

***Original research paper***

Received: 17.11.2019

Accepted: 10.01.2020

**Jarosław Chaciński**

ORCID: 0000-0002-3825-8184

Akademia Pomorska

Słupsk

jaroslaw.chacinski@apsl.edu.pl

**UKRAINIAN STUDENTS ENROLLED IN MUSIC EDUCATION STUDIES IN POLAND – EDUCATION, ATTITUDES, PROFESSIONAL EXPECTATIONS, AND THEIR RELATIONS TO THEIR ENVIRONMENT – RESEARCH REPORT***Key words: double diploma, art music, Ukraine, student mobility, cultural canon*

The last few years have seen a significant increase in the number of Ukrainian young people in Poland starting college or university. Vadim Gierko has described this trend as the “Ukrainianization”<sup>1</sup> of Polish higher education. The author believes that this phenomenon has been caused by the following factors related to the general socio-economic situation in Ukraine:

The next revolution on the Maidan, the change of those in power, the occupation and annexation of Crimea by Russia, the fighting in the east of the country, where an anti-terrorist operation is ongoing with the participation of the Ukrainian military, mobilisation into the military, the return of compulsory military service, economic impoverishment of the economy and of the population.<sup>2</sup>

The increase in the number of Ukrainian students in Poland is also supported by the universities themselves; they compensate for the shortage of students resulting from the demographic trough and the decrease in interest among Polish young people in studying in the country. These often decide to study at Western universities or take up well-paid employment in Western Europe. Ukrainian students, on the other hand, pay for their studies in Poland themselves, and thus are not a financial burden on the budget of Polish universities.

<sup>1</sup> Vadim Gierko, “»Ukrainizacja« polskich uczelni na tle umiędzynarodowienia kształcenia na poziomie wyższym w Polsce”, in *Annales Universitatis Mariae Curie Skłodowska. Sectio I. Philosophy and Sociology* 40, 2 (2015): 111.

<sup>2</sup> Ibidem.

The high level of music education, including higher studies in music education in Ukraine,<sup>3</sup> has encouraged a group of students from this country to take up various forms of education in Poland, including at the Pomeranian Academy in Słupsk within the framework of a semester exchange, the “Double Diploma” programme, as well as a full course of second-cycle studies in the field of Art Education in the Musical Arts.<sup>4</sup>

Taking part in the organization of study visits by Ukrainian students in the Institute of Music, looking after them and conducting classes with this group, the author of this work made numerous observations of his own over the course of several years (2014-2019), which led him to explore this phenomenon, to analyse the relationships between the various characteristics and variables that characterize individuals studying at the Academy in Słupsk. It is hoped that the experience gathered in this way will help to bring an overall picture of the **didactic process** a bit closer, its **effects**, as well as the **attitudes** of young people, their **motivation** to participate in the exchange or, finally, their **decisions** regarding their **personal and professional development**. The fact that Ukrainian students study music education in Słupsk also affects the **local environment**, which includes Polish students and the **teaching staff** in the Institute of Music. What happens with Ukrainian students going to Poland to study is also observed by **academic teachers** at their **home universities**. This article does not claim to systematically describe this phenomenon using strictly scientific methodology, but seeks to contribute to a better understanding of it and to inspire further research, which, in the author’s view, is important in the context of the changes that have occurred in higher education in recent years.

## Theoretical assumptions

From the description of the educational process of Ukrainian students in Poland outlined in the introduction, there arises the need to refer to several theoretical and research areas in the subject literature, which will help both to build up the research concept and in the analysis of the research results. These include:

### Student mobility

The massive number of trips for study abroad is a strong trend in the behaviour of young people across Europe. This is mainly supported by the Erasmus programme in the countries of the European Union. The Bologna Process in European education, the most important document of which is the Bologna Declaration, clearly supports mobility in the name of European values proclaiming that:

<sup>3</sup> This assessment was formulated by the author of this work on the basis of his own experience in working with Ukrainian students at the Pomeranian Academy in Słupsk, as well as multiple internships at several universities and music academies in Ukraine.

<sup>4</sup> For more on this topic, see Jarosław Chaciński, “Program kształcenia »Podwójny dyplom« na przykładzie integracji kierunków studiów »Edukacji artystycznej w zakresie sztuki muzycznej« (Polska) oraz »Sztuka muzyczna« (Ukraina)”, in *Teorie a praxe hudební výchovy V*, eds. Marie Dunovská, Miloš Kodejška, Eva Králová, Petra Slavíková, Lenka Kašćáková, Jana Hudáková (Praha: Univerzita Karlova, 2018), 136-155.

The importance of education and educational co-operation for the development and strengthening of stable, peaceful and democratic societies is universally recognised as paramount, the more so in view of the situation in South East Europe.<sup>5</sup>

A result of implementation of the provisions of the Bologna Declaration was that students grew more eager to go on study programmes, but it also showed that there was a visible “change in the approach of universities to educational migration; universities have started to actively recruit foreign candidates perceived as an element elevating the prestige of the institution”.<sup>6</sup>

Universities and colleges have also launched exchange programmes on a scale wider than before, for

academic and administrative staff, [with a view toward – J.C.] enhancing the attractiveness and competitiveness of European higher education worldwide, cooperation in quality assurance, the introduction of lifelong learning, the implementation of clear and comparable degrees and diplomas, while maintaining diversity.<sup>7</sup>

The Pomeranian Academy in Słupsk has joined this process and with its “Double Diploma”<sup>8</sup> programme has created a possibility for Ukrainian students to earn a diploma while receiving credit for part of the educational content and professional skills earned at their home university. The combination of the quality of competences obtained in the educational system in one country (in this case Ukraine) with the opportunity to deepen and expand them with new competences acquired in Poland is one of the most important objectives of academic mobility, which should lead to such values as continuous improvement of cognitive potential and greater awareness of their practical application. We formulate the research thesis and, at the same time, we set as the educational aim that a student of the “Double Diploma” programme knows and is able to do more in their professional specialization than their peers, who have completed their education in their own home academic centre alone. We are supported in this conclusion by the conviction that studying in another location enriches and broadens the understanding of one’s specialization by comparing and contrasting different teaching traditions that are rooted in a different culture and social environment.

The available Ukrainian literature devotes considerable attention to academic mobility. This is dominated by studies, in which legal solutions are the starting point, systematizing the issue in numerous state and university documents.

From these publications, an image emerges of the lack of systemic, legal and organisational solutions to all problems related to the process of academic mobility for students and lecturers, and above all, the shortcomings in “financial and material secu-

<sup>5</sup> Jacek Szoltysek, Grażyna Trzpiot, “Badanie motywów mobilności akademickiej studentów z wykorzystaniem drzew decyzyjnych”, *Ekonometria* 53, 3 (2016): 73; Deklaracja bolońska. Szkolnictwo wyższe w Europie, access 09.08.2018, [www.ehea.info/media.ehea.info/file/Ministerial\\_conferences/04/9/1999\\_Bologna\\_Declaration\\_Polish\\_553049.pdf](http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/04/9/1999_Bologna_Declaration_Polish_553049.pdf).

<sup>6</sup> Szoltysek, Trzpiot, “Badanie motywów mobilności akademickiej”, 74.

<sup>7</sup> Aleksandra Berkowicz, Bożena Włodarska, Krystian Gurba, “Mobilność studentów, pracowników naukowych i system punktów kredytowych ECTS – implementacja postulatów bolońskich w polskich szkołach wyższych”, *Zarządzanie Publiczne. Zeszyty Naukowe Instytutu Spraw Publicznych Uniwersytetu Jagiellońskiego* 13, 1 (2011): 137.

<sup>8</sup> For more on this topic, see: Chaciński, “Program kształcenia”, 136-155.

riety, the absence of specialized methods and mechanisms for exchange, and preparatory infrastructure”.<sup>9</sup>

The authors assess the state of students’ preparation for an exchange in a variety of ways, depending on how similar the traditions of teaching in partnership are to each other, which may be eased by the practice of the same scientific or artistic discipline. Finally, what is a great help in communication in the case of academic mobility between Ukraine and Poland is the similarity of the languages or in the case of artistic disciplines, including music, the emphasis on non-verbal communication (painting, playing instruments, singing, dancing). One can therefore imagine the difficulties Ukrainians face on a study visit to Western countries, where the financial and linguistic gaps overlap with the lack of knowledge of specialist terminology used by academic teachers during lectures, as well as the need to familiarize oneself with new technology, which is explained after all by verbal description.

In a system of mobility in which one’s own resources are paramount, as well as those which students have to earn money themselves by working at jobs in order to stay in another country and pay for their studies, the effects of teaching suffer as does the comfort of being able to focus only on learning new knowledge and skills. This is all the more so if this work is in no way related to the course of studies chosen.

A useful addition to student exchange is trips by academic staff of the sending institution to the partner institution, in the form of short placements or academic and teaching conferences,<sup>10</sup> during which it is possible to discuss the problems related to the stay of Ukrainian students in another country, including Poland.

To conclude the analysis of available literature on the academic mobility of Ukrainian students in Poland, one can make a general assessment, with the caveat that it is only of a descriptive nature, based on disordered, intuitively formulated proposals regarding the need to improve the current state of affairs with its numerous inadequacies. There is a lack of research to substantiate the actual results of mobility, as well as to identify what it has achieved in terms of educational results, as well as changes in the attitudes of those taking part and what has happened to them afterward.

Academic mobility, especially concerning Ukrainian students taking up studies in Poland, can be characterized by the emergence of a number of features or variables, ordered into groups. Only some of them will be reflected in the research concept applied in this work.

**a) Regarding studies at an institution abroad,**

- acquaintance with an entirely new social and educational environment abroad,
- expectation of studying in better conditions than before (basic, curricular, teaching),
- attainment of new specialised skills,
- development of one’s own interests,
- new circles of friends and opportunities to undertake other activities together,

<sup>9</sup> Наталія М. Мирончук, “Академічна мобільність як фактор інтеграції України у світовий освітній простір”, in *Модернізація вищої освіти в Україні та за кордоном*, eds. Світлана С. Вітвицька, Наталія М. Мирончук (Житомир: Вид-во ЖДУ ім. І. Франка, 2014), 21.

<sup>10</sup> Such actions of proposed by Karapetian and others. Анна О. Карапетян, “Підвищення академічної мобільності як стратегічне завдання державної політики в сфері освіти”, *Mechanisms of Change in Public Management Projects* 15-16, 1-2 (2015): 50.

- overall expected benefits of studying in a different location: new experiences, language, culture, places, people.

**b) Regarding the prospects for career and personal development in the new country,**

- the opportunity to work in the destination country, providing greater fulfilment and job satisfaction than in the country of origin,
- financial motives, better earnings for a comparable position after graduation,
- anticipated social advancement<sup>11</sup> is possible in the new country, as well as an increase in prestige relative to the social groups who remained in the country of origin.

It is clear, however, that some expectations of a student going abroad for education may not be met. These include:

- difficulty in adaptation in the new country,
- financial difficulty and the possibility of having to earn funds for studies and living expenses,
- different requirements for passing subjects and semesters,
- difficulty in finding a place among new peer groups,
- emotional difficulties that emerge from homesickness that are difficult to counter.

### **Models for training future music teachers in the perspective of the assumptions of Polish and Ukrainian literature and their adaptation by students of on a semester exchange and in the “Double Diploma” programme**

Ukrainian students who take up studies in “Art Education in the Musical Arts” must contrast the model of a music teacher formed in their consciousness during their studies in Ukraine with the Polish model they come to know partially (semester exchange) or more thoroughly (Double Diploma). Probably the result of this contrast is a reflection on their own chances to work as a music teacher in a Polish general school in the future, especially for those students who have hopes to remain in the country permanently and to work in this profession here.

In the Polish subject literature, the issue of the model image of a music teacher has been discussed by numerous authors. Deserving of mention in first place are music educators and scholars whose work belongs to the domestic canon on this issue: Maria Przychodzińska,<sup>12</sup> Zofia Konaszkiwicz,<sup>13</sup> and Wojciech Jankowski,<sup>14</sup> among others. An interesting review article, in which we can find a general description of numerous conceptions of a teacher over the past several decades was published by Maciej Kołodziejski.<sup>15</sup>

<sup>11</sup> See also: Mikołaj Herbst, Aneta Sobotka, *Mobilność społeczna przestrzenna w kontekście wyborów edukacyjnych* (Warszawa: Instytut Badań Edukacyjnych, 2014), 10.

<sup>12</sup> Maria Przychodzińska, *Wychowanie muzyczne – idee, treści, kierunki rozwoju* (Warszawa: Wydawnictwa Szkolne i Pedagogiczne, 1989), 164-176.

<sup>13</sup> Zofia Konaszkiwicz, *Szkice z pedagogiki muzycznej* (Warszawa: AMFC, 2001), 11-96.

<sup>14</sup> Wojciech Jankowski, *Wychowanie muzyczne w szkole ogólnokształcącej* (Warszawa: PZWS, 1970), 104-113.

<sup>15</sup> Maciej Kołodziejski, “Od nauczyciela do refleksyjnego badacza procesów edukacyjnych, czyli uwag kilka o kompetencjach pedagogiczno-badawczych nauczycieli muzyki”, *Rocznik Towarzystwa Naukowego Płockiego* 8 (2016): 353-376.

For this reason, the author of the present work considers it appropriate to present selected items of Ukrainian literature, little known in Poland, and then to attempt to juxtapose these models, operating in both systems of academic education. The Ukrainian vision of a music teacher is the original, which a student from there then modifies, verifies and transposes to Polish conditions.

The majority of Ukrainian authors distinguish various areas of educational, social and cultural-musical disciplines, which are most often intended for the specification of particular professional competences.

From this rich literature, the following models of a music teacher emerge synthetically, which for students of the “Art of Music” in Ukraine are at the same time their educational specialisation and the professional competences they attain:

1. The model displaying a teacher’s areas of competence oriented toward the musical education of schoolchildren.
2. The cultural-teaching model, concentrated on teaching music in various social contexts (philosophical, axiological, national and ethnic).
3. The psychological and educational with an emphasis on a teacher’s research competence and study of the scientific literature.
4. The comprehensive-integrated model, aspiring to a holistic approach.

Re. 1. The most popular model of educating music teachers at Ukrainian universities focuses on equipping students with music and performance skills, mainly in playing instruments and conducting an ensemble together with methodologies of teaching their chosen specialty. The high level of music education in this field results from the structure of the curriculum, which in many cases involves obtaining qualifications to teach an instrument or singing and conducting in one of the elementary music schools, which constitute a much more extensive network than in Poland. This model (based on the work of V. Fedoryshyn) distinguishes specific areas of musical preparation based on the following skills:

- practical and technical – development of concrete abilities to play or conduct,
- artistic and aesthetic – enriching performances with elements of creative interpretation of performed pieces in selected basic (eurhythmics, agogics, dynamics, metre) and superior (shaping phrases, melody, the function of accompaniment) principles of organization of material.<sup>16</sup>
- understanding a work of music – including, above all, the practical dimension of formal approaches, as well as the stylistics and texture of a work characteristic of a given period.

This model is supplemented by competences that emerge from the methodology of musical specialties:

- communicative – the ability to convey a particular vision of a piece of music to students and ensembles and the how to learn to perform it,
- community and integration - based on the principle that proper interpersonal relationships support performance (especially when playing in an ensemble).<sup>17</sup>

<sup>16</sup> Василь І. Федоришин, *Формування виконавської майстерності студентів музично - педагогічних факультетів у процесі колективного музикування*. Автореферат дисертації на здобуття наукового ступеня кандидата педагогічних наук (Київ: Національний Педагогічний Університет імені М.П. Драгоманова, 2006), access 25.05.2019, [enquir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf](http://enquir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf).

<sup>17</sup> Ibidem.

Re. 2. On a level with displaying the performance skills of a music student as a teacher and methodologist in this related area of education, an important place in the stated model of a graduate in Ukraine belongs to teaching the subject “the Art of Music” in a general school. In various studies on this subject, the focus most often is on a few of the most important aspects of this area:

- mastery of the “methods of teaching music in school – comparative, verbal, and audio-visual methods”,<sup>18</sup> as well as “making interesting statements about music, recognizing basic styles and genres of music, teaching students to listen to a wide range of repertoire [...], making music together [...] playing accompaniment on a chosen musical instrument”.<sup>19</sup>
- basing the curriculum on the national music repertoire. In this concept, the subject “the Art of Music” is an integral part of “national education”, and this is achieved mainly through the teaching of songs related to “folk customs, traditions, festivals... and the national character of music... specific works in the national style”.<sup>20</sup> Regardless of the importance of musical education as part of the introduction to national culture, intercultural education is also stressed, with the aim of “creating a dialogue with composers of different eras and nations”.<sup>21</sup>
- This model is distinguished by the ability to take a creative approach to constructing the subject content as a result of changes in the educational system and teaching process. The teacher must therefore demonstrate “versatility in teaching and flexibility in their responses to changes in the core curriculum, [introduce – J.C.] new forms of musical activity, [develop – J.C.] students’ interests and preferences, and give direction to their motivation”.<sup>22</sup>

Re. 3. Somewhat less space in the works on the academic training of music teachers is devoted to the development of the graduate’s research and scientific competences, which should draw on the basics of psycho-pedagogy, which are both the basis for understanding human development and personality, also in relation to the psychology and pedagogy of music. Understanding of this is necessary to ensure that the processes of teaching and musical education are consistent with the theoretical foundations of general psycho-pedagogy as broadly understood, creating an integrated space with it.<sup>23</sup> This task is also served by providing the music teacher with an introduction into the research process and e.g. identifying the effects of their own work with students. However, some works in the literature suggest that emphasis should be placed on “the scientific investigation of new didactic methods, experiments, identification of their effectiveness and their introduction into the teaching process”.<sup>24</sup>

<sup>18</sup> Тетяна В. Бешпапошникова, Серафима Я. Школьнік, “Сучасні вимоги до методичної підготовки вчителя музичного мистецтва”, *Актуальні питання мистецької педагогіки* 3 (2014): 12.

<sup>19</sup> *Ibidem*.

<sup>20</sup> Тамара М. Турчин, “Забезпечення домінування національного мистецтва у змісті музичної освіти молодших школярів як шлях до її оновлення”, *Рідна школа 8-9* (2012): 58.

<sup>21</sup> *Ibidem*, 59.

<sup>22</sup> Бешпапошникова, Школьнік, “Сучасні вимоги до методичної”, 13.

<sup>23</sup> *Ibidem*.

<sup>24</sup> Тетяна М. Пляченко, “Компетентнісна модель у структурі фахової підготовки майбутнього вчителя музики” (електронний ресурс), access 25.05.2019, [elibrary.kubg.edu.ua/570/1/T\\_Plyachenko\\_Kompetentnisna%20model.pdf](http://elibrary.kubg.edu.ua/570/1/T_Plyachenko_Kompetentnisna%20model.pdf).

Of course, it would be appropriate to reflect on an issue that has been raised in discussions in academic circles in a number of countries, namely whether the placing the greatest emphasis in music teacher training on the practical and musical aspects of the profession makes it possible to equip graduates with scientific and research skills to a greater extent than before. The other side of this problem is based on the conviction that, to quote Beshaposhnikowa, “the peculiarity of a music teacher’s work resides in the skilful combination of the pedagogical and the psychological with the didactic and the specifically musical. University education, including at pedagogical universities, shapes its own appropriate characteristics”.<sup>25</sup> This discussion should be expanded to include the difficulty of constructing a scientific frontier consisting of mixed scientific paradigms, e.g. musicological analysis of a musical work, with psychological tests of musical aptitude or attitudes towards music or favourite theoretical and practical threads created by performers, mainly concerning reflection on their performance apparatus. A musician who assumes the role of adviser for a bachelor’s or master’s thesis imposes such an analytical and interpretative perspective, often neglecting the essence of the music learning process, which are theoretically connected with the pedagogical and psychological literature. The small number of hours devoted to consultations regarding a student’s thesis makes it difficult for the student to learn the basics of scientific research and fosters the belief that only a few exceptionally talented people can conduct such work properly.<sup>26</sup>

Re. 4. The proposal to construct a “holistic, integrated”<sup>27</sup> model in which all the above-mentioned components of a music teacher’s education (artist and performer, teacher and researcher)<sup>28</sup> coexist harmoniously is more or less indicated in the curricular models and oriented towards one of the selected specialisations. In formulating a synthesis, the authors are aware how difficult it is to achieve the versatility required of a teacher, allowing them to work very well in a number of areas, to have comprehensive knowledge and skills. The question does arise as to whether the balanced model is attractive for students of “the Art of Music” in this “Double degree” programme? It is quite likely that students may prefer musical performance, which they have been working toward from an early age and complementing these skills with the ability to teach that will be necessary in their future work in the profession.

## Cultural phenomena – Ukrainian students

Ukrainian students taking part in the semester exchange programme or the “Double Diploma” programme in “Art Education in the Musical Arts”, are already very much formed artistically and musically, and show good skills in this art in terms of playing an instrument, singing, knowledge of teaching methodology and the history of music, playing in an ensemble, etc. In addition to these achievements, they have acquired knowledge of the cultures of their own and other European countries, identify with particular cultural texts, and are able to name and characterise the most important

<sup>25</sup> Бешапошнікова, Шкільник, “Сучасні вимоги до методичної”, 15.

<sup>26</sup> Cf. Chaciński, “Program kształcenia”.

<sup>27</sup> Пляченко, “Компетентнісна модель у структурі”.

<sup>28</sup> Przychodzińska, *Wychowanie muzyczne*, 164-176.



works of their own and other cultural circles. To a greater or lesser extent, they have established a link with the Ukrainian national collective identity, which Kłoskowska characterizes as “the entirety of the texts of a national culture, its symbols and values constituting the universe of this culture”.<sup>29</sup>

Ukrainian culture and art, many of its works are associated with emotional ties; they are a source of cognitive and aesthetic processes that occur within them, they shape interests, preferences and ways of dealing with them. These phenomena are similar to those that may occur in the case of identification with ethnic and sacred, as well as with popular art.

These diverse cultural texts can affect students by producing certain sympathies, prejudices and stereotypes, also in relation to other cultures, which also includes Poland. This is particularly important when dealing with cultural texts whose origin and content are characterized by a strong conscious influence of historical and contemporary events, especially with neighbouring or nearby cultures (wars, tensions, but also solidarity and mutual assistance).<sup>30</sup>

The time spent in Poland, especially in the process of education and participation in local cultural life, may in part change the above features of identification. Being culturally shaped as Ukrainians, they broaden their awareness of Polish culture, which may influence their attitudes towards Poland in general, mainly in the area of reducing negative stereotypes. Significant in the success of this process may be the proximity and cultural similarities of both our nations, which, from the pedagogical point of view, helps to bring out the positive aspects of these relations, mitigating the negative image of tensions and tragic historical events. The memory of shared fates and events,<sup>31</sup> and fundamental national values (freedom, the right to self-determination) should lead to better mutual understanding, based on tolerance and dialogue.

The most important cultural effect of studying in Poland is to become acquainted with Polish musical works belonging to the Polish native canon, to understand their relationship with the history of the country, the motives leading composers working in particular socio-political realities from their individual need to demonstrate their relationship with their homeland and transform it into the language of symbolic musical expression.

## Research concept

### Study sample

The study participants were Ukrainian students taking part in one or more forms of academic exchange (one-semester exchange, the “Double Diploma” program, full-time

<sup>29</sup> Antonina Kłoskowska, *Kultury narodowe u korzeni* (Warszawa: PWN, 1996), 100.

<sup>30</sup> For more on this topic, see Jarosław Chaciński, “Polsko-ukraińskie akcenty międzykulturowej edukacji muzycznej. Польсько-українські акценти інтеркультурної музичної освіти”, in *Мистецька освіта в контексті європейської інтеграції*, eds. Марія П. Лещенко, Галина Ю. Ніколаї, Ольга М. Олексюк, Олена М. Отич, Татьяна А. Смирнова, Олександр Г. Стахевич, Тетяна П. Танько, Лідія Г. Тарапага-Більченко, Георгій Г. Филипчук (Київ-Суми: Сумський державний педагогічний університет ім. А.С. Макаренка, 2005), 30-40.

<sup>31</sup> The events in Gdańsk as well as on the Maidan in Kyiv.

studies,  $n = 30$ ) and students not participating in any of these forms of exchange, studying only in Ukraine, ( $n = 31$ ). The students were from the following academic centres: Lutsk, Chernivtsi, Zhytomyr, Kherson, Kropyvnytskyi, Kharkiv, Ternopil, and Kryvyi Rih. The survey included students on exchange at the Pomeranian Academy in Słupsk between 2014-2019. The study was conducted in September 2019.

## Variables and hypotheses

In order to assess the scope of changes taking place among Ukrainian students engaged in music and pedagogical studies in Poland (Pomeranian Academy in Słupsk, studies in Fine Arts Education in Music), groups of variables were selected according to the areas described in the theoretical section:

1. Academic mobility and a professional career in Poland:
  - a) students' desire to find permanent employment in Poland after graduation,
  - b) students' desire to find permanent employment in Poland after graduation as a school music teacher,
  - c) conviction regarding the difficulty of finding employment as a music teacher in Poland,
  - d) students' desire to find permanent employment in Poland after graduation as a musician/performer,
  - e) making friends with Polish students,
  - f) declared very good or good knowledge of the Polish language.
2. Models of a music teacher and evaluation of studies in Poland:
  - a) the preferred model of a music teacher as a future profession,
  - b) evaluation of studies in Poland in terms of the development of the knowledge skills related to music teacher training.
3. Ukrainian students learning about the Polish cultural canon in terms of the most important achievements in various branches of art:<sup>32</sup>
  - a) students' declared level of knowledge about works by Polish composers,
  - b) students' declared level of knowledge about some works by Polish composers,
  - c) students' declared level of knowledge about some Polish literary works,
  - d) students' declared level of knowledge about some Polish paintings,
  - e) students' declared level of knowledge about some Polish architectural cultural heritage sites.

The above variables were used together with the division of the respondents into two groups to construct null hypotheses ( $h_{1a0}, h_{1b0}, h_{1c0} \dots$ ) and alternative hypotheses ( $h_{1a}, h_{1b}, h_{1c} \dots$ ).

<sup>32</sup> Studies on the level of knowledge of their own national cultural canon, represented by outstanding works of art. and architecture have been conducted by Dorota Misiejuk, Jolanta Muszyńska, "Przestrzenie symboliczne w kulturze mniejszości białoruskiej w Polsce", in *Kultury narodowe na pograniczach*, eds. Jerzy Nikitorowicz, Jerzy Halicki, Jolanta Muszyńska (Białystok: Trans Human Wydawnictwo Uniwersyteckie, 2000), 324-329.

To verify the hypotheses, the Chi-squared independence test was used.

### Verification of the hypotheses regarding the group of variables – Academic mobility and a professional career in Poland

$h_{1a0}$  – no correlation exists between participation in an academic exchange programme and students' desire to take up permanent employment in Poland.

$h_{1a}$  – a correlation exists between participation in an academic exchange programme and students' desire to take up permanent employment in Poland.

On the basis of the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , the null hypothesis of there being no correlation between the variables was rejected. The high value of the  $\chi^2$  statistic as well as numerical data clearly suggest that students participating in an exchange programme more frequently desire to find permanent work in Poland than those who study only in Ukraine. The conclusion is that student exchange is related to their desire to find work in Poland, which is not manifested by students who study only in Ukraine (Table 1).

Table 1

Students' desire to find permanent employment in Poland after graduation

Declaration re. finding work in Poland Ukrainian students	Desire to find permanent employment in Poland	Not seeking permanent employment in Poland	Marginal Row Totals
Participating in exchange	23 (76.67%)	7 (23.33%)	30
Not participating in exchange	5 (16.13%)	26 (83.87%)	31
Marginal Column Totals	28	33	61

The chi-square statistic is 22.5005. The  $p$ -value is .000002. This result is significant at  $p < .05$ .

The chi-square statistic with Yates correction is 20.1286. The  $p$ -value is .000007. Significant at  $p < .05$ .

$h_{1b0}$  – no correlation exists between participation in an academic exchange programme and students' desire to take up permanent employment in Poland as a school music teacher

$h_{1b}$  – a correlation exists between participation in an academic exchange programme and students' desire to take up permanent employment in Poland as a school music teacher

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest

that there is no significant difference between students participating in exchange and those remaining in Ukraine (Table 2).

Table 2

Students' desire to find permanent employment in Poland after graduation as a school music teacher

Declaration re. finding work as a music teacher	Desire to work in Poland as a music teacher	Not interested in finding employment as a music teacher in Poland	Marginal Row Totals
Ukrainian students			
<b>Participating in exchange</b>	18 (60%)	12 (40%)	30
<b>Not participating in exchange</b>	10 (32.26%)	21 (67.74%)	31
<b>Marginal Column Totals</b>	28	33	61

The chi-square statistic is 3.0195. The  $p$ -value is .082271. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 3.674. The  $p$ -value is .055268. Not significant at  $p < .05$ .

$h_{1c0}$  – no correlation exists between participation in an academic exchange programme and the conviction regarding the difficulty of finding employment as a music teacher in Poland

$h_{1c}$  – a correlation exists between participation in an academic exchange programme and the conviction regarding the difficulty of finding employment as a music teacher in Poland

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine.

The results presented in Tables 2 and 3 are complementary. Perhaps it is precisely the lack of conviction that students can pursue their careers as music teachers that makes them reluctant to try to do so. The research has not yet shown what may be the reason for this state of affairs. Research should be developed to assess the attractiveness of the teaching profession in school, language difficulties or maybe the insufficient number of internships in Polish schools (Table 3).

Table 3

Conviction regarding the difficulty of finding employment  
as a music teacher in Poland

Declaration of experiencing difficulty in finding work as a music teacher  Ukrainian students	<b>Believe it is difficult for Ukrainians to find work as a music teacher in a Polish school</b>	<b>Do not believe that it would be difficult for Ukrainians to find work as a mu- sic teacher in a Polish school</b>	<b>Marginal Row Totals</b>
<b>Participating in exchange</b>	20 (66.67%)	10 (33.33%)	30
<b>Not participating in exchange</b>	13 (41.94%)	18 (58.06%)	31
<b>Marginal Column Totals</b>	33	28	61

The chi-square statistic is 3.7552. The  $p$ -value is .052644. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 2.8253. The  $p$ -value is .092791. Not significant at  $p < .05$ .

$h_{1d0}$  – no correlation exists between participation in an academic exchange programme and students' desire to find permanent employment in Poland after graduation as a musician/performer

$h_{1d}$  – a correlation exists between participation in an academic exchange programme and students' desire to find permanent employment in Poland after graduation as a musician/performer

On the basis of the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , the null hypothesis of there being no correlation between the variables was rejected. The high value of the  $\chi^2$  statistic as well as numerical data clearly suggest that students participating in an exchange programme more frequently decide to seek permanent work in Poland than those who study only in Ukraine. The conclusion is that student exchange is related to their desire to find work in Poland, which is not manifested by students who study only in Ukraine. In this case as well, we do not have a clear explanation for this choice by exchange students. The fact that the students participate in a rich artistic group and the solo activities organized by the Institute of Music of the Pomeranian Academy of Music in Słupsk may encourage them to express such a desire. Artistic and concert activities are likely more interesting for them professionally than the work of a school music teacher (Table 4).

Table 4

Students' desire to find permanent employment in Poland after graduation as a musician/performer

Declaration re. work as a musician/performer Ukrainian students	Desire to work in Poland as a musician/performer	Not interested in working as a musician/performer in Poland	Marginal Row Totals
<b>Participating in exchange</b>	25 (83.33%)	5 (16.67%)	30
<b>Not participating in exchange</b>	13 (41.94%)	18 (58.06%)	31
<b>Marginal Column Totals</b>	38	23	61

The chi-square statistic is 11.1239. The  $p$ -value is .000852. This result is significant at  $p < .05$ .

The chi-square statistic with Yates correction is 9.4312. The  $p$ -value is .002133. Significant at  $p < .05$ .

$h_{1e0}$  – no correlation exists between participation in an academic exchange programme and forming new friendships with Polish students

$h_{1e}$  – a correlation exists between participation in an academic exchange programme and forming new friendships with Polish students

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine.

Both students participating in the exchange and those studying in Ukraine are positive disposed towards their Polish peers. They believe that there are mutually open and friendly relations and, consequently, it is easy to make friends. This empirically confirmed observation provides a good basis for building intercultural education programmes between Polish and Ukrainian academic youth (Table 5).

Table 5

Forming new friendships with Polish students

Friendships between Polish and Ukrainian students Ukrainian students	New friendships with Polish students	No friendships with Polish students	Marginal Row Totals
<b>Participating in exchange</b>	27 (90%)	3 (10%)	30
<b>Not participating in exchange</b>	29 (93.55%)	2 (6.45%)	31
<b>Marginal Column Totals</b>	56	5	61

The chi-square statistic is 0.2551. The  $p$ -value is .613504. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.0015. The  $p$ -value is .969478. Not significant at  $p < .05$ .

$h_{1f0}$  – no correlation exists between participation in an academic exchange programme and the a declared good or very good knowledge of the Polish language

$h_{1f}$  – a correlation exists between participation in an academic exchange programme and the a declared good or very good knowledge of the Polish language

On the basis of the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , the null hypothesis of there being no correlation between the variables was rejected. The high value of the  $\chi^2$  statistic as well as numerical data clearly suggest that students participating in an exchange programme more frequently declare that they have good or very good knowledge of the Polish language.

Thus, according to these declarations, studies on academic exchange lead to an increase in the level of knowledge of the Polish language to good or very good (Table 6).

Table 6

Declared knowledge of the Polish language

Declared level of knowledge of the Polish language	Good or very good knowledge of Polish	Weak knowledge of Polish	Marginal Row Totals
Ukrainian students			
<b>Participating in exchange</b>	16 (53.33%)	14 (46.67%)	30
<b>Not participating in exchange</b>	3 (9.68%)	28 (90.32%)	31
<b>Marginal Column Totals</b>	19	42	61

The chi-square statistic is 13.5487. The  $p$ -value is .000232. This result is significant at  $p < .05$ .

The chi-square statistic with Yates correction is 11.5895. The  $p$ -value is .000663. Significant at  $p < .05$ .

### Verification of hypotheses regarding a group of variables – Preferred model of a music teacher and evaluation of music teacher training

$h_{2a0}$  – no correlation exists between participation in an academic exchange programme and students' choice of a model of a music teacher with which they identify.

$h_{2a0}$  – a correlation exists between participation in an academic exchange programme and students' choice of a model of a music teacher with which they identify.

On the basis of the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , the null hypothesis of there being no correlation between the variables was rejected. Analysis of the changes in the choice of individual responses by exchange students showed that a noticeable change in their identification with regard to the teacher's model took place in the "performance" category versus the "integrated" one. Studies in Poland have changed the established belief in Ukraine about the performance model and the associated model of an instrument teacher. The qualifications granted by in Fine Arts Education in Music in Poland are rather of a teaching nature in general schools, where performance is subordinated to the competences of general teaching standards, mainly

regard the didactics of teaching music at school. The cultural and social and the psychological-pedagogical orientations were not very popular in either group (Table 7).

Table 7

Preferred model of a music teacher with which the respondent identifies

Preferred model of a music teacher Ukrainian students	Performance	Cultural and social	Psychological – pedagogical	Integrated	Marginal Row Totals
<b>Participating in exchange</b>	8 (26.67%)	1 (3.33%)	1 (3.33%)	20 (66.67%)	30
<b>Not participating in exchange</b>	14 (45.16%)	0	6 (19.36%)	11 (35.48%)	31
<b>Marginal Column Totals</b>	22	1	7	31	61

The chi-square statistic 8,81. Critical value  $\chi^2$ . 7,8147.  $p$  value = 0,032.  $df = 3$ .

This result is significant at  $p < 0,05$ .

$h_{2b0}$  – no correlation exists between participation in an academic exchange programme and students' declaration of the expansion of their knowledge and abilities regarding music teacher training

$h_{2b}$  – a correlation exists between participation in an academic exchange programme and students' declaration of the expansion of their knowledge and abilities regarding music teacher training

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference in their assessment of the expansion of their knowledge and abilities regarding music teacher training. Both groups of respondents evaluated the role of studies in Poland equally as well in regard to the effectiveness of the training in professional competences. It is therefore puzzling that there is a reluctance to declare an intent to work professionally in the future as a music teacher in Poland (Table 8).

Table 8

Evaluation of studies in Poland in terms of the development of the knowledge skills related to music teacher training

Evaluation of studies given Ukrainian students	Expands knowledge and abilities	Does not expand knowledge and abilities	Marginal Row Totals
<b>Participating in exchange</b>	29 (96.67%)	1 (3.33%)	30
<b>Not participating in exchange</b>	30 (96.77%)	1 (3.23%)	31
<b>Marginal Column Totals</b>	59	2	61

The chi-square statistic is 0.0006. The  $p$ -value is .98119. This result is *not* significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.4837. The  $p$ -value is .486735. *Not* significant at  $p < .05$ .



### Verification of hypotheses regarding a group of variables – Learning about the Polish cultural canon in terms of the most important achievements in various branches of art

H<sub>3a0</sub> – no correlation exists between participation in an academic exchange programme and students' declarations of good knowledge of the works of Polish composers

H<sub>3a</sub> – a correlation exists between participation in an academic exchange programme and students' declarations of good knowledge of the works of Polish composers

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine. It should be added that among the exchange students who learned the history of music, only a few declare that they have good knowledge of the work of Polish composers. The basis for this is probably their longer time in Poland, listening to Polish music, having teaching internships at school, and writing a thesis in which Polish music plays an important role (Table 9).

Table 9

Students' declared level of knowledge about works by Polish composers

Knowledge of works by Polish composers Ukrainian students	Know works by Polish composers well	Do not know works by Polish composers well	Marginal Row Totals
<b>Participating in exchange</b>	5 (16.67%)	25 (83.33%)	30
<b>Not participating in exchange</b>	6 (19.35%)	25 (80.65%)	31
<b>Marginal Column Totals</b>	11	50	61

The chi-square statistic is 0.0745. The  $p$ -value is .784844. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.0036. The  $p$ -value is .952106. Not significant at  $p < .05$ .

H<sub>3b0</sub> –no correlation exists between participation in an academic exchange programme and student declarations of having knowledge of some works by Polish composers

H<sub>3b</sub> – a correlation exists between participation in an academic exchange programme and student declarations of having knowledge of some works by Polish composers

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine. The majority of each believe that they know selected

works from this oeuvre, which suggests that Polish music is present in the curriculum at schools and universities, but only to a limited extent (Table 10).

Table 10

Students' declared level of knowledge about some works by Polish composers

Knowledge of some works by Polish composers Ukrainian students	Know a few works	Do not know any works	Marginal Row Totals
<b>Participating in exchange</b>	28 (93.33%)	2 (6.67%)	30
<b>Not participating in exchange</b>	28 (90.32%)	3 (9.68%)	31
<b>Marginal Column Totals</b>	56	5	61

The chi-square statistic is 0.1837. The  $p$ -value is .66825. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.0015. The  $p$ -value is .969478. Not significant at  $p < .05$

H<sub>3c0</sub> – no correlation exists between participation in an academic exchange programme and the students' declaration of knowledge of a few Polish literary works

H<sub>3c</sub> – a correlation exists between participation in an academic exchange programme and the students' declaration of knowledge of a few Polish literary works

On the basis of the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , the null hypothesis of there being no correlation between the variables was rejected. The high value of the  $\chi^2$  statistic as well as numerical data clearly suggest that students participating in an exchange programme more frequently declare knowledge of Polish literary works than their peers studying only in Ukraine. There is no qualitative data to determine the reason for the confirmation of this hypothesis. Presumably, learning Polish intensively, and the additional classes in diction and recitation that exchange students attend, create situations in which exchange students learn some literary works, e.g. poems or fragments of prose. After reading these works, the student remembers the author, the titles, and partly the content (Table 11).

Table 11

Students' declared level of knowledge about some Polish literary works

Knowledge of several Polish literary works Ukrainian students	Know a few literary works	Do not know any literary works	Marginal Row Totals
<b>Participants in exchange</b>	19 (63.33%)	11 (36.67%)	30
<b>Not participating in exchange</b>	10 (32.26%)	21 (67.74%)	31
<b>Marginal Column Totals</b>	29	32	61

The chi-square statistic is 5.9033. The  $p$ -value is .015113. This result is significant at  $p < .05$ .

The chi-square statistic with Yates correction is 4.723. The  $p$ -value is .029761. Significant at  $p < .05$ .

H3d0 – no correlation exists between participation in an academic exchange programme and student declarations of having knowledge of several Polish paintings

H3d – a correlation exists between participation in an academic exchange programme and student declarations of having knowledge of several Polish paintings

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine. Both declare little knowledge of works of Polish painting, even at a minimal level (familiarity with selected paintings) There is no information available to determine the reasons for this. Perhaps both the curriculum in Ukraine and the curriculum in Poland (despite the presence of the Knowledge of Culture subject) are insufficient to achieve the expected level of knowledge (Table 12).

Table 12

Students' declared level of knowledge about some Polish paintings

Knowledge of several Polish paintings Ukrainian students	Some paintings	No paintings	Marginal Row Totals
<b>Participating in exchange</b>	9 (30%)	21 (70%)	30
<b>Not participating in exchange</b>	10 (32.26%)	21 (67.74%)	31
<b>Marginal Column Totals</b>	19	42	61

The chi-square statistic is 0.0362. The  $p$ -value is .849005. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.0074. The  $p$ -value is .931364. Not significant at  $p < .05$ .

H3e0 – no correlation exists between participation in an academic exchange programme and student declarations of having knowledge of Polish architectural cultural heritage sites

H3e – a correlation exists between participation in an academic exchange programme and student declarations of having knowledge of Polish architectural cultural heritage sites

Based on the  $\chi^2$  statistic obtained at the significance level  $p < .05$ , there are no grounds to reject the null hypothesis regarding the lack of a correlation between the variables. The low value of the  $\chi^2$  statistic as well as numerical data clearly suggest that there is no significant difference between students participating in exchange and those remaining in Ukraine. Both declare little knowledge of Polish architectural cultural heritage sites. An attempt to explain this state of affairs among Ukrainian students

might be the results of the question regarding the level of their knowledge of some works of Polish painting (Table 13).

Table 13

Students' declared level of knowledge about some Polish architectural cultural heritage sites

Knowledge of some Polish architectural cultural heritage sites Ukrainian students	Some architectural cultural heritage sites	No architectural cultural heritage sites	Marginal Row Totals
Participating in exchange	24 (80%)	6 (20%)	30
Not participating in exchange	22 (70.97%)	9 (29.03%)	31
Marginal Column Totals	46	15	61

The chi-square statistic is 0.6707. The  $p$ -value is .412793. This result is not significant at  $p < .05$ .

The chi-square statistic with Yates correction is 0.2721. The  $p$ -value is .601936. Not significant at  $p < .05$

## Bibliography

- Berkowicz, Aleksandra, Bożena Włodarska, Krystian Gurba. "Mobilność studentów, pracowników naukowych i system punktów kredytowych ECTS – implementacja postulatów bolońskich w polskich szkołach wyższych". *Zarządzanie Publiczne. Zeszyty Naukowe Instytutu Spraw Publicznych Uniwersytetu Jagiellońskiego* 13, 1 (2011): 135-149.
- Chaciński, Jarosław. "Polsko-ukraińskie akcenty międzykulturowej edukacji muzycznej. Польсько-українські акценти інтеркультурної музичної освіти". In *Мистецька освіта в контексті європейської інтеграції*, eds. Марія П. Лещенко, Галина Ю. Ніколаї, Ольга М. Олексюк, Олена М. Отич, Татьяна А. Смирнова, Олександр Г. Стахевич, Тетяна П. Танько, Лідія Г. Тарапата-Більченко, Георгий Г. Филипчук, 30-40. Київ-Суми: Сумський державний педагогічний університет ім. А.С. Макаренка, 2005.
- Chaciński, Jarosław. "Program kształcenia »Podwójny dyplom« na przykładzie integracji kierunków studiów »Edukacji artystycznej w zakresie sztuki muzycznej« (Polska) oraz »Sztuka muzyczna« (Ukraina)". In *Teorie a praxe hudební výchovy V*, eds. Marie Dunovská, Miloš Kodejška, Eva Králová, Petra Slavíková, Lenka Kaščáková, Jana Hudáková, 136-155. Praha: Universita Karlova, 2018.
- Deklaracja bolońska. Szkolnictwo wyższe w Europie. Access 09.08.2018. [www.ehea.info/media.ehea.info/file/Ministerial\\_conferences/04/9/1999\\_Bologna\\_Declaration\\_Polish\\_553049.pdf](http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/04/9/1999_Bologna_Declaration_Polish_553049.pdf).
- Gierko, Vadim. "»Ukrainizacja« polskich uczelni na tle umiędzynarodowienia kształcenia na poziomie wyższym w Polsce". *Annales Universitatis Mariae Curie Skłodowska. Sectio I. Philosophy and Sociology* 40, 2 (2015): 103-119.

- Herbst, Mikołaj, Aneta Sobotka. *Mobilność społeczna przestrzenna w kontekście wyborów edukacyjnych*. Warszawa: Instytut Badań Edukacyjnych, 2014.
- Jankowski, Wojciech. *Wychowanie muzyczne w szkole ogólnokształcącej*. Warszawa: PZWS, 1970.
- Kłoskowska, Antonina. *Kultury narodowe u korzeni*. Warszawa: PWN, 1996.
- Kołodziejcki, Maciej. "Od nauczyciela do refleksyjnego badacza procesów edukacyjnych, czyli uwag kilka o kompetencjach pedagogiczno-badawczych nauczycieli muzyki". *Rocznik Towarzystwa Naukowego Płockiego* 8 (2016): 353-376.
- Konaszkiewicz, Zofia. *Szkice z pedagogiki muzycznej*. Warszawa: AMFC, 2001.
- Misiejuk, Dorota, Jolanta Muszyńska. "Przestrzenie symboliczne w kulturze mniejszości białoruskiej w Polsce". In *Kultury narodowe na pograniczach*, ed. Jerzy Nikitorowicz, Jerzy Halicki, Jolanta Muszyńska, 324-329. Białystok: Trans Humana Wydawnictwo Uniwersyteckie, 2000.
- Przychodzińska, Maria. *Wychowanie muzyczne – idee, treści, kierunki rozwoju*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne, 1989.
- Szołtysek, Jacek, Grażyna Trzpiot. "Badanie motywów mobilności akademickiej studentów z wykorzystaniem drzew decyzyjnych". *Ekonometria* 53, 3 (2016): 72-86.
- Бешпапошникова, Тетяна В., Серафима Я. Шкільник. "Сучасні вимоги до методичної підготовки вчителя музичного мистецтва". *Актуальні питання мистецької педагогіки* 3 (2014): 11-17.
- Карапетян, Анна О. "Підвищення академічної мобільності як стратегічне завдання державної політики в сфері освіти". *Mechanisms of Change in Public Management Projects* 15-16, 1-2 (2015): 48-55.
- Мирончук, Наталія М. "Академічна мобільність як фактор інтеграції України у світовий освітній простір". In *Модернізація вищої освіти в Україні та за кордоном*, eds. Світлана С. Вітвицька, Наталія М. Мирончук, 20-24. Житомир: Вид-во ЖДУ ім. І. Франка, 2014.
- Пляченко, Тетяна М. "Компетентнісна модель у структурі фахової підготовки майбутнього вчителя музики" (електронний ресурс). Access 25.05.2019. [elibrary.kubg.edu.ua/570/1/T\\_Plyachenko\\_Kompetentnisna%20model.pdf](http://elibrary.kubg.edu.ua/570/1/T_Plyachenko_Kompetentnisna%20model.pdf).
- Турчин Тамара М. "Забезпечення домінування національного мистецтва у змісті музичної освіти молодших школярів як шлях до її оновлення". *Рідна школа* 8-9 (2012): 56-60.
- Федоришин, Василь І. *Формування виконавської майстерності студентів музично - педагогічних факультетів у процесі колективного музикування*. Автореферат дисертації на здобуття наукового ступеня кандидата педагогічних наук. Київ: Національний Педагогічний Університет імені М.П. Драгоманова, 2006. Access 25.05.2019. [enpuir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf](http://enpuir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf).

### Transliteration

- Berkowicz, Aleksandra, Bożena Włodarska, Krystian Gurba. "Mobilność studentów, pracowników naukowych i system punktów kredytowych ECTS – implementacja postulatów bolońskich w polskich szkołach wyższych". *Zarządzanie Publiczne. Zeszyty Naukowe Instytutu Spraw Publicznych Uniwersytetu Jagiellońskiego* 13, 1 (2011): 135-149.

- Besshaposnykova, Tetjana V., Serafyma J. Shkol'nik. „Suchasni vymogy do metodychnoi' pidgotovky vchytelja muzychnogo mystectva”. *Aktual'ni pytannja mystec'koi' pedagogiky* 3 (2014): 11-17.
- Chaciński, Jarosław. “Polsko-ukraińskie akcenty międzykulturowej edukacji muzycznej. Pol's'ko-ukrai'ns'ki akcenty interkul'tur'noi' muzychnoi' osvity”. In *Mystec'ka osvita v konteksti jevropejskoj integracii'*, eds. Marija P. Leshhenko, Galyna J. Nikolai', Ol'ga M. Oleksjuk, Olena M. Otych, Tat'jana A. Smyrnova, Oleksandr G. Stahevych, Tetjana P. Tan'ko, Lidija G. Tarapata-Bil'chenko, Georgyj G. Fylypchuk, 30-40. Kyi'v-Sumy: Sums'kyj derzhavnyj pedagogichnyj universytet im A.S. Makarenka, 2005.
- Chaciński, Jarosław. “Program kształcenia »Podwójny dyplom« na przykładzie integracji kierunków studiów »Edukacji artystycznej w zakresie sztuki muzycznej« (Polska) oraz »Sztuka muzyczna« (Ukraina)”. In *Teorie a praxe hudební výchovy V*, eds. Marie Dunovská, Miloš Kodejška, Eva Králová, Petra Slavíková, Lenka Kaščáková, Jana Hudáková, 136-155. Praha: Universita Karlova, 2018.
- Deklaracja bolońska. Szkolnictwo wyższe w Europie. Access 09.08.2018. [www.ehea.info/media.ehea.info/file/Ministerial\\_conferences/04/9/1999\\_Bologna\\_Declaration\\_Polish\\_553049.pdf](http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/04/9/1999_Bologna_Declaration_Polish_553049.pdf).
- Fedoryshyn, Vasyľ I. *Formuvannja vykonavs'koi' majsternosti studentiv muzychno-pedagogichnyh fakul'tetivu procesi kolektyvnogo muzykuvannja*. Avtoreferat dysertacii' na zdobuttja naukowego stupenja kandydata pedagogichnyh nauk. Kyi'v: Nacional'nyj Pedagogichnyj Universytet imeni M.P. Dragomanova, 2006. Access 25.25.2019. [enpuir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf](http://enpuir.npu.edu.ua/bitstream/123456789/1855/3/Fedorishin.pdf).
- Gierko, Vadim. “»Ukrainizacja« polskich uczelni na tle umiędzynarodowienia kształcenia na poziomie wyższym w Polsce”. *Annales Universitatis Mariae Curie Skłodowska. Sectio I. Philosophy and Sociology* 40, 2 (2015): 103-119.
- Herbst, Mikołaj, Aneta Sobotka. *Mobilność społeczna przestrzenna w kontekście wyborów edukacyjnych*. Warszawa: Instytut Badań Edukacyjnych, 2014.
- Jankowski, Wojciech. *Wychowanie muzyczne w szkole ogólnokształcącej*. Warszawa: PZWS, 1970.
- Karapetjan, Anna O. “Pidvyshhennja akademichnoi' mobil'nosti jak strategichne zavdannja derzhavnoi' polityky v sferi osvity”. *Mechanisms of Change in Public Management Projects* 15-6, 1-2 (2015): 48-55.
- Kłoskowska, Antonina. *Kultury narodowe u korzeni*. Warszawa: PWN, 1996.
- Kołodziejcki, Maciej. “Od nauczyciela do refleksyjnego badacza procesów edukacyjnych, czyli uwag kilka o kompetencjach pedagogiczno-badawczych nauczycieli muzyki”. *Rocznik Towarzystwa Naukowego Płockiego* 8 (2016): 353-376.
- Konaszkievicz, Zofia. *Szkice z pedagogiki muzycznej*. Warszawa: AMFC, 2001.
- Misiejuk, Dorota, Jolanta Muszyńska. “Przestrzenie symboliczne w kulturze mniejszości białoruskiej w Polsce”. In *Kultury narodowe na pograniczach*, ed. Jerzy Nikitorowicz, Jerzy Halicki, Jolanta Muszyńska, 324-329. Białystok: Trans Humana Wydawnictwo Uniwersyteckie, 2000.
- Myronchuk, Natalija M. “Akademichna mobil'nist' jak faktor integracii' Ukrai'ny u svi-tovyj osvitnij prostir”. In *Modernizacija vyshhoi' osvity v Ukrai'ni ta za kordonom*, eds. Svitlana S. Vitvyc'ka, Natalija M. Myronchuk, 20-24. Zhytomyr: Vyd-vo ZhDU im. I. Franka, 2014.
- Pljachenko, Tetjana M. „Kompetentnisna model' u strukturi fahovoi' pidgotovky maj-butn'ogo vchytelja muzyky” (elektronnyj resurs). Access 25.05.2019. [elibrary.kubg.edu.ua/570/1/T\\_Plyachenko\\_Kompetentnisna%20model.pdf](http://elibrary.kubg.edu.ua/570/1/T_Plyachenko_Kompetentnisna%20model.pdf).

- Przychodzińska, Maria. *Wychowanie muzyczne – idee, treści, kierunki rozwoju*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne, 1989.
- Szołtysek, Jacek, Grażyna Trzpiot. “Badanie motywów mobilności akademickiej studentów z wykorzystaniem drzew decyzyjnych”. *Ekonometria* 53, 3 (2016): 72-86.
- Turchyn Tamara M. „Zabezpechennja dominuvannja nacional'nogo mystectva u zmisti muzychnoi' osvity molodshyh shkoljariv jak shljah do i'i' onovlennja”. *Ridna shkola* 8-9 (2012): 56-60.

## Summary

### UKRAINIAN STUDENTS ENROLLED IN MUSIC EDUCATION STUDIES IN POLAND – EDUCATION, ATTITUDES, PROFESSIONAL EXPECTATIONS, AND THEIR RELATIONS TO THEIR ENVIRONMENT – RESEARCH REPORT

The significant growth in the number of Ukrainian students at Polish institutions of higher education has significantly changed the face of academic education in this country. The existing model of higher education mostly based, especially in smaller centres, on studies of a single nation has been evolving over at least several years in the direction of a bi- or multicultural model. Ukrainians currently constitute the largest group of minority students in Polish institutions of higher education, which affects social attitudes perceptible in the academic environment, arouses interest in the Other or evokes negative cultural stereotypes and prejudice. In the context of these changes, key questions arise about the mobility of Ukrainian students to Poland, which can be addressed in the following research questions: What are the motives of Ukrainian students coming to Poland? Will Ukrainian graduates remain in Poland and be assimilated, or will the higher professional qualifications earned help many Ukrainians with Polish degrees to build a new social, economic and cultural order?

What is the structure of education for a Ukrainian student – one based on the dominance of one cultural canon or one that shows cultural diversity?

Included these visible changes at Polish universities were also programmes in “Art Education in the Musical Arts”, including those conducted in the Institute of Music at the Pomeranian Academy in Słupsk. Since 2014, this institution and institute have offered “semester exchange” and “double degree” programmes for students from Ukrainian institutions, and many Ukrainians have chosen Słupsk as the place for the full programme of their music and pedagogical studies.

The theoretical section of the article is divided into three parts:

1. Academic mobility - in which select literature on the situation of students pursuing their education abroad is discussed. At the foreground of these discussions are the problems of students' adaptation to a new, culturally foreign environment. Also considered are the perceived difficulties in studying in the chosen field, as well as the question of the declared strength of the desire of Ukrainian students to emigrate to a new country, understood in the perspective of their career development in the profession.
2. Students from Ukraine pursuing studies in music and pedagogy form a certain image of their future professional employment, namely as a music teacher at school. Therefore, the focus of this article is the analysis of different models of this profession and their integration with the interests and musical activities they engage in.

3. Another area of the literature analysis, undertaken in order to learn about the changes in the consciousness of Ukrainian students, is the subject of shaping their individual cultural image, based on the dominance of their native cultural canon, which then undergoes an inevitable process of acculturation. In this aspect, it is important to estimate how much they have learned and their ability to recognize another cultural tradition, as well as to acquire the competence to deal with the history of Polish culture and its most outstanding works in the musical, visual, architectural and literary arts.

The research variables identified in the theoretical part of the article were then the main inspiration for the survey research, included in the second part of the article, in which Ukrainian students, answering the questions in the survey, declared their attitudes toward selected phenomena in which they participate, made a self-assessment of their assimilation of the Polish cultural canon in the context of the previous canon of their native Ukrainian culture, declared their professional preferences, oriented towards performing the future work of a music teacher according to a defined model.

*Key words: double diploma, art music, Ukraine, student mobility, cultural canon*