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Transformation of the paradigm of model training from reproductive posing to creative performance and deep interpretation

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Abstract. *The purpose of the article is to theoretically substantiate innovative approaches to the professional training of specialists in the creative industries, aimed, in particular, at the development of creative, performative and interpretative competencies of models. The study focuses on the analysis of trends in the modernization of artistic and creative education, driven by the digitalization of the cultural space, interdisciplinary interaction, and the growing role of visual communication in the modern media environment. Methods.* Theoretical analysis of scientific sources, generalization of pedagogical approaches, comparative analysis of traditional and modern professional training practices, and conceptual modeling were used to systematize tools for transforming the educational process. The methodological basis was the provisions of the theory of professional education, art pedagogy, cultural and competency approaches. **Results.** Analysis of modern training practices in the creative industries revealed contradictions between traditional reproductive training methods and the professional environment's modern requirements. It is shown that focusing exclusively on reproducing standardized poses and techniques does not ensure the development of the



*competencies necessary for work in a modern mediatized space. The feasibility of transitioning to practices aimed at developing creative autonomy, the ability to improvise, and the interpretation of visual meanings is substantiated. A conceptual structure for professional training is proposed, which provides for the consistent development of the technical, creative, and interpretative components of models' professional competence. **Conclusions.** It has been proven that the modernization of professional training for models should be carried out through the integration of technical, creative, and interpretative components within the framework of a holistic educational strategy. Such a transformation contributes to the development of models' ability to independently construct an image, effective communication in the visual environment, and adaptation to the conditions of modern creative industries. Prospects for further research include developing methodological support for introducing innovations into the professional education system.*

Keywords: *professional education, art pedagogy, visual culture, performative practices, figurative thinking, stage interaction, competency-based approach, creative industries.*

Трансформація парадигми навчання моделей від репродуктивного позування до креативного перформансу та глибинної інтерпретації

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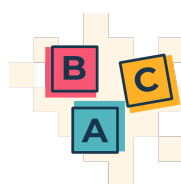
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Анотація. *Метою статті є теоретичне обґрунтування інноваційних підходів до професійної підготовки фахівців у сфері творчих індустрій, спрямованих, зокрема, на розвиток креативних, перформативних та інтерпретаційних компетентностей моделей. Дослідження зосереджене на*



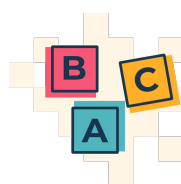
аналізі тенденцій модернізації мистецької та креативної освіти, зумовлених цифровізацією культурного простору, міждисциплінарною взаємодією та зростанням ролі візуальної комунікації в сучасному медіасередовищі. **Методи.** Використано теоретичний аналіз наукових джерел, узагальнення педагогічних підходів, порівняльний аналіз традиційних і новітніх практик професійної підготовки, а також концептуальне моделювання для систематизації інструментів трансформації навчального процесу. Методологічною основою стали положення теорії професійної освіти, мистецької педагогіки, культурологічного та компетентнісного підходів. **Результати.** Аналіз новітніх практик підготовки фахівців у сфері креативних індустрій дав змогу визначити суперечності між традиційними репродуктивними методами навчання моделей та сучасними вимогами професійного середовища. Показано, що орієнтація виключно на відтворення стандартизованих поз і технік не забезпечує формування компетентностей, необхідних для діяльності в нинішньому медіатизованому просторі. Обґрунтовано доцільність переходу до практик, спрямованих на розвиток творчої автономії, здатності до імпровізації, роботи з образом та інтерпретації візуальних смислів. Запропоновано концептуальну структуру професійної підготовки, що передбачає послідовне вдосконалення технічних, креативних та інтерпретаційних аспектів професійної компетентності моделей. **Висновки.** Доведено, що модернізація професійної підготовки моделей має здійснюватися через інтеграцію технічного, творчого та інтерпретаційного компонентів у межах цілісної освітньої стратегії. Така трансформація покращує здатність моделей до самостійного конструювання образу, ефективну комунікацію у візуальному середовищі та адаптацію до умов сучасних креативних індустрій. Перспективи подальших досліджень пов'язані з розробленням методичного забезпечення впровадження інновацій у систему професійної освіти.



***Ключові слова:** професійна освіта, мистецька педагогіка, візуальна культура, перформативні практики, образне мислення, сценічна взаємодія, компетентнісний підхід, креативні індустрії.*

Problem statement. The modern development of creative industries, the digitalization of artistic practices and the transformation of visual culture necessitate a review of traditional approaches to the professional training of models. For a long time, model training was based mainly on a reproductive paradigm, focused on reproducing standardized poses, technical skills and external parameters of professional activity. This approach met the requirements of mass-produced images, but in the current conditions of the creative economy, it is insufficient for the formation of specialists capable of independent creative thinking, improvisation and interpretation of visual concepts. The growing role of performative practices, the integration of models into interdisciplinary artistic projects, and the use of digital technologies and new media change the content of professional activity and put forward additional requirements for the educational process. The model is increasingly not only a performer of given poses, but also an active participant in creative communication, a carrier of the image and an interpreter of the artistic idea. In this regard, the need for a transition from traditional education to a creative-performative paradigm is becoming more urgent, which involves the development of imaginative thinking, stage interaction and the ability to create meanings and reflect on one's own work.

Despite increased interest in the problems of professional education in the field of art and design, the issue of systemic transformation of the training model remains insufficiently developed in pedagogical science. The lack of a coherent theoretical concept that integrates the development of skills with creative and interpretative competencies complicates the modernization of educational programs and reduces their alignment with current labor market requirements. This

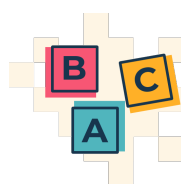


necessitates the scientific understanding of innovative approaches to training models as a component of professional education in the field of creative industries.

Thus, the problem of the study lies in the contradiction between the growing requirements for the creative and performative aspects of models' professional activity and the dominance of reproductive teaching methods in their training, which necessitates theoretical substantiation of a new educational paradigm.

Analysis of recent research and publications. The issue of modernizing professional education in creative industries in recent years has been considered through the prism of the competency approach, the digitalization of the educational environment, and the growth of the role of interdisciplinary practices. In the context of training specialists in creative professions, researchers focus on changes in the content of competencies – from reproducible skills to the ability to project and translate meanings, work with images, communicate and interact in performative formats.

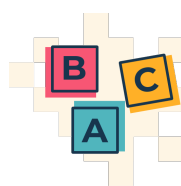
The works of modern authors reflect the main guidelines of professional training in creative specializations. In particular, A. Ratii substantiates the role of mentoring as a model for developing the value and cultural components of future designers' professional identity, emphasizing the importance of pedagogically guided support and the formation of professional culture [1]. In his article, O. Kravchenko analyzes virtual and augmented reality (VR/AR) technologies as tools for enhancing competitiveness in interior design, effectively demonstrating the potential of immersive technologies to update educational practices and increase the applied effectiveness of training [2]. The relationship between culture, technology and ethics, which is important for understanding current visual communication and the responsibility of the image creator, within the framework of the “digital turn” in opera design, is outlined by D. Zholdak [3, p. 741–742]. Innovative educational practices for training designers to collaborate with other creative industries are described by H. Marchyshak, emphasizing interdisciplinarity, project interaction



and communicative competences [4]. Researcher O. Mahilda, highlighting the author's methodology of functional exercises, demonstrates an example of building a technologically advanced pedagogical system for developing movement culture, which is methodologically significant for expanding ideas about the physical and practical aspects of professional training of models [5].

A separate direction in modern publications concerns the study of performativity, creativity and visual communication in the field of creative industries. In particular, A. Rocamora analyzes the processes of mediatization and datafication of the fashion industry, which change the ways in which visual images are created and presented in the digital environment [6]. In the context of studying visual culture, N. Mirzoeff considers the image as the result of social and cultural interaction, drawing attention to the active role of the subject in the process of its creation and interpretation, which is of direct importance for the formation of professional competencies in the field of representation of visual images [7]. Methodological approaches to the characterization of visual practices and media space are summarized by G. Rose, who substantiates the possibilities of using visual methodologies to study the processes of creating, perceiving and interpreting images in modern culture [8]. Its developments can be applied in the training of specialists in the creative industries, particularly in teaching models for working with and interpreting images. The authors P. Burnard, L. Colucci-Gray and C. Cooke define transdisciplinarity as a way of combining arts and sciences in democratic education, which strengthens the argument in favor of interdisciplinary training in creative specialties [9].

Some research focuses on assessing creative and critical thinking in higher education. Thus, M. Bouckaert, in an Organisation for Economic Co-operation and Development (OECD) working document, systematizes policies and practices for assessing these skills in OECD countries, setting a framework for substantiating



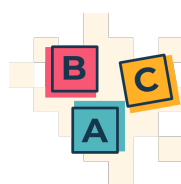
effective indicators of creativity-oriented training and the need to measure a high level of competencies [10, p. 35–36].

Taken together, these works allow professionals to view professional activity in the field of fashion as the production and interpretation of visual meanings in a digital context, where the importance of communication, imaginative thinking, and ethical responsibility is growing.

The analysis of the above sources outlines the main directions of modern scientific approaches to training specialists in the field of creative industries. Scientists currently pay considerable attention to the implementation of innovative educational technologies, the development of creative and critical thinking and interdisciplinary interaction in the educational process. At the same time, the scientific discourse shows interest in the formation of performative competencies, including the ability to work with images, interpret and engage in creative communication in a visual environment. The generalization of these practices creates a theoretical basis for further understanding of the features of professional training of models in the context of contemporary creative culture and the transition to new educational strategies.

Identification of previously unresolved parts of the general problem.

Despite significant research on innovations in professional education, the creative industries and art pedagogy, a number of important aspects of model training remain insufficiently studied. First of all, in modern scientific literature, there is no holistic pedagogical concept that would systematically describe the transformation of model training from reproductive practices to creative-performative activity and image interpretation. Existing works focus mainly on individual components of training - the development of technical skills, the use of digital technologies, interdisciplinary interaction or the improvement of creative competencies, but do not combine them into a single model of professional development. The issue of the structural sequence of the transition from the reproduction of given poses to the independent creation of

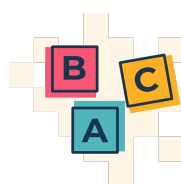


an artistic image and semantic interpretation is also not fully explored. In most works, creativity is considered an additional learning outcome rather than a system-forming principle of the educational process. At the same time, the mechanisms for the formation of performative competencies, imaginative thinking and the ability to improvise and stage interaction in the context of professional training of models require further theoretical understanding.

Another gap is the insufficient attention to integrating bodily-motor practices, visual culture and digital technologies within a single educational strategy. Although scientists emphasize the importance of interdisciplinarity and mediatization of artistic processes, the question of how exactly these factors change the content and methods of training models remains open. It is also worth clarifying the role of interpretation as a higher-level professional activity that involves the conscious creation and transmission of meanings within the framework of visual communication. In view of this, the need to update the content of professional training for models is becoming increasingly urgent, taking into account modern cultural transformations and the needs of the creative industries.

Thus, an unresolved part of the general problem is the lack of a scientifically substantiated pedagogical concept of model training that reflects the logic of the evolution of professional training from the reproductive to the interpretative paradigm and determines the pedagogical conditions for its implementation. The potential contribution of the study is the theoretical generalization of approaches to the modernization of professional training of models in the context of the development of creative industries and the delineation of directions for updating the content and organization of the educational process.

Formulation of the article objectives (statement of the task). The aim of the article is to provide theoretical substantiation of innovative approaches to the professional training of models aimed at developing their creative, performative and interpretative competencies.



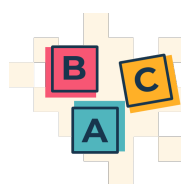
To achieve the research goal, the following tasks were set:

1. To analyze innovative scientific approaches to professional training in the field of artistic and creative education in order to determine development trends and requirements for training models.
2. To identify contradictions between traditional reproductive methods of training models and modern requirements of creative industries and mediatized visual culture.
3. To systematize and characterize approaches to the transformation of professional training of models, focused on the formation of creative, performative and interpretative competencies.

Presentation of the main material of the study. The transformation of approaches to training models from reproductive posing to creative-performative activity and image interpretation reflects systemic changes in professional education caused by the development of the creative economy, digital technologies and mediatized visual culture.

Although the modern training of professional models is traditionally dominated by a reproducible approach aimed at mastering standardized poses and techniques, the formation of creative industries and visual media leads to increased requirements for the ability of models to work with an image, interact with the audience and participate in creating a visual concept of the project. In this regard, the professional activity of models is increasingly acquiring performative, communicative and interpretative features, which actualizes the need to revise the content and methods of their professional training.

The systematization of new educational strategies in the field of artistic and creative education, which determine the requirements for the training of specialists and ensure their alignment with the modern needs of the labor market, allows us to identify several interrelated approaches. First of all, this is a competency-based approach, which orients the educational process towards the development of



integrated professional competencies that combine technical, creative and communicative aspects of activity. In the context of model training, this involves not only developing posing skills but also working with images, collaborating with the team, communicating with the audience and adapting to various visual representation formats.

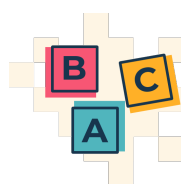
An important place in the educational process is occupied by an interdisciplinary approach that integrates artistic, design, media and performative practices. Thanks to it, the model is considered not only a performer of given poses, but also an active participant in creative communication across the fashion industry, photo art, advertising and performative projects.

A separate area of professional training is an innovative approach that uses digital and immersive technologies in learning. Its implementation improves the skills of models working with visual content in a digital environment, expands the possibilities for image presentation, and creates new formats of interaction with the audience in the media space.

It is also advisable to highlight a personally oriented approach that ensures the individualization of the educational process, taking into account the creative potential of education seekers, their individual stylistic features and professional interests. This makes it possible to develop self-expression, reflection and a professional style in future models.

Based on the generalization of the above approaches, it can be argued that professional model training is a complex process that combines technical training with the development of creative thinking, communication skills and the ability to interpret visual images.

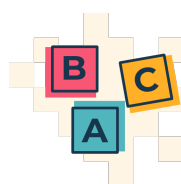
Technical-reproductive teaching methods, which still prevail in education, do not sufficiently foster the development of creative autonomy, imaginative thinking and interpretive abilities in future models. In most such educational practices, model training focuses on the development of technical skills, while the development of



creative thinking, image interpretation and stage interaction remains in the background. This causes a gap between traditional educational programs and the real requirements of the creative industries, where models are expected to have the ability to improvise, create an individual style and participate in the development of the visual concept of the project, which indicates the need to reorient the educational process towards the formation of creative autonomy and the ability to interpret the image as important components of professional competence.

Based on the analysis of the literature and educational practices, approaches to transforming model training have been identified, focused on the development of skills in creative self-presentation, improvisation and conscious image construction. This involves a consistent expansion of the content of professional training – from the acquisition of basic technical skills to the improvement of creative and performative competencies that provide the ability to create meanings and effective communication in the visual environment.

Therefore, the modernization of professional training for models should be achieved through the integration of technical, creative and interpretative aspects within a single pedagogical system. This makes it possible to interpret model training not only as a process of acquiring professional techniques but also as the formation of a subject of creative activity capable of thinking figuratively independently and adapting to the dynamic conditions of modern visual culture. A similar approach to updating the professional training of creative specialists is justified by I. Solovii and Z. Tkanko, who emphasize the need to transition to integrative educational models in the field of clothing design [11, p. 211]. Such educational methods contribute to the development of holistic professional competence, which helps to consider the model as an active subject of creative activity, capable not only of reproducing given visual samples, but also of consciously constructing an image and transmitting meanings in today's media culture.



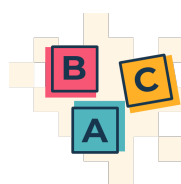
Thus, effective professional training of models is possible if a solid technical base is combined with targeted improvement of creative, communicative and reflective competencies.

Using the conceptual modeling method enables the proposal of a three-level structure for professional training of models. At the reproductive level, basic techniques, standards and norms of professional activity are mastered, which is the basis of performing skills. The creative level involves the development of variability, improvisation, imaginative thinking and creative adaptation in various visual contexts. The interpretative level is characterized by the formation of skills in creating meaning, stage interaction and conscious presentation of the image as a result of creative reflection. The sequence of these levels reflects the logic of the transition from reproduction to creativity and interpretation, the highest stage of a model's professional development in modern creative culture.

An important role in modernizing training is played by advanced educational technologies that ensure interactivity and personalization of the educational process. Among them are the use of digital platforms, immersive technologies, project-based learning, gamification and adaptive methods that take into account students' individual characteristics, stimulating their creative activity and promoting professional competence in the field of fashion [12; 13, p. 99].

Therefore, integrating innovative approaches into the training process changes the content, forms and methods of professional training. Technological, interdisciplinary and adaptive solutions aimed at developing creative autonomy, communication skills and the ability to interpret visual images are of particular importance (table 1).

The presented data show that the transition to the creative-performative paradigm of model training enables viewing professional training as a process of improving not only technical skills but also the ability to interpret, express and communicate, which aligns with the latest trends in the development of art education



and creative industries. The proposed approach ensures the development of a holistic professional competence in models, combining technical skills, creativity and interpretative abilities.

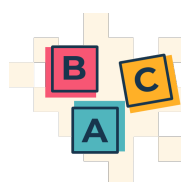
Table 1

Innovative educational approaches to model training

Innovation type	Description
Digital platforms and media technologies	Platforms for castings, portfolios, online presentations and training (Models.com, Instagram, TikTok). Online courses on catwalk, posing, photography and style
Adaptive learning methods	Individualization of educational trajectories according to the creative potential of applicants, gradual complication according to progress, personal recommendations for correction of movements and facial expressions, and modular learning
Interdisciplinary integration	Integration of artistic, design and performative practices: combination of model training and acting, synthesis with choreography and bodily practices, with fashion and costume history, basics of digital branding, rhetoric and nutrition
Industrial partnership	Partnership with industry to develop relevant competencies: internships in modeling agencies, work in advertising companies, portfolio formation, participation in interdisciplinary workshops from casting directors, stylists and photographers
Implementation of AR and VR	Use of immersive environments for modeling stage situations, VR/AR – for fashion shows, 3D fashion shows
Gamification of learning	Virtual simulators where the model receives points for the correct pose and expression, and scenarios with different photo shoot styles that gradually become more complicated. Challenges, mini quests, points for creativity
Environmental and cultural education	Formation of a value attitude to the socio-cultural context of activity, practice of participation in eco-friendly projects, formation of environmental awareness, popularization of local brands and cultural heritage

Source: author's development based on [14; 15]

Conclusions. As a result of the theoretical analysis of modern methods of professional training in the field of art and creative education, the main trends in its development have been identified, in particular, the strengthening of the role of competency-based, interdisciplinary, innovative and personally oriented approaches in the formation of professional competence of models. It is proven that today's



requirements of the creative industries direct the educational process not only to improving technical skills, but also to developing the ability for creative self-realization, communication and the interpretation of visual images.

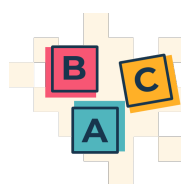
A contradiction has been identified between the dominance of traditional reproductive methods of training models, aimed at reproducing standardized poses and techniques and the current requirements of the professional environment, which call for the model's active participation in creating a visual image, improvisation and interaction in creative projects. It is substantiated that such a discrepancy necessitates transforming the content and methods of professional training.

Approaches to modernizing the professional training of models, which outline the integration of technical, creative and interpretative aspects within a holistic educational process, have been systematized. The expediency of focusing training on the development of creative autonomy, improvisational abilities, work with the image and reflection on one's own activities as the main components of professional competence has been proven.

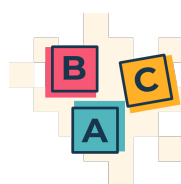
Thus, it has been established that transforming approaches to training models is a necessary condition for improving the quality of professional training in the creative industries and aligns with modern trends in the reform of art education. Prospects for further research include developing methodological support for implementing certain approaches in the practice of vocational education and clarifying criteria for assessing the creative and performative competencies of models.

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