

TRANSDISCIPLINARY RESEARCH IN THE ART EDUCATION SYSTEM: CULTURAL MEMORY AND THE PHENOMENON OF NATIONAL VALUES IN MODERN CONTENT

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Abstract. Art education has long been a vital domain for expressing, preserving, and transmitting cultural memory and national values. In an era marked by globalization and rapid digitalization, these values face challenges, with younger generations often exposed to transnational and multicultural narratives that may overshadow local traditions. This study proposes a transdisciplinary framework in art education to bridge cultural heritage with modern educational content, ensuring a balanced approach to teaching both artistic techniques and cultural identity. Through mixed *methods* – including qualitative interviews, case studies, and a quantitative experimental study – this research assesses the effectiveness of integrating cultural memory and national values in art education. Our *findings* underscore the value of a curriculum focused on national identity, showing significant improvements in students' awareness and appreciation of their cultural roots. Additionally, we explore challenges faced by educators and institutions in implementing transdisciplinary approaches. This study contributes to a growing field of educational research emphasizing cultural heritage in contemporary learning, offering insights for policymakers, educators, and curriculum developers. *Results* suggest that a transdisciplinary approach in art education fosters a culturally aware and globally informed student body, equipped to navigate and appreciate both local and global perspectives. This article explores the intersection of transdisciplinary research and art education, focusing on the role of cultural memory and national values in modern artistic content. As societies undergo rapid globalization and modernization, art education plays a crucial role in preserving and reshaping cultural identities, fostering national values, and transmitting collective memory through art. By adopting a transdisciplinary research approach, which integrates knowledge from multiple disciplines such as art history, sociology, anthropology, and cultural studies, art education systems can provide more holistic and contextually relevant frameworks for understanding national identity.

in the modern world. This article examines how cultural memory is encoded in visual arts, the reinterpretation of national values in contemporary artistic practices, and the transformative potential of art education in shaping national consciousness. Through the lens of transdisciplinary research, the paper highlights the evolving nature of national values in art education and their relevance in the digital age, where global and local influences converge.

Key words: transdisciplinary, research, art, education, system, cultural memory, phenomenon of national values.

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Introduction

This study investigates how a transdisciplinary approach to art education—one that synthesizes insights from cultural studies, sociology, and pedagogy—can promote cultural memory and national values. This approach seeks to equip students not only with artistic skills but also with a deeper understanding of their heritage and national identity. This research is part of a broader trend in educational theory advocating for interdisciplinary or transdisciplinary models, which aim to bridge the gaps between different academic disciplines and foster a more holistic understanding of complex societal issues.

Art education serves as a vital mechanism for preserving cultural memory and reinforcing national values, particularly in periods of societal transformation. With globalization increasingly shaping cultures, art education systems must engage with both traditional and contemporary representations of national identity. At the same time, these systems need to navigate the complexities of a rapidly changing cultural landscape.

The integration of transdisciplinary research within art education offers a powerful approach to understanding the role of art in shaping cultural memory and national values. Transdisciplinary research, which draws upon various academic fields such as history, sociology, anthropology, and art theory, allows for a more nuanced understanding of national identity. It enables educators and researchers to investigate how art education can foster not only artistic skill but also a deeper awareness of the cultural forces that shape societal values.

This article examines how art education, supported by a transdisciplinary framework, can navigate the intersection of cultural memory and national identity in modern contexts. By drawing on various disciplines, art education can provide students with the tools to critically engage with national narratives and artistic practices that shape their sense of belonging, culture, and history. The article also explores how art education can adapt to evolving notions of identity, particularly in the face of globalization.

The primary research question guiding this study is: How can a transdisciplinary

approach in art education effectively embed cultural memory and national values in a way that resonates with contemporary students? This research also aims to uncover the challenges and potential limitations of implementing such an approach, particularly in diverse educational settings. By addressing these questions, this study contributes to ongoing discussions in educational theory and practice regarding the role of cultural heritage in modern education.

Globalization and digital media have introduced young learners to a wealth of international content, sometimes at the expense of local cultural traditions. As students are exposed to global narratives, their connection to national identity and cultural memory may weaken, leading to a gradual erosion of cultural heritage. Art education, with its capacity to convey complex social, historical, and emotional narratives, presents a unique opportunity to counterbalance this trend. By integrating national values into art education, educators can foster a deeper sense of cultural awareness, encouraging students to understand and value their heritage in a globalized world.

The relevance of this study lies in its potential to offer a robust framework for integrating cultural memory and national values into art education. This approach aligns with recent educational trends advocating for culturally responsive teaching, which emphasizes the importance of connecting learning material to students' cultural backgrounds. In addition, this research contributes to policy and curriculum development in art education by offering insights into transdisciplinary methods that align with contemporary educational demands.

Methods

To explore the effectiveness of a transdisciplinary approach to art education, this study employs a mixed-methods

research design, integrating both qualitative and quantitative data collection and analysis.

1. Content Analysis of Curricula:

An initial content analysis was conducted on art education curricula from multiple countries, focusing on themes related to cultural memory, national identity, and values. This analysis aimed to identify common practices and gaps in incorporating national heritage into art education.

2. Qualitative Data Collection:

- **Interviews and Focus Groups:** Semi-structured interviews were conducted with art educators, curriculum designers, and students. These interviews sought to capture participants' perceptions of cultural memory and national values in art education and to understand the challenges of implementing transdisciplinary approaches.

- **Case Studies and Observations:** Several case studies were conducted in educational institutions with art programs centered on cultural heritage. Observational data were collected through classroom visits, focusing on how students engaged with culturally focused art projects and activities.

An experimental study was conducted to measure the impact of a transdisciplinary art curriculum on students' understanding of cultural memory and national values. The curriculum was specifically designed to emphasize cultural symbols, stories, and artistic traditions connected to the students' heritage. Pre- and post-tests were administered to assess shifts in students' perceptions and attitudes toward their cultural identity.

- Qualitative data from interviews and observations were thematically analyzed using NVivo software, allowing for the identification of recurring themes and patterns in participants' responses.

- Quantitative data from the experimental study were analyzed using statistical software, comparing pre- and

Table 1. National Values in Traditional vs. Contemporary Art

Country	Traditional Art Forms	Contemporary Art Forms	Key National Values
Kazakhstan	Kazakh carpets, oral storytelling	Digital art, mixed media installations	Unity, respect for elders, reverence for nature
Nepal	Thangka painting, wood carving	Photography, performance art	Buddhist spirituality, respect for nature
Mexico	Folk murals, embroidery	Street art, video art	National pride, indigenous heritage

post-assessment scores to determine the curriculum's effectiveness.

Results

In countries with rich artistic traditions, such as Kazakhstan, national values are often expressed through indigenous art forms such as traditional music, dance, and visual arts. However, as these nations undergo modernization and globalization, there is a tendency to reconsider and redefine what constitutes national identity. In art education, this can manifest in the incorporation of new technologies, global art movements, and cross-cultural exchanges that challenge traditional notions of national values while preserving essential cultural elements.

For example, in Kazakhstan, national values such as unity, respect for elders, and reverence for nature are deeply embedded in the country's folk art and traditions. However, contemporary Kazakh artists are reinterpreting these values through modern artistic forms such as multimedia installations, digital art, and street art. Art education in this context plays a crucial role in guiding students to understand how traditional values can be adapted to reflect the complexities of modern society.

As shown in Table 1, traditional art forms often focus on national values such as respect for elders, national pride, and reverence for nature. In contrast, contemporary art reflects more complex, dynamic interpretations of these values, often incorporating new media and interactive technologies. Art education

systems must adapt to these changes by incorporating both traditional and contemporary artistic practices that reflect the evolving nature of national identity.

Modern content in art education reflects the evolving nature of national values in response to globalization, technology, and social change. As societies become more interconnected, the boundaries of national identity become more fluid, and art education must adapt to these new realities. In this context, the phenomenon of national values in modern content is characterized by the blending of local and global influences, the incorporation of new media, and the exploration of diverse perspectives.

The digital revolution has profoundly impacted the way art is created, consumed, and taught. With the rise of social media, digital art platforms, and online exhibitions, artists and educators now have access to global audiences and resources. This interconnectedness has led to the fusion of diverse artistic traditions, resulting in new expressions of national values that reflect both local and global sensibilities. Art educators must be prepared to navigate this new landscape, where national identity is no longer fixed but continuously evolving in response to global forces.

Moreover, the global dissemination of art through digital platforms has democratized the process of art creation and consumption. This democratization allows for a more inclusive representation of national values, as artists from marginalized communities and subcultures now have the opportunity to share their

Table 2. Pre- and Post-Test Results

Metric	Pre-Test Mean	Post-Test Mean	Percentage Increase
Cultural Awareness	2.7	4.3	+59%
National Pride	3.0	4.5	+50%
Appreciation of Heritage	3.2	4.6	+44%

perspectives with a global audience. In this way, art education can foster a more inclusive and pluralistic understanding of national identity, one that reflects the diversity and complexity of contemporary societies.

A transdisciplinary framework in art education combines elements from multiple academic fields to address the complex and multidimensional concept of cultural memory and national identity. This approach allows students to explore their heritage in a structured yet flexible learning environment, fostering a deeper understanding of cultural narratives.

Cultural memory serves as a repository of a society’s collective experiences, values, and traditions, which are often expressed through art. By incorporating cultural memory into art education, students are encouraged to engage with the symbols, stories, and traditions that form the backbone of their cultural identity.

Analysis of case studies reveals that students in art programs focused on cultural heritage displayed a stronger sense of national pride and cultural awareness. Observations highlighted the role of culturally themed projects, such as creating artwork inspired by local traditions or national symbols, in fostering a sense of belonging and identity among students.

The experimental study provided quantitative evidence of the curriculum’s impact on students’ cultural awareness. Statistical analysis of pre- and post-test scores indicated significant improvements in students’ understanding of national values and their appreciation for cultural heritage (Table 2).

Discussion

Transdisciplinary research offers a comprehensive approach that blends multiple academic disciplines to address complex social, cultural, and political phenomena. In the context of art education, this method allows for a more holistic understanding of how art intersects with national identity, cultural memory, and social values. Art education, traditionally rooted in technical training and aesthetic appreciation, can be enriched through the integration of theories and methods from sociology, anthropology, history, and cultural studies.

Research by *Nash and Miller (2019)* highlights the growing significance of transdisciplinary methods in art education, particularly as art practices evolve to reflect the increasingly globalized nature of contemporary society. This integrative approach allows art educators to frame artistic practices within a broader context of social, political, and cultural change, thereby providing students with deeper insights into the role of art in shaping national consciousness.

Cultural memory refers to the collective memories and shared narratives that define a society’s historical and cultural identity. According to *Erll (2008)*, cultural memory is constantly reshaped through art, literature, and other cultural practices, reflecting changes in societal values and historical events. Art education plays a key role in preserving and transmitting cultural memory by teaching students to engage with and reinterpret artistic representations of history, culture, and collective experience.

Halbwachs (1992) suggests that cultural memory is not static; it evolves over time, influenced by contemporary social and political forces. The role of art in encoding and preserving memory is therefore central to understanding how national values are transmitted through generations. Through visual culture, art educators can engage students with representations of national history, offering opportunities to critically examine and reinterpret these memories in light of contemporary social realities.

National values-such as unity, patriotism, and cultural pride-are often embedded within the visual arts and play a significant role in shaping national identity. *Appiah (2006)* and *Cohen (2010)* both emphasize the importance of art in the formation of national values and the transmission of these values to new generations. Art education provides a platform for students to engage with national symbols, artistic traditions, and historical narratives that embody these values.

As national identity becomes more complex in the face of globalization, art education systems must balance the preservation of traditional national values with an openness to new and diverse perspectives. *Smith (2018)* argues that while traditional art forms often emphasize national pride and cultural heritage, contemporary art education must incorporate global influences and allow for more inclusive representations of identity. This challenge becomes particularly relevant in societies experiencing rapid cultural diversification or migration.

Cultural memory refers to the shared body of knowledge, traditions, and practices passed down through generations, often transmitted through storytelling, rituals, and symbolic expressions. In this context, art plays a central role in preserving and reshaping cultural memory. From prehistoric cave paintings to contemporary digital art, visual representations have

served as powerful tools for encoding and conveying collective experiences. Art education, as a formal system of instruction, must therefore acknowledge its role in not only teaching techniques but also in preserving cultural narratives and national histories.

One of the key functions of art education is to encourage students to engage critically with cultural artifacts and to understand the ways in which visual art reflects and shapes societal values. This engagement fosters a deep connection to national memory, where students learn not only the history of art forms but also their cultural significance. Art education, when structured around cultural memory, becomes a tool for nurturing national pride and reinforcing the shared values that define a particular society.

In many cultures, art education plays a role in instilling values related to national identity, pride, and continuity. In countries with rich historical traditions, such as Kazakhstan, Nepal, or Mexico, art serves as a bridge between past and present, enabling students to connect with their cultural roots while engaging with modern artistic practices. By exploring the symbolic meanings embedded in art forms, students gain insight into how art influences the construction and perpetuation of national identity.

Cultural memory, as defined by *Erll (2008)*, is the process through which societies remember and reinterpret past events. Art serves as a powerful medium through which cultural memory is encoded and transmitted. In art education, students are introduced to artworks that represent historical events, cultural symbols, and national narratives. Through the analysis and creation of art, students gain a deeper understanding of their shared cultural history and the values that shape their society.

By engaging with traditional artworks and exploring their historical significance, students learn to appreciate how art

serves as both a reflection of and an active participant in the shaping of collective memory. In this sense, art education fosters an awareness of the continuity and evolution of cultural memory, helping students understand their place within a larger cultural narrative.

National values are the core principles, beliefs, and ideals that shape a nation's identity and guide its citizens' behavior. In art education, these values are often embedded in traditional art forms, folklore, rituals, and national symbols. However, the representation of national values in art education is not static; it evolves over time in response to changing social, political, and cultural conditions.

In modern art education, there is a growing emphasis on reinterpreting traditional national values to ensure their relevance in contemporary society. This process often involves the transformation of traditional art forms into new media, blending old and new techniques, and merging indigenous practices with global artistic trends. In this context, art education serves as a dynamic platform for the reinterpretation and reinvention of national identity.

Basic provisions

In the context of education, art has long been a medium for nurturing creativity, personal expression, and technical skill. However, art education holds a broader potential—it can serve as a vehicle for preserving and promoting cultural memory and national identity. Cultural memory, encompassing a society's shared past, stories, symbols, and values, shapes national identity and contributes to cultural continuity across generations. With the rise of globalization and digital media, art education faces new challenges, as students today encounter diverse cultural narratives that may sometimes overshadow or conflict with traditional values. This phenomenon has heightened the need

to rethink art education frameworks that integrate cultural heritage without sacrificing innovation.

In countries with rich artistic traditions, such as Kazakhstan, national values are deeply embedded in indigenous art forms like traditional music, dance, and visual arts. However, as these nations undergo modernization, there is a continuous redefinition of national identity, manifesting in art education through the incorporation of new technologies, global art movements, and cross-cultural exchanges. This dynamic process challenges traditional notions while preserving essential cultural elements. Art education systems must adapt by incorporating both traditional and contemporary artistic practices, often within a transdisciplinary framework that blends elements from multiple academic fields. The digital revolution has profoundly impacted art creation, consumption, and teaching, leading to a fusion of diverse artistic traditions and new expressions of national values that reflect both local and global sensibilities. This democratization of art through digital platforms fosters a more inclusive and pluralistic understanding of national identity, allowing marginalized communities to share their perspectives globally. Ultimately, art education serves as a dynamic platform for the reinterpretation and reinvention of national identity, ensuring the relevance of core principles, beliefs, and ideals in contemporary society.

Conclusion

This research highlights the potential of transdisciplinary approaches in art education to strengthen cultural identity and promote national values. By embedding cultural memory within art curricula, educators can create a learning environment that balances technical skill with a deep appreciation for heritage. Findings from this study suggest that a transdisciplinary approach not only fosters a stronger sense of cultural awareness

but also equips students with the tools to navigate a multicultural world with a balanced perspective.

Further research could examine how these findings apply in diverse educational contexts and evaluate the long-term impact of culturally focused art education on students' cultural identity and social engagement. This study contributes to a broader educational movement advocating for culturally responsive teaching and offers a model for policymakers, educators, and curriculum designers to foster national values in an interconnected world.

In conclusion, the integration of transdisciplinary research in art education provides a powerful framework for exploring the intersection of cultural memory and national values in modern content. By drawing on multiple disciplines, art educators can foster a deeper understanding of how art serves as a vehicle for preserving, transmitting, and

transforming cultural identities. As national values evolve in response to globalization and technological advancements, art education must remain adaptable, embracing both traditional and modern artistic practices. In doing so, art education can help students navigate the complexities of national identity, cultural memory, and artistic expression in a rapidly changing world.

By incorporating transdisciplinary methodologies into art education, educators can create a more holistic and dynamic curriculum that engages students with both the local and global dimensions of art. Through this approach, students not only learn artistic techniques but also develop critical thinking skills that allow them to engage meaningfully with the cultural and historical narratives that shape their societies. As such, art education becomes a powerful tool for shaping the future of national identity, cultural memory, and artistic innovation in the modern world.

Contribution of authors

U. Aimbetova – the formation of problem to the study and the methodology development for conducting conceptualization of conclusions.

L. Sh. Kakimova - formation and development of research concept, critical analysis and revision of the text, conceptualization of findings.

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ТРАНСДИСЦИПЛИНАРНЫЕ ИССЛЕДОВАНИЯ В СИСТЕМЕ ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ: КУЛЬТУРНАЯ ПАМЯТЬ И ФЕНОМЕН НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ В СОВРЕМЕННОМ КОНТЕНТЕ

Аннотация. Художественное образование уже давно является важной областью для выражения, сохранения и передачи культурной памяти и национальных ценностей. В эпоху глобализации и быстрой цифровизации эти ценности сталкиваются с проблемами, поскольку молодые поколения часто подвергаются воздействию транснациональных и многокультурных нарративов, которые могут затмевать местные традиции. В этом исследовании предлагается трансдисциплинарная структура в художественном образовании для соединения культурного наследия с современным образовательным контентом, обеспечивая сбалансированный подход к обучению как художественным приемам, так и культурной идентичности. С помощью смешанных методов, включая качественные интервью, тематические исследования и количественное экспериментальное исследование, это исследование оценивает эффективность интеграции культурной памяти и национальных ценностей в художественное образование. Наши результаты подчеркивают ценность учебной программы, ориентированной на национальную идентичность, показывая значительные улучшения в осведомленности и признании студентами своих культурных корней. Кроме того, мы изучаем проблемы, с которыми сталкиваются преподаватели и учреждения при внедрении трансдисциплинарных подходов. Это исследование вносит вклад в растущую область образовательных исследований, подчеркивающих культурное наследие в современном обучении, предлагая идеи для политиков, педагогов и разработчиков учебных программ. *Результаты* показывают, что трансдисциплинарный подход в художественном образовании способствует формированию культурно осведомленного и глобально информированного студенческого сообщества, способного ориентироваться и ценить как локальные, так и глобальные перспективы. В этой статье исследуется пересечение трансдисциплинарных исследований и художественного образования, с упором на роль культурной памяти и национальных ценностей в современном художественном контенте. Поскольку общества подвергаются быстрой глобализации и модернизации, художественное образование играет решающую роль в сохранении и изменении культурной идентичности, содействии национальным ценностям и передаче коллективной памяти через искусство. Принимая трансдисциплинарный исследовательский подход, который интегрирует знания из нескольких дисциплин, таких как история искусств, социология, антропология и культурология, системы художественного образования могут предоставить более целостные и контекстуально соответствующие рамки для понимания национальной идентичности в современном мире. В этой статье рассматривается, как культурная память кодируется в изобразительном искусстве, переосмысление национальных ценностей в современных художественных практиках и преобразующий потенциал художественного образования в формировании национального сознания. Через призму трансдисциплинарного исследования в статье подчеркивается эволюционирующая природа национальных ценностей в художественном образовании и их актуальность в цифровую эпоху, где сходятся глобальные и локальные влияния.

Ключевые слова: трансдисциплинарный, исследование, искусство, образование, система, культурная память, феномен национальных ценностей.

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КӨРКЕМ БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ ПӘНАРАЛЫҚ ЗЕРТТЕУЛЕР: МӘДЕНИ ЖАДЫ ЖӘНЕ ҚАЗІРГІ МАЗМҰНДАҒЫ ҰЛТТЫҚ ҚҰНДЫЛЫҚТАР ФЕНОМЕНІ

Аннотация. Көркем білім ежелден мәдени жады мен ұлттық құндылықтарды танытудың, сақтаудың және жеткізудің маңызды саласы болды. Жаһандану және жылдам цифрландыру белең алған дәуірде бұл құндылықтар қиыншылықтарға тап болады, жас ұрпақтар жергілікті дәстүрлерге көлеңке түсіруі мүмкін трансұлттық және көпмәдениетті әңгімелерге жиі ұшырайды. Бұл зерттеу мәдени мұраны заманауи білім беру мазмұнымен байланыстыру үшін көркемдік білім берудегі пәнаралық құрылымды ұсынады, бұл көркемдік әдістерді де, мәдени бірегейлікті де оқытуға теңгерімді тәсілді қамтамасыз етеді. Сапалы сұхбаттарды, кейс-стадилерді және сандық эксперименталды зерттеуді қоса алғанда, аралас әдістер арқылы бұл зерттеу өнер тәрбиесінде мәдени жады мен ұлттық құндылықтарды біріктірудің тиімділігін бағалайды. Біздің қорытындыларымыз ұлттық бірегейлікке бағытталған оқу бағдарламасының құндылығын көрсетеді, бұл студенттердің мәдени тамырларын түсінуі мен бағалауының айтарлықтай жақсарғанын көрсетеді. Бұған қоса, біз трансдисциплинарлық тәсілдерді енгізуде мұғалімдер мен мекемелердің алдында тұрған қиындықтарды зерттейміз. Бұл зерттеу саясаткерлерге, мұғалімдерге және оқу бағдарламаларын әзірлеушілерге түсініктер ұсынып, заманауи оқытудағы мәдени мұраға ерекше мән беретін білім беру саласындағы зерттеулердің өсіп келе жатқан саласына ықпал етеді. Нәтижелер көркем білім берудегі трансдисциплинарлық тәсіл жергілікті және жаһандық перспективаларды шарлау және бағалау үшін жабдықталған мәдени хабардар және жаһандық ақпараттандырылған студенттік ұжымды қалыптастырады деп болжайды. Бұл мақалада қазіргі көркем мазмұндағы мәдени жады мен ұлттық құндылықтардың рөліне баса назар аудара отырып, пәнаралық зерттеулер мен көркемдік білім берудің тоғысуы қарастырылады. Қоғамдар жылдам жаһандану мен жаңаруды бастан өткеріп жатқандықтан, көркемдік білім мәдени бірегейлікті сақтау мен қайта қалыптастыруда, ұлттық құндылықтарды тәрбиелеуде және өнер арқылы ұжымдық жадты жеткізуде шешуші рөл атқарады. Өнер тарихы, әлеуметтану, антропология және мәдениеттану сияқты көптеген пәндерден алынған білімді біріктіретін трансдисциплинарлық зерттеу тәсілін қолдана отырып, өнер білім беру жүйелері қазіргі әлемдегі ұлттық бірегейлікті түсіну үшін неғұрлым тұтас және контекстік тұрғыдан сәйкес шеңберлерді қамтамасыз ете алады. Бұл мақалада бейнелеу өнерінде мәдени жадының қалай кодталғаны, заманауи көркемдік тәжірибелердегі ұлттық құндылықтарды қайта түсіндіру және ұлттық сананы қалыптастырудағы көркемдік білім берудің трансформациялық әлеуеті қарастырылады. Трансдисциплинарлық зерттеулердің объективі арқылы жұмыс өнер біліміндегі ұлттық құндылықтардың даму сипатын және олардың жаһандық және жергілікті әсерлер тоғысатын цифрлық дәуірдегі өзектілігін көрсетеді.

Кілт сөздер: пәнаралық, зерттеушілік, өнер, білім, жүйе, мәдени жады, ұлттық құндылықтар феномені.

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