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TECHNOLOGIES OF CONNOISSEURSHIP, ATTRIBUTION AND EXPERTISE: FROM MUSEUM TO EDUCATIONAL PROJECTS

Modern technologies of connoisseurship, attribution, and expert activities are acquiring a universal character within the framework of contemporary knowledge integration. This is essential for the objective identification of the significance of relevant innovative activities in the fields of culture and education. The relevance of this study is driven by the need for a broad integration of these technologies for the high-quality assessment and expertise of projects in museum work, diverse cultural and educational practices, and innovative activities at the intersection of education and culture.

The problematic of our research is interdisciplinary, uniting various subject areas: connoisseurship, attribution, assessment, and project expertise within the context of innovation. While the general themes of connoisseurship, attribution, and expertise are subjects of scholarly interest for many researchers, there remains a need for an interdisciplinary study. Such a study should combine the technologies of connoisseurship, attribution, and expert activity to define optimal criteria for evaluating the expertise of innovative projects aimed at studying cultural heritage, museum studies, and modern cultural and educational processes.

In this work, we emphasize the role of connoisseurship and attribution as the foundation for expert activity and the accumulation of general and scientific knowledge. Highlighting the vital role of collecting in forming the connoisseurship method, particular attention should be paid to the potential of expertise as a process of applying this knowledge to the study of objects, phenomena, or processes. The optimal embodiment of the integrated completeness of connoisseurship, attribution, and expertise can be an

innovative cultural, artistic, or educational project submitted for competition, which must undergo appropriate assessment and expert review.

Such assessment and expertise can be conducted using various approaches and methodologies, as they serve as a prerequisite for the recognition and implementation of a project. This is crucial for innovative development in culture and education, the creation of interdisciplinary cultural and educational programs, the development of creative museum practices, and the realization of various creative initiatives and concepts.

It should be noted that innovative activity differs significantly from stable processes due to the high level of uncertainty regarding conditions, factors, and outcomes. This is due to the specificity of the object of innovation, which, at the conceptual level, is presented as a project of the future—representing something new that does not yet exist. Conducting expertise on innovative educational projects is often accompanied by difficulties, as it involves evaluating elements that cannot always be directly correlated with established standards due to the ambiguity of evaluation criteria. Furthermore, traditional assessment methods often prove insufficient for a full analysis of the new characteristics of developed pedagogical systems, processes, or technologies.

Innovation involves the utilization of intellectual activity results from individuals or groups within the educational sphere. It is worth noting that the process of implementing such developments is inherently restorative and constitutes a sequential chain of actions. In this process, an innovative idea is transformed into a specific pedagogical technology, a new structure, a product, or a service. Subsequently, these innovations are disseminated throughout the educational processes of other institutions, within educational management systems, and even across broad social practice.

To illustrate the substance of our research, we have selected the technology of expert evaluation for cultural and artistic projects, alongside the study, analysis, and expertise of the quality of innovative educational projects. These types of expertise, despite having somewhat different subject areas, are actually closely aligned in determining the role and significance of current educational and cultural initiatives across various spheres of human life.

Emphasis is placed on the study and revitalization of cultural heritage, the activities of museums, and the role of education in these processes within the context of comparing methodologies and criteria for the assessment and expertise of diverse cultural and educational projects. Significant attention is focused on identifying and defining optimal criteria for the evaluation and expertise of innovative projects in the fields of culture and education.

Based on the analysis of criteria from various methodologies, the following key criteria for the effectiveness of innovative educational projects can be distinguished:

- clear advantages of the proposed project (Excellence) – its novelty, clarity of the stated objectives, and compliance with modern trends in culture and education (RENEWAL);
- the impact of the project on certain changes or processes in culture and education (Impact), in particular the emergence of new cultural practices or the formation of new competences among learners (PROFESSIONAL DEVELOPMENT);
- the quality and effectiveness of implementation (Implementation), which corresponds to the clarity of the plan, compliance with the declared methods, and adherence to the defined objectives (QUALITY IMPROVEMENT);
- the practical significance and technological character of the project (Practical significance), which makes it possible to implement it in mass practice as an element of a certain model activity (UNIVERSALITY).

It should be noted that the process of expertise for innovations has its own specificities, determined by the originality of the object of evaluation. The criteria for such expertise are a system of indicators on the basis of which a complete characterization of the innovation is formed. The integrity of criteria and indicators ensures the possibility of analyzing the project from the positions of systematicity, comprehensiveness, and optimality, allowing for qualitative and quantitative analysis.

To obtain the most objective and systematized information, the expertise of such innovative projects should encompass an analysis of the uniqueness of ideas, conceptual integrity, and clarity, as well as an assessment of the process itself, technologies, resource

provision, and the results of the innovation's implementation. This is achieved based on methodology (relevance, conceptual depth, and the scientific validity of the idea); processes (the degree of development of mechanisms for innovation implementation); resources (the adequacy of existing resources for implementing the innovation); technologies (the most efficient ways of organizing the activities of project participants); the link between goals and results (clear formulation of goals and means of controlling their achievement).

The prospects for the development of our study are the justification and development of new criteria for expert evaluation of cultural and educational practices, taking into account the processes of digitalization and distance education, organization of virtual platforms, virtual museums, and corresponding methods of communication.