

NEW HORIZONS OF ART MANAGEMENT: HOW PRACTICE-ORIENTED PROGRAMS ARE CREATED IN KAZAKHSTAN

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Abstract. The development of art management in Kazakhstan is accompanied by several challenges, such as a shortage of qualified personnel and financial constraints. At the same time, the growing interest in culture, the expansion of the creative industries, and the development of international partnerships create promising opportunities. The aim of this study is to develop and justify methodological approaches for designing a practice-oriented educational program in Art Management for training professionals in the field of arts administration, using the Kazakh National Conservatory named after Kurmangazy as a case study. *Methods.* The article discusses methodological approaches to the creation of a practice-oriented educational program in art management. In the context of limited human and financial resources, the study relies on a comprehensive set of scientific methods, including labor market analysis, project-based and competency-based approaches, as well as evaluation of the effectiveness of the implemented changes. The developed program focuses on building essential professional skills and includes international, interdisciplinary, and practical components. The results obtained can be adapted for other educational institutions and used in the development of similar programs in the field of creative industries. *Results.* The study resulted in a step-by-step plan for improving the program, which includes an analysis of the relevance of course content, an assessment of labor market demands, the revision of academic disciplines, and the preparation of teaching staff. As a result, the updated Art Management program acquired a clearly practice-oriented focus. Key innovations introduced include: systematic updates to the curriculum in three core areas; the introduction of internationally oriented courses; the development of an interdisciplinary approach; and the strengthening of the practical component through an increased number of hands-on classes and internships. The implementation of the study's results contributes to enhancing the quality of training for professionals capable of effective work in the cultural and music industries. The possibility of implementing this program in other universities in Kazakhstan and abroad provides a basis for comparative analysis of its effectiveness and further optimization. A promising area for future research is the development of universal methodological recommendations for designing practice-oriented

educational programs in art management, adaptable for various educational institutions.

Keywords: Art management, professional training, educational program, methodological approaches, competency-based approach.

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Introduction

After becoming independent, the government of Kazakhstan began to pay great attention to the new content of management as a tool for managing the economy of the republic.

The development of Art management in Kazakhstan is currently at a stage of active growth and formation. In recent years, there have been significant efforts to strengthen this area, which includes several key aspects.

Professional training in the specialty "Art Management" in Kazakhstan at the higher education level began in 2008 – 2009, after the program was included in the classifier of higher educational institutions of the Republic of Kazakhstan. The first PhDs in this field defended their work in 2021 and 2022. The Art Management educational program (hereinafter referred to as the OP) in Kazakhstan is conducted in five higher educational institutions, including the Kurmangazy Kazakh National Conservatory (Almaty).

Students have the opportunity to complete internships in cultural institutions, which allows them to gain practical experience.

In the 20s Government support is being strengthened through the formation of a legislative framework for entrepreneurship: Small and medium-sized business Support

programs are government programs aimed at supporting and developing small and medium-sized businesses (for example, the Small and Medium-Sized Business Support Programs Business Roadmap 2025, the Bastau Business Small and Medium Business Support Programs 2024), grants and subsidies for entrepreneurs), etc.

The legislative framework for supporting cultural projects is being strengthened: the Law of the Republic of Kazakhstan "On Culture" is the main normative act regulating relations in the field of culture, including the creation, preservation, dissemination and use of cultural property (the Law of the RK "On Culture"); the Law of the Republic of Kazakhstan "On State youth Policy" is a regulatory act regulating the support and development of youth initiatives, including cultural projects (The Law of the RK "On State Youth Policy"); The Law of the Republic of Kazakhstan "On the Protection and Use of objects of historical and Cultural Heritage" is a regulatory act regulating the protection, preservation and use of objects of historical and cultural heritage (Law of the R K "On the Protection and Use of Objects of Historical and Cultural Heritage"), etc.

The Government approves state programs and initiatives: The state Program "Rukhani Zhangyru" and "Madeni Mura" (Cultural Heritage),

aimed at the spiritual and cultural renewal of society, preservation and popularization of cultural heritage; the National Cultural Support Fund is a fund that provides financial support to cultural projects and initiatives.

As a result of the new policy, government funding programs and grants are being developed to support cultural initiatives and projects: grants from the Ministry of Culture and Information of the Republic of Kazakhstan – grants and subsidies for the implementation of cultural projects and initiatives; Regional Cultural Support Programs – local authorities provide financial support to cultural projects at the regional level.

In recent years, the number of cultural projects and events has increased many times. Such as: international film festivals, music festivals, exhibitions of contemporary art and others (festivals: Family Rock Fest; Connected; The Best Sommelier of Kazakhstan; Yandex Park Live; Family Rock Fest: IQ BBQ: Comic Con Astana, etc.), which contributed to the integration of Kazakh culture into the global cultural space.

Over the past 10 years, the construction and modernization of cultural centers, museums, theaters and concert halls has intensified, many of which have introduced modern technologies and innovative solutions. For example, the multimedia Museum of Architecture; the Lumiere Hall Museum; The Apartment Museum of the composer Nurgisa Tlendiev, the KazNOB Theater Museum. Abaya; Museum of Kazakh Cinema; Astana - National Art Gallery; Palace of Peace and Reconciliation, etc.

The relevance of this study is related to the problems and challenges of the time: despite the development of educational programs, there is a shortage of qualified art managers; limited funding and lack of investment may hinder the development of some cultural projects; uneven development of art management, which is

associated with different concentrations of cultural activity in large cities.

Goals and objectives. We see great prospects in the professional training of art managers in Kazakhstan, which primarily consist of:

- a) growing interest in culture and art;
- b) the development of creative industries that can become a driver of economic growth;
- c) international cooperation, which will not only strengthen ties, but will also enhance and consolidate the participation of Kazakhstanis in global cultural projects.

The purpose of this study was to develop and substantiate methodological approaches to creating a practice-oriented educational program “Art Manager” for training specialists in the field of art management in a creative university (using the example of the Kurmangazy Kazakh National Conservatory).

Methods

We employed the analytical method, which enabled the evaluation of the existing educational program at the Kazakh National Conservatory named after Kurmangazy, as well as the curricula of the Bachelor of Science in Arts Management at Indiana University Bloomington (USA), the Bachelor of Science in Entertainment and Arts Management at Drexel University (USA), and the Bachelor of Arts Management at Chatham University (USA). The structure, content, teaching methods, and alignment with labor market expectations in the field of art management were assessed. The analysis revealed gaps and areas for improvement in the training of specialists in Kazakhstan.

The study was based on the collection of empirical data:

- ✓ surveys and interviews with representatives of the creative industries, employers, instructors, and students,
- ✓ monitoring of relevant job vacancies and professional standards,

✓ analysis of case studies of successful educational programs in Kazakhstan and abroad.

We applied the project-based method. Based on the collected data, a new program was developed and implemented, including:

- ✓ new academic modules,
- ✓ practical assignments,
- ✓ internships,
- ✓ international components.

This method ensured a close link between research and practical outcomes.

The methodological foundation of the program was built on a competency-based approach, aimed at developing key professional skills such as project management in the cultural sector, financial and PR management, and cultural policy. The effectiveness of the program was assessed through diagnostics of the level of competency acquisition.

Using the comparative method, existing educational models both domestically and internationally were analyzed, which allowed for the integration of best practices into the new program, adapted to the Kazakhstani context.

At the final stage, the effectiveness of the implemented changes was evaluated (pedagogical experiment method): analysis of student academic performance, feedback from instructors and employers, and graduate employment outcomes.

Discussion

Until 2024, when compiling an educational program on Art management, we had to rely on the professional standard “Manager”, which did not take into account the specifics of the art field and reflected only general managerial skills and competencies.

Only on April 17, 2024, the order of the Acting Minister of Culture and Information of the Republic of Kazakhstan dated No. 150 was issued: “On the approval of professional standards in the field of culture”, on the basis of which

the professional standard “Art Manager” (Professional standard “Art Manager”) was approved.

The professional standard “Art Manager” reflects the modern interpretation of managers’ activities in the field of art. Previously, art managers were mainly involved in the management of organizations and structural divisions in the field of education, culture and art. Today, their role has expanded significantly to include:

- a) organization of the activities of institutions in the field of the art industry;
- b) art project management;
- c) organization of concerts, festivals and show programs in the art market;
- d) producing musical groups, orchestras and ensembles, as well as actors, dancers, musicians and performers of the spoken genre;
- e) working with large databases.

As it is known “the ability to analyze big data allows art managers to better understand market trends and audience needs, which improves interaction with the audience and the market adaptability of works of art” (Ju, Ma, Gong, Zhuang 4).

Among the problems in developing the educational program one that has always been present was the lack of national literary material on Art management. All the first Kazakh materials in the field of management were based mostly on sources – the works of famous American and European scientists who made management a science: Frederick Taylor (Principles of Scientific management 104); Brian Tracy (Management from the point of view of common sense 155); Robert Waterman (Update factor: how the best companies remain competitive 39-63); Henri Fayol, Harrington Emerson, Frederick Taylor, Henry Ford (Management is a science and an art 51); Richard Foster (Production renewal: Attackers win 272); Joerg Hentze (Basic ideas of strategic Management // Problems of theory and Practice

of Management 34-38); Eugene F. Brigham, Joel F. Houston (Fundamentals of Financial Management.- Cengage Learning 128).

As part of the study, the analytical method was applied to conduct a comparative analysis of three leading international undergraduate programs in art management. The analysis focused on program structure, core disciplines, curriculum design approaches, and alignment with labor market needs and current challenges in the field of arts administration.

The Bachelor of Science in Arts Management program at Indiana University Bloomington is characterized by its emphasis on managing cultural organizations, cultural policy, and the development of strategic managerial competencies. The curriculum includes courses in marketing, arts finance, and project management, providing students with a comprehensive understanding of the art sector. The program combines academic knowledge with applied skills, aiming to integrate arts, management, and law.

At Drexel University, the Entertainment & Arts Management program targets the intersection of arts, media, and the entertainment industry. This program demonstrates an interdisciplinary approach through courses in production, artist management, entertainment law, and project promotion. Special focus is given to cultivating entrepreneurial thinking and strategic positioning in a competitive environment.

The Arts Management bachelor's program at Chatham University combines foundational courses in both the arts and business. A notable feature of this program is its flexible structure, which allows students to build individualized learning paths. The curriculum includes strategic planning, financial management basics, marketing, and practical disciplines aimed at preparing future leaders in the arts sector.

The comparative analysis revealed that all three programs emphasize practice-oriented learning, interdisciplinarity, and the development of managerial skills. However, differences in focus - organizational management, the entertainment industry, or entrepreneurial flexibility - highlight the variety of approaches, which is valuable for adapting international experience to the context of art management in Kazakhstan. The use of the analytical method allowed us to identify the strengths of foreign programs and take them into account in developing a local practice-oriented educational model. (Indiana University Bloomington - Bachelor of Science in Arts Management); (Drexel University, the Entertainment & Arts); (Chatham University).

As David Kongpiwatana Narong notes, later in the field of management, literature began to appear in the arts, which provides an overview of “the integration of IEE into business schools, the development of a sustainable development framework for business education, the study of pedagogical approaches, tools and technologies for teaching sustainable development, and the assessment of the role of business schools in promoting the SDGs” (Business and management education for sustainability: A state-of-the-art review of literature post-UN Decade of Education for Sustainable Development (2015-2023) 4).

Until 2000, knowledge in art management began to be formed based on the works of Russian scientists: Porshneva Antonina G., Rummyantseva Zinaida P., Salomatina Natalia A. (Organization Management: Textbook 669); Utkin Eduar (Collection of situational tasks 192); Vesnin Vladimir (Management: a textbook in diagrams 2006); Lebedev Oleg (Fundamentals of Management. Training manual 2001) and others.

The first textbooks on management by Kazakhstani authors appeared only in the second decade of the 2000s: (Tulembayeva 656); (Doschanov 571-581).

We have developed a step-by-step plan that has helped us make the necessary change:

- a detailed analysis of the current curriculum has been conducted to identify strengths and weaknesses;
- feedback from students and faculty about the current program has been collected to understand which aspects need improvement;
- the requirements of employers in the field of art management are investigated in order to understand what skills and knowledge are in demand in the labor market;
- modern trends and innovations in the art industry have been studied in order to include them in the training program.

The first two steps allowed us to gather material for the development of new courses and modules. Courses in modern areas such as Digital Marketing, Social Media Management, and Virtual and Augmented Reality in Art were included. Manuel Cuadrado-Garcia, professor of marketing at the University of Valencia, Spain, considered marketing in the field of art and cultural consumption to be an important management issue. His main research interests include the empirical analysis of literature on cultural consumption, participation in art and diversity (Arts and cultural consumption and diversity research 3).

The next stage was the most difficult part of updating the educational program - the development of educational materials.

One of the important points for our research and the implementation of its results was the agreement and approval of changes.

Results

The following were tangible outcomes of the improvements.

Since 2018, Academic committees have been established at the Kazakh National Conservatory. Based on the results of one

year's work, it became clear that employers should be included in the Committee. Their participation in the discussions helps to adjust the course content to meet the real needs of the industry. Then, working groups were created to develop and discuss new courses and modules; proposals were submitted to the Academic Council of the Conservatory. After receiving approval from the management of the conservatory, changes were made to the official documents.

To implement the changes in the educational program, teachers were trained in new courses and teaching methods. The necessary infrastructure has been provided for the new courses.

The pilot implementation of new courses and modules to evaluate their effectiveness began in 2018. In the curricula of the 2016 – 2017 academic year, the Art Management program of the Kurmangazy Kazakh National Conservatory included 13 disciplines, many of which related to economics and culture:

First year: Cultural Economics – 5 credits; Cultural Ecology – 3 credits; Art in the cultural system – 3 credits; Fundamentals of the theory and history of art – 5 credits.

Second year: Economics in the field of culture - 3 credits; Art and leadership – 2 credits.

Third year: Legal regulation in the field of culture – 2 credits; Design technologies in the Art industry – 2 credits; Segmentation and positioning in the field of culture – 2 credits; Organization of exhibition and concert activities – 3 credits; Media planning – 3 credits; Professional communication of an art manager – 3 credits; Market in the Art industry – 3 credits; Fundraising – 3 credits.

As Victor K.Y. Chan notes, just like in war, “everything must be measured, evaluated, calculated and based on probability, which is exactly the kind of positivism and scientific approaches that

modern project Management adheres to” (Analogy between Modern Project Management Theory and Sunzi Art of War 3) and in 2018 we have started updating the educational program again.

Changes in 2018.

In 2018, there were significant changes in the curriculum, when musicologists from show business and PhD in Arts replaced the heads of educational departments and departments with classical economics education. They set themselves the task of filling the curriculum with new disciplines teaching practical competencies related to modern art management (Fig.1.)

New disciplines: Finance in the art industry – 5 credits; Event Business – 4 credits; Fundamentals of Entrepreneurship – 5 credits; Business planning – 3 credits.

Historical and theoretical disciplines: Fundamentals of the theory and history of art – 3 credits; History of foreign (world) music – 3 credits; History of Kazakh music – 4 credits.

Management module: Innovation Management – 5 credits; Cross-

cultural management – 3 credits; Time Management – 5 credits; Risk Management – 4 credits; Crisis management – 3 credits; Fundamentals of production skills – 5 credits; Management in the music business and entertainment industry – 5 credits; Strategic Management – 5 credits.

To understand whether we made the changes correctly, we conducted regular monitoring and collected feedback from students and teachers to make adjustments. The monitoring included: an analysis of students’ academic performance in new courses and modules; feedback from students and teachers about new courses. We made the necessary changes and improvements based on the data and feedback received, and regularly updated the course content to meet current trends and labor market requirements.

Since 2022, Academic committees have been working within the framework of specific educational programs and their composition has expanded significantly. The focus of such a committee is on the

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ МӘДЕНІЕТ ЖӘНЕ СПОРТ МИНИСТРЛІГІ
МИНИСТЕРСТВО КУЛЬТУРЫ И СПОРТА РЕСПУБЛИКИ КАЗАХСТАН
ҚҰРМАНҒАНЫ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ КОНСЕРВАТОРИЯСЫ
КАЗАХСКАЯ НАЦИОНАЛЬНАЯ КОНСЕРВАТОРИЯ ИМЕНИ ҚҰРМАНҒАНЫ

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ОҚУ ЖҰМЫС ЖОСПАРЫ/РАБОЧИЙ УЧЕБНЫЙ ПЛАН

Мамандығы: 5В042300 – Арт-менеджмент/

Специальность: 5В042300 – Арт-менеджмент

2018-2019 оқу жылы/учебные годы

Берілу дәрежесі: Онер бакалавр

Присуждаемая степень: Бакалавр искусства

3 курс

оқу мерзімі/срок обучения 4 жыл/год

Пән коды / Код дисциплины	Пән атауы / Наименование дисциплины / Name of disciplines	Пән түрі / Вид дисциплины	Емталам / Экзамен	Кредит саны / Объем кредита	ECTS рейтинг / рейтинг ECTS	Барлық сағат / Всего часов	Сабас түрлері бойынша сағаттарды бөлу / Распределение часов по видам занятий					Семестр бойынша кредит санын бөлу/Распределение кредитов по семестрам				
							Аудиторный режим / Аудиторная работа					5 сем		6 сем		
							лекц.	семинары	практик	инд.	БЛОК / БЛОК	БЛОК / БЛОК	БЛОК / БЛОК	БЛОК / БЛОК	БЛОК / БЛОК	БЛОК / БЛОК
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Модуль. Тарих және теориялық пәндер / Историко-теоретические дисциплины / Historical and theoretical disciplines																
IMM 3220	Әлемдік музыка тарихы/История мировой музыки/History of world music	БД(КВ) БП (ТК)	6	3	5	135	30	15				22,5	67,5		3	
	Модуль бойынша барлығы /Итого по модулю				3	5	135	30	15	0	0	22,5	67,5	0	3	
Модуль. Управленческий/ Басқарушылық/Managerial																
UChR 3209	Адам ресурстарын басқару/Управление человеческими ресурсами/Human Resource Management	БД(ОК) БП (МК)	5	2	3	90	15	15				15	45	2		
EvB3218	Event-бизнес/ Event-business/Event-business	БП (ТК) БД (КВ)	6	2	3	90	15	15				15	45		2	
InM3318	Иновациялық басқару/Иновационный менеджмент/ Innovation of the Basque	КП(ТК) ПД(КВ)	6	3	5	135	30	15				22,5	67,5		3	
OP3221	Кәсіпкерлік негіздері /Основы предпринимательства/Fundamentals of Entrepreneurship	БП(ТК) БД(КВ)	5	3	5	135	30	15				22,5	67,5	3		
TM3223	Уақытты басқару /Тайм менеджмент /Time management	БП(ТК) БД(КВ)	6	3	5	135	30	15				22,5	67,5		3	
AM3319	Лағдарысқа қарсы менеджмент/ Антикризисный менеджмент/ Anti-crisis management	КП(ТК) ПД(КВ)	5	2	3	90	15	15				15	45	2		

Figure 1. Management module of the 2018-2019 work curriculum 3rd year.

development, monitoring and updating of educational programs, taking into account the recommendations of independent experts and employers (Fig. 2).

administration – 4 credits; Art market and Media – 3 credits.

A very valuable and important update for the “Art Management” educational

Модуль 7. Шенемендік өнер/Ораторское искусство/Oratory art																
KSS/PV/PS 2205	Когамдық сөз сөйлеу/Публичное выступление/Public speaking	БП (ТК) БД (КВ)	2	5	150	35	15			34	66	5				
AMKSH/PVA M/PSAM 2205	Арт-менеджерлік қасиеттері мен шеберлігі/Профессионализм и мастерство арт-менеджера/ Professionalism and skill of the art Manager															
Модуль бойынша барлығы /Итого по модулю			5	150	35	15	0	0	34	66	0	5	0	0	0	0
Модуль 8. Басқару теориясы мен практикасы/Теория и практика управления/Theory and practice of management																
Men/Men/Man 1206	Менеджмент / Менеджмент /Management	БП (ЖК) БД (БК)	1	5	150	35	15			34	66	5				
AZH/AP/AW 2207	Академиялық жазу/Академическое письмо/Academic writing	БП (ЖК) БД (БК)	2	3	90	20	10			20	40	3				
EvB/EvB/EvB 2208	Event - бизнес/Event-бизнес/Event-business	БП (ТК) БД (КВ)	3	5	150	35	15			34	66	5				
KTAKTCT 2208	Креативті технологиялар/Креативные технологии/Creative technologies															
BZH/BP/BP 2209	Бизнес-жоспарлау/Бизнес планирование/Business planning	БП (ТК) БД (КВ)	5	4	120	30	10			28	52				4	
IGB/IR/IRM 2209	Инвестициялық жобаны басқару/Управление инвестиционным проектом/Investment project management															
RN/OP/FE 2210	Кәсіпкерлік негіздері/Основы предпринимательства / Fundamentals of Entrepreneurship	БП (ТК) БД (КВ)	4	5	150	35	15			34	66				5	
BN/OB/TFB 2210	Бизнес негіздері/Основы бизнеса/The fundamentals of business															
KKKU/OVKD/ OECA 3211	Көрменің және концерттік қызметтің ұйымдастырылуы / Организация выставочной и концертной деятельности/Organization of exhibition and concert activity	БП (ТК) БД (КВ)	4	4	120	30	10			28	52				4	
TSHUKKU/OT TK/OECA 3211	Техникалық, шығармалық, уақытша және креативті кеңістіктерді ұйымдастыру/Организация технического, творческого, временного и креативного пространств/Organization of technical, creative, temporary and creative spaces															
SB/MK/QM 3212	Сапаны басқару/Менеджмент качества/Quality management	БП (ТК) БД (КВ)	4	5	150	35	15			34	66				5	
VB/UM/MOO VB/GEVBO 3212	Венчурлық бизнесті ұйымдастырудың әлемдік мүмкіндігі /Мировой опыт организации венчурного бизнеса/Global experience of venture business organization															
Модуль бойынша барлығы / Итого по модулю			31	930	220	90	0	0	212	408	5	3	5	14	4	0
Модуль 9. Тарихи-теориялық пәндер/Историко-теоретические дисциплины/Historical and theoretical disciplines																
TNOT/OT/PT HA 1213	Теория негіздері және өнер тарихы / Основы теории и истории искусства / Fundamentals of Theory and History of Art	БП (ЖК) БД (БК)	2	3	90	20	10			20	40	3				
SHMT/AM/IF M (1) 2214	Шетел музыка тарихы/История зарубежной музыки / History of foreign music - 1	БП (ЖК) БД (БК)	3	3	90	20	10			20	40		3			
SHMT/AM/IF M (2) 2215	Шетел музыка тарихы/История зарубежной музыки / History of foreign music - 2	БП (ЖК) БД (БК)	4	3	90	20	10			20	40		3			

Figure 2. Module 8. Theory and practice of management of the working curriculum for the 2021-2022 academic year, 1st year

As part of the further improvement of the program, additional credits were allocated for existing disciplines and new directions were introduced.

Credits increased in the following disciplines: Fundraising – 5 credits; Organization of exhibition and concert activities – 5 credits; Organizational behavior - 4 credits; Art industry market – 5 credits; Marketing – 5 credits; Public speaking – 3 credits; Quality management – 5 credits; HR management – 5 credits; Media Planning – 5 credits.

New emphasis was placed on the following areas:

1) Marketing and PR in the art industry: Advertising and PR in the art industry – 5 credits; Marketing research in the art industry – 5 credits; Logistics – 4 credits.

2) Media, cinematography and music: Management in the film industry – 5 credits; Music Publishing and

program was the introduction of additional qualifications for Major – Minor programs.

According to the State Educational Standard of the Republic of Kazakhstan, Major and Minor educational programs have been introduced to form key and additional competencies.

In 2021, the Department of Art Management decided to introduce additional Minor qualifications into the educational program: “Concert and project manager”; “Manager of the audiovisual sphere”.

The students were offered disciplines for Minor:

1. History of concert Management/ Fundamentals of audiovisual production – 3 credits; 2. Fundamentals of directing and staging art/Features of producing TV projects – 4 credits; 3. Fundamentals of set design/Features of producing films and television series – 4 credits; 4.

Infrastructure of the creative industry of the art market/Content industry – 3 credits; 5. Financial management/Financial support of production activities – 4 credits.

Later, in the 2024 Art Manager professional standard will include the list of other possible profession names: music project manager; advertising art director; chief administrator (program creation and broadcasting); shift supervisor (production of films, videos, television programs, phonograms and music recordings) and more than 50 other titles.

Based on the analysis of the 2024 graduates' employment outcomes, a high level of professional integration into the labor market can be observed. Out of 17 graduates, 15 were employed in positions relevant to their field of study, primarily within cultural, artistic, and service-related institutions. These include state institutions (music schools, drama theaters, cultural departments), private companies, and individual entrepreneurs (Fig. 3).

A notable aspect is the diversity of employment directions: graduates have found work in cultural institutions (house of culture, theaters), educational organizations (Satpayev School, Zhubanov Music School), as well as in business and service sectors (shopping centers, dental clinic, coffee shop, and marketing companies).

Two female graduates are currently not employed due to maternity leave and childcare responsibilities, highlighting the social factors that may influence employment status.

Thus, the 2024 cohort demonstrates a strong correlation between their education and professional engagement. This indicates the effectiveness of the educational program and its alignment with the demands of the modern labor market in the field of culture and creative industries.

All the above steps in researching the necessary information, results for the implementation and development of the educational program “Art Management”

First Name	Employment Type	Reason for Employment Type	Place of Employment
Asylzat	By specialty	Employment activity	Dental Clinic "AppleStom"
Bota	By specialty	Employment activity	Shopping Center "Mega Park"
Nurzhalgas	By specialty	Employment activity	"K. Satpayev Secondary School" State Institution
Bauyrzhan	By specialty	Employment activity	"Koksu District House of Culture" Municipal Enterprise
Aida	By specialty	Employment activity	Private Enterprise "JOY-JOY COFFEE"
Aizhan	By specialty	Employment activity	State Institution "Department of Culture, Archives and Documentation of Zhetysay Region"
Korganbek	By specialty	Employment activity	"A. Zhubanov Children's Music School" Municipal Enterprise
Albina	By specialty	Employment activity	Private Enterprise "Matanova U"
Dinmukhamed	By specialty	Employment activity	Private Enterprise "QAIRATTAN.KZ"
Zhansaya	By specialty	Employment activity	State Drama and Comedy Theatre named after Azerbaidzhan Mambetov
Jasmina	By specialty	Employment activity	Makhambet Academic Drama Theatre
Akbayan	By specialty	Employment activity	Choreographic Ensemble "SARMAT"
Nurlan	By specialty	Employment activity	Private Enterprise "Electro market Nur"
Zhadyra	Not employed	Pregnancy/women having a child (children) under the age of 3	—
Zhuldyz	Not employed	Maternity leave up to 1 year	—
Alua	By specialty	Employment activity	Private Enterprise "Altyn Tas"
Anel	By specialty	Employment activity	Private Enterprise "Azderova Brilliant"

Figure 3. Employment data for graduates of the Kurmangazy KNK in 2024.

over the past six years (The working curriculum of the educational program “Art Management” 2023 – 2024 academic year of the KNC named after Kurmangazy) demonstrate the desire to modernize the curriculum in accordance with the current needs of the art market. The introduction of new disciplines, an increase in the number of credits and the introduction of Major-Minor programs allow students to gain more comprehensive and up-to-date knowledge necessary for a successful career in the field of art management. This makes graduates competitive and in-demand specialists, ready to work in the dynamic and rapidly changing field of art and culture.

Basic provisions

As a result of a comprehensive study and a step-by-step modernization of the Art Management educational program at the Kazakh National Conservatory named after Kurmangazy, significant outcomes were achieved, confirming the effectiveness of the applied methodological approaches.

1. Program structure revision and implementation of new approaches.

An analysis of existing international models in art education (Indiana University, Drexel University, Chatham University) enabled the adaptation of best practices to the Kazakhstani context. The program was revised in accordance with international standards and national professional requirements.

As part of the reform process:

- a) credit hours were increased for key practice-oriented courses (fundraising, media planning, quality management, etc.);
- b) new subjects were introduced in areas such as marketing, PR, film industry, music publishing, and the art market;
- c) two Minor programs were developed and implemented: “Concert and Project Manager” and “Audiovisual Sector Manager.”

2. Development and testing of a competency-based training model.

The introduction of Major-Minor qualifications provided multidisciplinary flexibility and professional differentiation in student training. The program was reoriented toward the development of specific competencies aligned with the 2024 professional standard “Art Manager.” For the first time, qualifications such as:

- a) Art Director,
- b) Music Project Manager,
- c) TV and Film Production Manager
- d) were formally integrated into the structure of higher education in Kazakhstan.

3. Empirical validation of program effectiveness.

Through a pedagogical experiment involving the pilot implementation of the updated program, both quantitative and qualitative data were collected:

- a) 88% of 2024 graduates (15 out of 17) were employed in their field of study;
- b) based on student surveys (n = 52), 92% expressed satisfaction with the updated program;
- c) employers interviewed noted improved readiness of graduates for project coordination, documentation handling, and collaboration with creative teams.

4. Addressing challenges and critical reflection.

Key challenges included limited methodological resources, a shortage of interdisciplinary specialists, and the need for faculty upskilling. These were addressed through:

- a) master classes with practicing art managers;
- b) development of teaching resources in collaboration with industry partners;
- c) digitalization of learning materials and incorporation of online components.

5. Discussion: Academic and practical significance.

The updated program demonstrates:

- a) compliance with the current demands of the art industry;
- b) a practice-oriented framework as the core of the curriculum;

c) potential for replication of developed models in other universities in Kazakhstan.

Furthermore, the experience of the Kazakh National Conservatory named after Kurmangazy provides a foundation for developing methodological guidelines for similar programs in the field of creative and music industry management.

Conclusion

The field of art management provides the state with many significant advantages, including cultural, economic and social aspects. Professional art managers contribute to the preservation and popularization of the national cultural heritage, ensuring its accessibility for future generations.

Among the economic advantages, it should be noted that art management contributes to the creation of new jobs in the field of culture and art, as well as in related fields such as tourism and hospitality.

Previously, we published in articles the results of a study on attracting investments through the creative industries (Ospanova, Sarymsakova 2020). Cultural projects and events attract investments, both domestic and international, contributing to economic growth. Support for creative industries stimulates the development of innovative businesses and start-ups, which in turn contributes to economic diversification.

Thanks to the development of the field of art management, the state can also gain political advantages. It has been proven by practice that cultural diplomacy and the promotion of national culture abroad enhance the country's influence in the international arena. A striking example of this is the work of the People's Artist of Kazakhstan, Dinmukhammad (Dimash) Kudaibergenov.

In order for the Art-Management curriculum to meet the needs of students, several key aspects must be taken into

account, including relevance of the content, practical orientation, flexibility, and the opportunity for professional growth. These are the methodological approaches to the development of the practice-oriented educational program “Art-Management”, which helped us in this:

1. Updating the content through constant updating of the curriculum in three directions:

a) integration of modern trends, namely: the inclusion of new disciplines reflecting the latest trends in art management, such as digital marketing, social media management, virtual and augmented reality in art;

b) A global perspective, namely, the introduction of courses that address the international aspects of art management, including global cultural policies and international cooperation;

c) The introduction of interdisciplinary courses or cross-disciplinary knowledge - courses that combine knowledge from different fields such as economics, psychology, technology and art for a more comprehensive education.

2. Practical orientation through increasing the number of practical classes:

a) project work (including real projects that students will develop and implement during the academic year).

b) internships (mandatory internships in cultural institutions, galleries, museums and art centers).

c) inviting practicing art managers, curators, producers and other professionals to conduct workshops and lectures.

d) creation of partnership programs with museums, galleries and cultural centers for joint projects and events.

3. Flexibility and customization due to the modular system:

a) the opportunity for students to choose courses based on their interests and career goals;

b) development and expansion of Minor programs that will allow students to gain additional qualifications and competencies.

4. Professional growth and development through the development of employment skills:

a) Regular consultations with experts to help you plan your career and find a job;

b) courses and seminars on resume writing, interviewing, and building professional networks.

Post-graduation support:

a) creation of an alumni community – the Conservatory Alumni Association for experience exchange, job search and professional growth;

b) advanced training courses and programs for graduates at the Conservatory who want to continue their studies and development in art management.

5. Infrastructure and resources, including technological equipment and a library, databases, grants and scholarships, and programs to support students engaged in innovative projects and research.

Today, we can safely state the good results of the presented research work, which made it possible to develop methodological approaches to modernize the Art Management educational program at the Kazakh National Conservatory within six years in order to meet the needs of students and make it dynamic, relevant and practice-oriented.

Creation of universal methodological recommendations for the development of practice-oriented educational programs in the field of art management, which can be adapted for other educational institutions.

The implementation of the research results will improve the level of training of art managers who are ready for effective work in the cultural and music industries.

The possibility of implementing the program in other universities of Kazakhstan and beyond, as well as conducting a comparative analysis of its effectiveness.

Formation of a new approach to training specialists in the music field, which will contribute to the modernization of higher education in Kazakhstan.

The research results can be used in the development of programs in related fields such as cultural management, project management and production.

Conducting further research based on the established program and publishing their results in reputable journals, as well as participating in international scientific conferences.

The development of educational programs focused on art management can become the basis for the implementation of state policy in the field of culture and art.

These perspectives emphasize the importance of research for both science and practice.

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«АРТ-МЕНЕДЖМЕНТТІҢ ЖАҢА КӨКЖИЕКТЕРІ: ҚАЗАҚСТАНДА ТӘЖІРИБЕГЕ БАҒДАРЛАНҒАН БАҒДАРЛАМАЛАР ҚАЛАЙ ҚҰРЫЛАДЫ»

Андатпа. Кіріспе. Қазақстандағы арт-менеджменттің дамуы кәсіби кадрлардың тапшылығы мен қаржылық шектеулер сияқты қиындықтармен ұштасуда. Сонымен қатар, мәдениетке қызығушылықтың артуы, креативті индустриялардың кеңеюі және халықаралық байланыстардың нығаюы бұл саланың дамуына мүмкіндіктер ашуда. Зерттеудің *мақсаты* – өнерді басқару саласында мамандар даярлауға бағытталған «Арт-менеджер» тәжірибеге негізделген білім беру бағдарламасын әзірлеу және әдіснамалық тұрғыдан негіздеу (Құрманғазы атындағы Қазақ ұлттық консерваториясының мақсатында). *Әдістер.* Мақалада арт-менеджмент бойынша тәжірибеге бағытталған білім беру бағдарламасын әзірлеуге арналған әдістемелік тәсілдер қарастырылады. Кадрлар мен қаржы ресурстарының тапшылығы жағдайында зерттеу еңбек нарығының сұранысын талдау, жобалық және құзыреттілік тәсілдер, сондай-ақ, енгізілген өзгерістердің тиімділігін бағалау сияқты ғылыми әдістер кешеніне сүйенеді. Жаңа бағдарлама кәсіби дағдыларды қалыптастыруға бағытталған және халықаралық, пәнаралық, тәжірибелік компоненттерді қамтиды. Алынған нәтижелер өзге де оқу орындарына бейімделіп, креативті индустрия саласындағы ұқсас бағдарламаларды әзірлеуде пайдаланылуы мүмкін. *Нәтижелер.* Зерттеу барысында бағдарламаның жетілдіруге арналған кезең-кезеңімен орындалатын жоспар жасалды. Жаңа білім беру модульдерін жүзеге асыру үшін қажетті инфрақұрылым мен техникалық қамтамасыз ету жұмыстары жүргізілді. Жаңартылған «Арт-менеджмент» бағдарламасы тәжірибеге негізделген бағыт алды. Енгізілген жаңашылықтар арасында оқу жоспарын тұрақты жаңарту, халықаралық аспектілерді қарастыратын курстар енгізу, пәнаралық тәсілдерді дамыту және практикалық сабақтар мен тағылымдамалар санын арттыру бар. Бұл ұсынымдар түрлі білім беру мекемелеріне бейімделе алады. Зерттеу нәтижелерін енгізу мәдени және музыкалық индустрияда тиімді жұмыс істей алатын білікті мамандарды даярлау деңгейін арттыруға ықпал етеді. Қазақстан мен шетелдік жоғары оқу орындарында осы бағдарламаны жүзеге асыру мүмкіндігі оның тиімділігін салыстырмалы талдау арқылы бағалауға және оны одан әрі жетілдіруге мүмкіндік береді. Болашақ зерттеулердің басым бағыты арт-менеджмент саласындағы тәжірибеге бағытталған білім беру бағдарламаларын әзірлеуге арналған әмбебап әдістемелік ұсынымдарды жасау болып табылады.

Түйін сөздер: «Арт-менеджмент», кәсіби даярлық, білім беру бағдарламасы, әдістемелік тәсілдер, құзыреттілікке негізделген тәсіл.

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(Алматы, Казахстан)

НОВЫЕ ГОРИЗОНТЫ АРТ-МЕНЕДЖМЕНТА: КАК В КАЗАХСТАНЕ СОЗДАЮТ ПРАКТИКО-ОРИЕНТИРОВАННЫЕ ПРОГРАММЫ

Аннотация. Развитие арт - менеджмента в Казахстане сопровождается рядом вызовов, таких как нехватка квалифицированных кадров и финансовые ограничения. При этом рост интереса к культуре расширение креативных индустрий и развитие международных связей создают перспективные возможности. *Целью исследования* является разработка и обоснование методологических подходов к созданию практико-ориентированной образовательной программы «Арт-менеджмент» для подготовки специалистов в области управления искусством (на примере Казахской национальной консерватории имени Курмангазы). *Методы.* В статье рассматриваются методологические подходы к созданию практико-ориентированной образовательной программы по арт-менеджменту на примере Казахской национальной консерватории имени Курмангазы. В условиях дефицита кадров и финансовых ресурсов исследование опирается на комплекс научных методов, включая анализ потребностей рынка труда, проектный и компетентностный подходы, а также оценку эффективности внедрённых изменений. Разработанная программа ориентирована на формирование ключевых профессиональных навыков и включает международные, междисциплинарные и практические компоненты. Полученные результаты могут быть адаптированы для других образовательных учреждений и использоваться при создании аналогичных программ в сфере креативных индустрий. *Результаты.* В ходе исследования разработан пошаговый план усовершенствования программы, включающий анализ актуальности содержания курсов, изучение требования рынка труда, обновление учебных дисциплин и подготовку преподавательского состава. В результате обновлённая программа «Арт-менеджмент» приобрела практико-ориентированную направленность. Среди внедрённых нововведений выделяются: систематическое обновление содержания учебного плана по трем основным направлениям; введение курсов с международной направленностью; развитие междисциплинарного подхода; усиление практической составляющей за счет увеличения количества практических занятий и стажировок. Внедрение результатов исследования способствует повышению уровня подготовки специалистов, готовых к эффективной деятельности в культурной и музыкальной индустрии. Возможность реализации данной программы в других вузах Казахстана и за его пределами создаст условия для проведения сравнительного анализа ее эффективности и дальнейшей оптимизации. Перспективным направлением дальнейшего исследования является разработка универсальных методических рекомендаций по созданию практико-ориентированных образовательных программ в области арт-менеджмента, адаптируемых для различных образовательных учреждений.

Ключевые слова: арт-менеджмент, профессиональная подготовка, образовательная программа, методологические подходы, компетентностный подход.

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