Pedagogical Values of Contemporary Digital Technologies at Faculties of Fine Arts

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Abstract

Contemporary digital technologies bring about a revolution in the way we communicate, and they continuously shape the way we interact in all spheres of life. The primary objective of this research is to examine the significance and potential of integrating information and communication technologies (ICT) and artificial intelligence (AI) into arts faculties. By analyzing relevant literature, we aim to identify the key opportunities and challenges associated with leveraging these technologies to foster creativity and develop contemporary artistic practices in the digital age. Additionally, this research seeks to explore how ICT and AI can be effectively utilized to prepare arts faculty students for teaching "digital natives." Literature was selected through searches of scientific databases such as Science Direct and Google Scholar using relevant keywords. Criteria for article selection included the year of publication, author citation, and peer-reviewed articles. The literature analysis indicates the need for the educational process at arts faculties to be better adapted to the development and application of new technologies in artistic expression, as well as the need for continuous alignment of teaching content with changes in technology. The paper critically analyzes various approaches to the application of ICT and AI in arts faculties, as well as how students' digital competencies may depend on teachers' digital competencies. In addition to the possibilities, this paper will also point out ethical challenges of using AI, emphasizing the need for further development of policies that promote responsible use of these technologies.

Key words

artificial intelligence, digital competencies, fine arts, information and communication technology

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