifurcating “production” cluster of competitive and demanded talents in the real labour market ( the quantity and quality of which do not directly depend on economic performance, or from social expectations). And in such a paradoxical situation, dual education can be interpreted not only as a form of getting bachelor’s, master’s degree in combination of training and practice but as an educational model for improvement of practical super competences (universal competences) of a future specialist, who will need to work and compete in new, now uncertain principles of the labour market. However, the competence paradigm of education is now the basis for all major players in the world educational process, and we are repelled from it as we try to combine it with the fundamental national tradition.

The successful experience of the introduction of dual education in Germany, which became the prototype for all subsequent inheritances and borrowings, is based on the “philosophy of the profession”, which for several centuries was formed at the intersection of their own national cultural traditions (the same “Protestant ethics” according to M. Weber). and the demands of the time in the need for specialist workers of particular (mostly engineering) specialities. The uniqueness of this form of acquisition of professional knowledge was characterized not only by the level of the profession’s mastery: on the contrary, the “philosophy of the profession” was submitted so as to be “incomplete”, that is, not to be limited to a set of specific skills and abilities, but to contain professional outlook and management strategies, awareness of personal responsibility in decision-making and, finally, creativity (and this we say, once again remind, about working professions!). The philosophy of the profession is also valid because it is in countries with a focus on this type of professional activity (and besides Germany, there are Austria, Switzerland, which also actively use dual education to solve a wide range of problems – unemployment, economic stability, happiness index

(It is interesting that such indices are important factors in measuring the quality of education in Europe and the world. For example, on one of the most reputable assessment platforms for national PISA (Program for International Student Assessment) programs, monitoring results are necessarily presented through the prism of such indicators like the “positive feeling index”, “the meaning of life index”, “Index of feeling of belonging to educational institution”<sup>10</sup>, that is, those characteristics that are outside the actual focus of learning as such, but which create the necessary emotional and vital background for the effectiveness of educational interaction.)) and life satisfaction, etc. A diploma of graduation is not considered as an only possible argument for obtaining a prestigious and high-paying job and indulgence from future career and life problems. On the contrary, working specialities in the context of the philosophy of the profession make it possible to occupy a stable social niche, earning the necessary means to ensure a normal standard of living. And when we try to “raise” the dual education in our country, in the realities of our time, we must take into account this socio-cultural factor in order not to be surprised why a particular model of dual education works “there” but not “here”. That is, the technical and material issue’s side of introducing dual education in Ukraine will not necessarily be fundamental. Quite the opposite, cultural stereotypes and social expectations, that are general in the choice of the future place of study, should be taken into account.

However, such principle of the philosophy of the profession was also tested in the KNUC&A training and educational process in the early 2000s. Of course, in our paternalistic tradition, it was hard for anyone to imagine at that time. We can personally recall those, who mocked the idea of training hairdressers, makeup artists at the University of Culture. And is not it possible to call it a form of dual education now, in the realities of today? And in our country, such a state of affairs and approach could have earlier raised and resolved the issue of the disproportionate relationship between establishments which train managers (as such, without reference to the specifics of professions) and vocational education, which is more stagnant than can to solve problems. This was the first step taken by the KNUC&A management towards the

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<sup>10</sup> Natsionalnyi zvit za rezultatamy mizhnarodnoho doslidzhennia yakosti osvity PISA [National Report on the Results of the International Study on the Quality of Education PISA] (2018). Retrieved from: [http://testportal.gov.ua/wpcontent/uploads/2019/12/PISA\\_2018\\_Report\\_UKR.pdf](http://testportal.gov.ua/wpcontent/uploads/2019/12/PISA_2018_Report_UKR.pdf) (accessed 26 January 2020).

introduction of dual education as a model of the complex competencies acquisition (universal and professional).

To implement this type of educational innovation, we needed to answer a few questions. First, how we needed to build curricula in order to give students thorough knowledge on the one hand, and, on the other, to legitimize “leaving” the classroom during the educational process, closer to life. In what way did we have to do it? How did we have to monitor and measure this type of learning outcomes? Second, there was the question of the lack of appropriate professionals who could become for students those stalker-guides, who freely flanked between theory and practice (and vice versa). The University validated this shortcoming in the educational trend, starting a wonderful tradition of inviting the best and the most successful professionals, masters, specialists in various fields (from the fashion industry, show business to IT, journalism, design, management) to teaching positions. And this experience served to gradually transform of teaching audiences into a creative workshop, a laboratory, a workshop: a person who is successful and confident in the profession can best transfer such experience (and not just knowledge, material, information) to others. By the way, in Germany and Switzerland, dual education programs employ staff who also have a relevant diploma in order to clearly adhere to the standards of professional practitioners training that have been established over the years. Also, the system of creative workshops became the first analogue in Ukraine of the organic approach of a potential employer to a higher education establishment, an informal dialogue between it and the educational institution as full-fledged subjects of the educational process.

*The second step* in the implementation of this model was the strategy of preparation and realization of artistic projects, which were in operation at the University for more than a year. When the concept of “dual education” did not yet exist in the national educational space, KNUC&A actively involved specialists-practitioners from different fields – in addition to the more traditional and customary fields of theatrical arts, film and television industries, the first-class specialists of IT field, PR, hotel and restaurant industry, beauty industry and other fields of creative economy were encouraged for teaching and management of artistic projects. This educational and practical vector was designed in accordance with the concept of creative workshops developed by University management. This concept and practice of creative workshops in the aspect of the implementation of the dual education model can be positioned as a prototype of modern professional

guilds led by a master. The master, who heads his creative workshop from the first year, attracts students not only to the “slums” of the future profession (forms professional competences), but also “immerses” the students in a world in which knowledge is not “given” (or that is the worse, “provided”), but acquired. The student, using all offered to him educational, pedagogical and educational arsenal, learns himself (and this skill is the basis of the symbolic capital that he will need throughout his life and which he will validate and apply in the world, in which the list of current professions is changed every 5–10 years). Also, the educational model of creative workshops is an example that unravels the current illusion that classroom training will be replaced in the near future by the viewing and processing of video materials – everything will be taught by computer technology. Of course, when it comes to the “echelon” type of knowledge representation as to information. Just a creative factor of any profession can grow only and exclusively in the lived experience of communication with the master, imitating not only his skill but also his style of communication, vital and workshop values.

*The third step.* An important feature of dual education is the use of project-based methods in the educational process: creative projects, training, workshops, presentations were included in the “body” of KNUC&A educational programs and curricula a long time ago. A creative project, as a measure of the specificity of competencies acquired during training, becomes a social taximeter for their real value in the labour market. Not in words, but in practice, the student throughout the study through projects, training, dialogues with the master, gets rid of professional frustration – a bad companion of our youth in search of the first job. In the implementation of their own creative projects under the guidance of “field player” master-teacher students master various types of professional activity, gain experience of free partnership, affirm themselves as self-sufficient personalities who can and know something already. That is, during the training and implementation of the creative project, the student is guaranteed the experience of performing real work, which can be seen (and seen!) by real employers. In this model of presentations, festivals, concerts, students start competing with each other during their studies – but who said that it is bad? It should be borne in mind that this is, after all, a “friendly” “educational” competition, which does not concern the “root” system of human dignity and fundamental principles for education – to obtain the proper knowledge and skills in the conditions of mutual respect and trust. And the student-centred teaching for the University of Culture is not an empty phrase:

prospective students actively “vote” for it by the number of applications both for budget and studying at their own expense. And such an attractiveness of education in our university is an investment with a guaranteed result – the result of gaining complex knowledge and practical skills for successful competition in the modern labour market, which, as we have already noted, is desacralized for the University student, in which he is free-oriented, familiar (in person and absentia) with major players in the industry, realized their own value and rationalized their own professional shortcomings and skills on the way to self-improvement and self-realization.

This approach forms another direction of movement toward a dual model of education through an awareness of the principles of *practical philosophy*. It is known that the modern philosophy of education puts forward the principle of the practical application of knowledge beyond the classical hierarchy of two-tier sequence “theory – practice”. The simplistic interpretation of this dyad vulgarizes the meaning of the practice (it is known that the concept of “praxis” in the tradition of Aristotle is translated as act, action, action), treating it merely as a “supplement” to the theory. In general, in the post-Kant world, it is strange to stand up again for the “practical mind”, the “practical wisdom”, explaining its importance as the basic ability of a person to freely and independently realize and solve vital problems and challenges. At least Kant believed, that a person is determined by his actions and behaviour. Accordingly, practical philosophy should not be correlated with applied: knowledge is not luggage, accumulated in the form of processed/read/outlined/abstracted data obtained from classic sources written by “white dead men” (ironically, this constant tradition of compiling lists of classics is marked by the non-classical humanitarian discourse). In such a superstructure over the theory, the practice looks like a stillborn baby.... On the contrary, the main idea of dual education in a modern university is to create an educational space for the intensification of thought and its adjustment to practical implementation (acquisition of so-called competencies) as the ability to analyze, argue, synthesize, interpret, compare, give examples, question, problematize. Moreover, the subject of the application of all the above-mentioned skills is a broad cultural and intellectual background – philosophical and literary and artistic texts, works of art, media, thoughts and beliefs, personal impressions and experience. Thus, the principles of a practically competent approach are fundamentally different from the knowledge acquisition approach. The transformation of experience into knowledge



and vice versa at the point of their combination creates a “synergistic” transaction of educational and training efforts into liquid market competences in a particular profession, in a particular production, in a particular creative workshop.

The described feature was taken into account in the development of work programs of the dual form of study at KNUC&A in all specialities. The main task of the developers was to bring all the practical and independent work of the student into a separate consistent strategy of mastering knowledge, skills and abilities. This approach was intended to eliminate the substantive disproportion between the student’s theoretical knowledge and the practical skills that he/she should master during mastering the course. Also in the body of all training courses, an individual form of classes (approximately 4–6 hours per semester) was introduced... The training courses became the most indicative for the introduction of the dual educational model, which did not envisage the existence of lecture blocks at all. They were deliberately removed from the training course as a form of teaching, but the lecture content was retained as a general element of the course. Such “dissolution” of the lecture material allowed to acquire not only certain individual knowledge but to “translate” the capital of this knowledge and skills into the world-value plane. Socrates also proved the people of Athens thought of the value of only those knowledge that the person had received, by his own efforts, as if “remembering” himself. Such a “limitation” of the lecture material did not affect the content-theoretical content of the course in any way, other accents were simply placed – the basic knowledge was acquired together and at the same time with the acquisition of practical skills.

When it comes to creative professions, such as theatre, choreography, music, everything is clear – no matter how anyone listens to the lectures, but in the long run, you need to get up and play, show, dance. More revealing features of the dual model of learning can be understood by examples of its transformation in non-artistic specialities – law, IT, management, economics, international relations. Modular training programs, training, business projects, game and computer simulations were developed for all educational programs in the mentioned specialities, which, according to the developers, should compensate for the lack of practical professional skills and teach students to effectively use their educational skills. audiences of knowledge in a real professional environment. Moreover, the game elements of the course are quite organically combined with the “serious” thematic blocks of the discipline, such organics created a productive symbiosis of a

“serious game” rather than a recreation game, a discharge game. And interestingly, this game model has also come to fruition in the way of evaluating student learning outcomes – in work programs, in addition to traditional scoring points, positions such as prize places for special individual achievements and team qualities are also provided (i.e. groups were evaluated separately projects). This type of practicum also created the effect of modularity of theory/practice due to the dynamic change of different forms of educational activity of students: each game period ends with a report-analysis of problematic issues of the course. That is, a written report takes into account the individual work of each student, as well as the results of the team as a whole. The report is also presented in the form of an oral presentation, during which an important element is answering the questions of the teacher, the participants of the project, the game, the training. Such a multimodal sequence of the course content transforms a traditional university course into a certain multimodal project, the implementation of which requires the student to constantly change activities and versatility in the application of knowledge, skills, attitudes and from the teacher dynamics, creativity, Socratic wisdom, in order to simultaneously model and present the complex in the simple, serious in the game, knowledge in life. Of course, we are aware of the complexity of implementing such an educational model (and even the Socrates at all, of course, will never be enough). On the example of changes in traditional working programs of dual training courses, we are aware of the need to introduce this type of educational innovations, their prospects for reforming the national educational space and the importance for successful competition in the modern realities of the universities of the knowledge economy. This course design allows students to avoid fragmentation in the understanding of the content of the educational program, to integrate each individual content modular fragments into the general educational outline. Duality also corresponds to the structural and logical scheme of the curriculum in general – any discipline is studied in combination with other disciplines of cycles of vocational and practical training in specialities and individual specializations.

## **2. Consequences of Introducing Dual Education as an Educational Form and as an Educational Model**

The dual learning machine at the University can be understood by a certain feature: the university status of implementation of the dual education model is not in the mechanical combination of theory and

practice, lectures and practical classes (as we have shown above, we abandoned such a mechanistic sequence). On the contrary, at the University conceptualization of knowledge and practical activity (ideally) are interrelated elements of any training course and discipline. Besides, this type of duality allows us to form another valuable universal competence – personal attitude to one’s activity, value and ideological awareness of it, search for personal motivation to continue self-improvement and to grow creatively.

The approach outlined above has prompted a rethinking of established views on university curricula. Nowadays there is a reduction in student workload, freeing up time for independent work. And dual education adds supplementary alternatives to the traditional and often ineffective “sitting in the audience” and this path becomes a good option against the background of permanent and multi-vector reform of the domestic education system, (which only the laziest is not joking about). Introduction of dual education as a new experimental form of education should be understood in a comprehensive, systematic manner, taking into account all the components of the specialist’s training at the Universities, synchronizing the reform of the legal framework of education with the development and implementation of educational programs.

This philosophy of practice is particularly relevant because of the rapid change in the network of professions in demand. The focus on purely professional competences creates the risk, over a short period, of obtaining such specialists who, at the time of their first job search, become unnecessary or/and uncompetitive. And such a problem will only increase. At present, the idea, that institutional education potentially limits creativity, is widespread: “Competence in a particular field can be affected if it is too long to challenge basic assumptions. The price of this approach is the commitment to any one option. This means that you have associative barriers that mostly interfere with the formation of intersections of ideas”. Accordingly, “specialization limits creativity”<sup>11</sup>. This is why discussions in Western philosophy of education have been around for decades for so-called “soft” skills, which will be the only ones in demand in the future, remaining the constant of any education, for any speciality, in any educational establishment, After all, “soft” skills are the skills of relationship,

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<sup>11</sup> Yogananson F. (2008). *Effekt Medichi: vznikovenie innovatsiy na styike idey, kontseptsiy i kultur* [Medici effect: the emergence of innovation at the intersection of ideas, concepts and cultures]. Moscow: OOO "ID Vilyam S".

communication and interaction in professional activity. In general, the “human factor” was always decisive in any field and situation. But in the face of modern technology and the dynamics of the modern professions, the “soft” skills from ancillary become basic competencies. This is especially true of the young people who grew up and evolved with the devices in their hand (i.e. modern adherents to the Universities). The fact is that the technique of “pushing” buttons with the rapid receipt of any information and any impressions has focused all life experience in virtual mode. But the field of activity is the sphere of human interaction (even if it is an actively mediated technique and technical means). Debra G. Isaacs says in the article “Hard Work, Soft Skills”, “Today, there is a wheel of change regarding work skills. Nowadays, soft skills not only measure the quality of education but also turn into a marker of competitiveness, often prevailing over the so-called “hard” professional characteristics, as evidenced by surveys and reports of business executives. Such changes have also influenced the name’s update. Now the practical skills of such type are called “working capacity” or “basic skills”<sup>12</sup>. The priority of human characteristics over the professional will only be enhanced, and the quality of education of a particular higher education establishment in a specific speciality will be assessed soon to the extent of universal competences (basic skills, soft skills), that the future professional may realize during various work-interaction, such as man-man, man-machine, man-machine-man. That is why potential employers started to talk about revising the strategy of training professionals in specific industries. They were the first, who started “reaping the benefits” of a specialists’ shortage who can study quickly and apply communication skills successfully. Their experience became a valuable request for the content of specific educational programs and areas of study, employers “entered” the educational territory as stakeholders and their interest influenced and continue to influence educational strategies and principles (at least, it took place in such a way with development and introduction of dual education in the educational European space of the late 2000s – early 2010s).

Such crossings and activities in the “foreign” territory are a common cultural tendency, a problem of the crisis of generations, education, socialization, worldviews and values. Also, the breadth of the problem

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<sup>12</sup> Isaacs D. G. (2016). Hard jobs take soft skills. *The line report*. 2016. May, no. 16. Retrieved from: <https://www.lanereport.com/63403/2016/05/hard-jobs-take-soft-skills/> (accessed 26 January 2020).

does not accurately determine at what stage you need to learn soft skills – at family, school, college or school, at Universities’ educational programs? Who has greater responsibility for results? It is clear that higher education is more pragmatic and “technical” in the process of providing soft skills, modelling its own universal competencies and learning outcomes. Also, “invisibility” and the lack of articulation of acquiring “soft” skills as such do not motivate students to master their skills. They believe that they already know how to communicate, think, understand and work, act in a team, etc.

Therefore, the University’s mission (and this is our *fifth step* towards effective models of dual education) is to integrate soft skills into curricula through forms of play, training, competition, artistic project, creative activity as such. That is, it is impossible to limit “soft” skills only in the sphere of communication and interpersonal interaction, on the contrary, the substantive content of this concept is gradually expanding, adding to it such as “critical thinking”, expediency of using resources, optimism, persistence, initiative, consistency ability to learn and develop.

In this context, I would like to give a witty example of Ruth Callaghan used at Melbourne’s Middleton Business School to explain the essence of soft skills in the educational process. You need to compare two objects – a complex object called "Airbus 380" and a frog (also, to some extent, a complex object!). If you put a giant aircraft in a specially equipped hangar and the efforts of specialists disassemble it, then assemble it again, the aircraft will fly. Everything is different with the frog: “You have the opportunity to explore the frog in its environment, but we do not know what it is going to do next. It is probably hungry. Probably, it will be seen by another frog... That is, we have no way of predicting what will happen to it further, nor will we be able to disassemble it, gathering it again and hoping that everything will remain the same”<sup>13</sup>. Thus Calligan proves that in the “extra-human” world the pattern works and spreads to all causes and effects. And the “world of people” is, on the contrary, the variability of actions that are not due to the given conditions. Therefore, “soft” skills are always the absence of one correct answer for the many variants of the situation’s development.

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<sup>13</sup> Callaghan R. (2017). Universities teach soft skills employers want to students of ‘hard’ disciplines. *Financial Review Mar 30*. Retrieved from: <https://www.afr.com/work-and-careers/education/universities-teach-soft-skills-employers-want-to-students-of-hard-disciplines-20170328-gv89hq> (accessed 26 January 2020).

But, of course, with the introduction of a dual education strategy, universal competencies have acquired the specificities of application and experience testing, and have been realized as meta professional qualities of a future specialist. It is not for nothing that the European concept of education gradually introduces another conceptual alternative – the so-called “useful” knowledge (The conceptual parameters of these concepts are devoted to the article by the English researcher Roy Canning.)<sup>14</sup>.

At this point, in our view, the factors of dual education and lifelong learning strategies coincide. And it can be stated that dual education is not only a certain single educational vector in the combination of theory and practice but a formula of successfulness and competitiveness of higher educational establishments, from which everyone benefits, the students already dealing with the real industrial sector, employers, who “lead” their potential employee, coordinating efforts and resources, a university that, to survive must turn into an educational hub, where the efforts of all stakeholders in the education of the parties are accumulated and their routes are built (or synchronized)”.

Separately, it is necessary to establish another strategic marker for dual education, which unjustifiably slowly “enters” our domestic higher education establishments, into the “heads” of educational managers and politicians: it implies urgency to take into account tectonic shifts in understanding the essence of education as a social entity (which changed the paradigm of education as an institutionalized space with elements of discipline, influence, control, suspicion). The pragmatism of choice and the factor of expediency of using resources will almost certainly allow the modern young person to voluntarily choose a place of study in which he/she feels uncomfortable, uncomfortable and uninterestingly. That is, a social contract at the university, in each audience, as a mutual responsibility of all stakeholders in the education of the parties, creates a true dialogue of interaction (rather than simulating it as an identity and an ideal that will never be achieved).

It is not necessary to see that the dual principle “cures” our higher education both from diseases of growth, and diseases of inferiority and total lack of funds in the state, in the citizens (in the absence of the middle class the state financing of education and culture is always a total

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<sup>14</sup> Canning R. (2012). Re-conceptualising Vocational Education: The Transition from Powerful to Useful Knowledge. *The Future of Vocational Education and Training in a Changing World*. Springer Fachmedien Wiesbaden GmbH, pp. 43–61.

saving and scarcity of resources). In the same way, the initiative of educational modulation must come not only from the Universities: the interest of enterprises and entrepreneurs in skilled workers should be based on a legislative framework with clearly spelt out rules of the game in the common field called “education – business”. Currently, the dual education forms offered by the line ministry are distributed exclusively within specific government programs, which, rather, create single precedents but do not affect systemic indicators. And this is all against the backdrop of another systemic problem. Now Ukraine is acting rather as a raw material base of human capital. The state invests considerable money in all educational units, and at the exit, the best ready specialists go to work abroad (this problem can also be partially solved through a gradual introduction of a dual model of education).

Indicative to understanding the essence of dual education (and not just its formal features) is an example of art education in Ukraine, in which despite all the “reform” is maintained a consistent three-level model of learning. Thus, at every stage, “players” of all levels play an active role, communicating with each other, establishing an established system of “supply and demand” with constant monitoring of the quality of education, the labour market, etc... Music schools or lyceums actively cooperate with art schools, hold competitions, provide qualified advice to teachers and potential entrants; art schools also become a necessary base for teaching, teaching and other professional practice. The same thing happens in the “lyceum” – “universities-academies-conservatories” chain, where the higher educational establishment attracts the best workers and students to form a professional environment for communication and learning with the assessment of the professional level of the student at their educational base or school base (lyceum), with their sector of pedagogical practice and, in the future, await graduates in the status of future student. And most importantly, communication, the dialogue is not lost during the transition from one link to another. Teachers of schools, who have brought up a future specialist of a secondary specialized school or lyceum, are also interested in the continuation of their education in the institutions of the third or fourth levels (most often, the teacher himself was a graduate of this institution in the past).

With this example, we have to prove the need to actualize the domestic experience of “productivity”, to take into account all its positive aspects. All the more so as it relates to the cultural and artistic sphere, which is, to a lesser extent, typical and indicative and unambiguous than the sphere of material production, the sphere of services and the like. For example, the German experience in the

implementation of dual education is not measured in the creative field (all research sections are closed only in the engineering professions, crafts, small and medium-sized businesses). Besides, one should not look for the “best” model of dual education as such; it is necessary, when creating your own, to take into account the goals that are set for education in each situation, based on different visions of the education essence as such: in certain countries, it is, first of all, the economic component, in others – the social or/and political.

Also, the approach to introducing the dual form of education and its various models in higher education institutions should take into account the peculiarities of the university’s mission, its traditions, goals and objectives (for example, at KNUC&A students are formed in the career models of “Success Stories” and the “Talented Entry without Queue” trajectory”). Otherwise, we would receive another, far from reality, tandem, apologizing for the tautology, “impractical” theory and “non-theoretical” practice, which is combined only on paper curricula and educational programs.

In this context, it is more likely to take into account the end -to-end educational strategy (school – lyceum – bachelor’s degree’s – master’s degree’s programmes-postgraduate studies), at each stage of realization of which there is an awareness of the following tasks and each stage forms its practical skills that can be implemented at each subsequent stage. For example, at the level of Doctors of Philosophy, Doctors of Arts, the process of bridging the gap between theory and practice, education and production is crystallized within an individual university: often the University itself is not an affiliated customer and stakeholder as an interested party in the preparation of a highly qualified teacher, “grown” from the best students – bachelors, masters). And whether the principle of duality in the mission and tradition of the University is laid, in creating the proper conditions for the formation of an intellectual-professional, that critically reflects and, keenly sensing the present, always in all situations finds motivation for creativity and self-perfection. University education is also aimed at achieving universal competencies. I. Petrova formulates the relevant opinion on the example of our University’s activity: “Thus, the idea about the predominance in the curricula of profile-oriented disciplines is widespread. However, it should be emphasized that the fundamental disciplines of the modern university (in KNUC&A – Philosophy, Psychology, Sociology, Cultural Studies, Cultural History, Socio-Cultural Management) – is the basis for the formation of not only a professional specialist-practitioner but also a



foundation for the growth of the future scientist. It is an integral step, the so-called “alphabet” that allows you to form analytical, logical and scientific thinking, revealing the ability to validate and predict results. Later, this ability will come in handy when there is “no answer at the end of the textbook” when the student will be required to think critically and be able to not only adapt to constant change but also to solve real problems, to be able to predict and eliminate their occurrence”<sup>15</sup>.

## CONCLUSIONS

It is important to realize that in Ukraine, with its post-Soviet rudiments (in both good and bad terms), higher education is a social project (almost a national idea for every family). Those newest educational trends and innovative technologies that we try to follow in the examples of European and world universities are embedded in a fundamentally different educational paradigm – the paradigm of education as a social contract with the establishment of an effective dialogue between all stakeholders, the student, the community and the student.

Ukraine is gradually reconfiguring its educational space into a social contractual paradigm, the dual principle of education activates stakeholders, civil society, local territorial communities. Examples of such a shift are the introduction of individual models of dual education and its forms (the article analyzes the positive experience of KNUC&A), which are mainly aimed at the system of vocational and vocational education. But the true model of education, as a social contract, works for us as a pragmatic combination of the state’s educational instruments, research institutions, the private sector of the economy and public organizations, parents, students and all stakeholders in improving the quality of education. And the introduction of the dual education system in higher educational establishments the accelerates the much-needed paradigm transformations, already providing the national educational space with adequate flexibility, speed to respond to socio-cultural and political changes, adaptability, conceptual integrity and strategic expediency. But life is also out of place. Therefore, the dual model is a kind of lever that is convenient to measure very thin, but sensitive to all

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<sup>15</sup> Natsionalnyi zvit za rezultaty mizhnarodnoho doslidzhennia yakosti osvity PISA [National Report on the Results of the International Study on the Quality of Education PISA] (2018). Retrieved from: [http://testportal.gov.ua/wpcontent/uploads/2019/12/PISA\\_2018\\_Report\\_UKR.pdf](http://testportal.gov.ua/wpcontent/uploads/2019/12/PISA_2018_Report_UKR.pdf) (accessed 26 January 2020).

external influences (as a membrane), the intersection – between the present and the steps that should be taken tomorrow (and so on a daily basis). And the practice-oriented strategy has always been a measure of the adequacy of the steps taken, and our realities are no exception.

### **SUMMARY**

The article has examined the basic parameters of dual education, reveals its specificity on the example of the educational process of the Kyiv National University of Culture and Arts, the positive and negative consequences of its implementation through the prism of world educational experience have been formulated. An in-depth analysis of “duality” in education as a system of combining training and production has been carried out in the light of the experience of Germany, Poland, Austria, Switzerland, Canada, but with an emphasis on their own national realities and unique educational technologies.

The practice of the Kyiv National University of Culture and Arts has been revealed at an angle of stable uniqueness and structural principles of search and selection of “eternal” educational values with a flicker of light irony, originality and non-system. Steps of building curricula and programs based on the principle of “exit” from the audience during the training time, invitations to teaching positions of the best and most successful specialists in different industries project the transition from the classroom to creative workplaces, laboratories, workshops. The main idea of dual education in the modern university is implemented by means of the educational model of educational courses without lecture blocks, and the game model is embodied in the way of students learning results’ evaluation.

The introduction of dual education in higher education establishments should encompass the mission of the university, its traditions, goals and objectives so that the combination of theory and practice is not only on the curriculum and educational programs. It is emphasized that it is not necessary to look for the “best” model of dual education but to embody the goals of education in each situation based on different visions of the essence of education: economic, social or political.

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**Information about the author:**

**Poplavskiy Mykhailo,**

[orcid.org/0000-0002-8234-8064](https://orcid.org/0000-0002-8234-8064)

Doctor of Pedagogical Sciences, Professor,  
Kyiv National University of Culture and Arts,  
36, Ye. Konovaltsia Str., Kyiv, 01133, Ukraine