

logic of contemporary musical art. The paper outlines prospective pathways for harmonizing traditional and algorithmic methods of music creation within the broader context of digital culture.

Key words: artificial intelligence, musical creativity, algorithmic composition, creativity, authorship, aesthetics, cultural studies.

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INTEGRATING DIGITAL HERITAGE INTO EDUCATIONAL PRACTICE : OPPORTUNITIES AND CHALLENGES

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Background. The ongoing digital transformation of society is reshaping both the preservation of heritage and the practices of education. Digitized cultural heritage includes virtual museums, 3D reconstructions, gamified platforms, and online archives. These tools introduce new ways to engage with the past by enhancing access to heritage resources and enabling dynamic learning environments that support interpretive depth and inclusive participation. Education provides a key platform for integrating and evaluating these developments.

Objective. To investigate how digitized heritage materials can be meaningfully incorporated into educational settings, and to assess their pedagogical value, implementation challenges, and ethical implications.

Methods. The study adopts an interdisciplinary approach at the intersection of education, digital humanities, and heritage studies. Methods include critical literature review, interpretive analysis, and comparative reflection on current practices. Particular attention is given to immersive learning technologies, hybrid instructional formats, and teacher readiness.

Results. Digitized heritage expands access to learning for diverse and remote audiences, fosters critical engagement with historical narratives, and supports multimodal, student-centered approaches. These formats support experiential exploration and critical learner engagement with historical content. However, they are only effective when supported by infrastructure, teacher training, and an awareness of representational ethics. The findings underscore the importance of balancing digital and traditional approaches, especially in heritage education, where historical context and plural interpretation are essential.

Key words: digitized heritage, education, virtual museums, digital technologies, gamification, pedagogy, interpretation, ethical representation, access, hybrid learning.

Problem Statement and Relevance. In the context of rapid digital transformation, educational institutions face the challenge of providing inclusive, high-quality learning experiences that reflect contemporary technological realities. At the same time, cultural heritage organizations seek to preserve, interpret, and communicate historical knowledge in ways that are relevant to new generations. The digitization of cultural heritage offers a promising intersection between these domains, enabling remote access to heritage resources, fostering interactive and immersive learning, and supporting the development of critical digital competencies.

However, the integration of digital heritage into educational practices remains uneven, often limited by infrastructure, pedagogical readiness, or conceptual clarity. There is a pressing need to examine how digital tools – such as virtual exhibitions, online archives, and gamified environments – can be effectively aligned with educational goals. Addressing this issue is particularly important in light of global frameworks such as the United Nations' Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education.

Solving this problem has both theoretical and practical significance. It contributes to developing hybrid models of education, strengthens students' cultural literacy, and informs strategic planning in education and cultural sectors. Moreover, it helps ensure that digitized heritage serves not only as a technical achievement but also as a meaningful pedagogical resource for future generations.

The purpose of the article is to examine the educational potential of digitized cultural heritage within the evolving landscape of heritage education and digital media. The study argues that digital formats – such as virtual museums, interactive archives, and gamified platforms – not only complement traditional educational approaches but also introduce new pedagogical possibilities. This research contributes to the existing discourse by highlighting the interdisciplinary connection between heritage and education, with emphasis on contextual interpretation and meaningful student participation. It also addresses key challenges related to infrastructure, ethical representation, and teacher preparedness. The novelty of the article lies in its emphasis on student-centred interpretation of digital heritage and critical engagement with historical narratives.

Object of Study. The integration process of digitized cultural heritage into current educational frameworks.

Subject of Study. The influence of digital heritage tools – such as virtual museums, gamified platforms, and interactive archives – on pedagogical practices and learning outcomes.

Research Methods. This research adopts a systematic, interdisciplinary approach combining literature review, conceptual analysis, and comparative reflection. Methodologies from cultural studies and digital pedagogy are applied to assess the educational value of digital heritage. Additional emphasis is placed on semiotic, critical, and functional frameworks to explore how digital representations mediate cultural knowledge within learning environments.

State of Scientific Research on the Topic. The integration of digital cultural heritage into education remains a relatively new area in Ukrainian academic discourse, although studies on digital education, virtual museums, and cultural preservation are gradually gaining attention. Research within digital humanities and educational innovation has increasingly addressed the potential of virtual exhibitions, 3D reconstructions, and gamified learning in shaping modern pedagogical environments.

Foundational theoretical perspectives have been proposed by Fiona Cameron and Sarah Kenderdine [2], as well as Ross Parry, who examined how museums adapt to digital change [12]. These ideas are further supported by the conceptual frameworks presented by Elisa Giaccardi [7] and Jenny Kidd [8], who explore participatory culture and the ethics of digital interaction. The practical dimension of managing digital platforms in the cultural sector is thoroughly analyzed in Mike Ellis's guide to web strategy [5].

Digital tools and their symbolic, experiential, and architectural dimensions are also reflected in the early work of Bouman et al., who explore spatial and visual aspects of digital culture [1], while Janet Kraynak discusses how digital media transform the everyday artistic experience [10]. Robert Darnton's historical analysis draws attention to the continued relevance of print culture in the face of digital proliferation [3], echoed by Deegan and Sutherland's reflection on the illusions and opportunities of digital replication [4].

The pedagogical perspective is articulated in the work of Helen King [9], which highlights the need for developing teaching expertise in digitally enhanced environments. Reports by the OECD [11] and UNESCO [14] present global evidence of how digital technology transforms education, focusing on equity, access, and innovation. Espina-Romero and Guerrero-Alcedo contribute a scientometric perspective, mapping the growing academic interest in digital transformation in education [6].

More recently, the symbolic and societal implications of digital heritage have been addressed in James Stourton's comprehensive historical account of heritage conservation [13]. Finally, empirical studies on immersive environments and gamification, such as the research by Wang et al., emphasize the motivational and didactic value of interactive digital exhibitions in educational contexts [15].

Conceptual Framework and Research Context. This study defines *digitization* as the process of converting physical or intangible cultural assets into accessible digital formats, including 3D models, virtual exhibitions, and interactive archives. *Cultural heritage* refers not only to tangible artifacts but also to the narratives, symbols, and practices that shape collective memory [2; 7]. *Quality education*, in alignment with SDG 4, emphasizes inclusive, equitable, and effective learning environments supported by technological innovation [14].

Contemporary scholarship has approached digitization as both a technical and cultural process. Theorists such as Cameron and Kenderdine [2] and Giaccardi [7] emphasize the symbolic and participatory dimensions of digital heritage. Parry [12] examines how museums are restructured through digital means, while Kidd [8] explores ethical and experiential shifts in curatorial practice. Despite increasing international interest, the integration of digital heritage into formal education remains underexplored in Ukrainian academic discourse [6].

Research on this convergence has grown significantly in recent years. Cameron and Kenderdine [2] have theorized digital heritage as a participatory and narrative-rich space. Giaccardi [7] expanded this vision by emphasizing the role of users in co-creating heritage meaning. These approaches are complemented by Parry's analysis [12], which explains how museum practices adapt to digital logic, and Kidd's study [8], which explores the ethical dimensions of digital representation. Despite this progress, educational applications remain fragmented and underdeveloped – especially in Eastern Europe, where systematic frameworks for integrating cultural content into digital education are still emerging [6].

The research context also reflects broader cultural shifts: as education becomes more hybrid and interconnected, critical historical understanding emerges as a crucial competence. Digital heritage offers a medium through which learners can explore identity, diversity, and history – not as static knowledge but as lived experience.

Expanding Access through Digital Heritage. Digital technologies have significantly expanded access to heritage-based learning, enabling broader and more diverse groups of learners to engage with historical materials and their interpretations. Students in geographically remote or institutionally underserved areas can now explore digitized artefacts, archival documents, and reconstructed historical environments through virtual collections, 3D scanning, and augmented reality platforms [1; 15]. These tools reduce reliance on physical

infrastructure and institutional gatekeeping, contributing to more equitable access to heritage education.

Immersive technologies – such as virtual tours, historical simulations, and interactive reconstructions – provide alternative learning formats for individuals with visual, auditory, or mobility impairments. They also support multilingual adaptation and enable contextual flexibility across different educational settings [11; 14]. Such technologies help transform digital representations of heritage from static documentation into dynamic, adaptable, and learner-oriented formats [9].

The integration of digital heritage into educational systems reflects broader shifts in research and policy that recognize digitalization as a key component of innovation and accessibility [6]. However, expanding access is not solely a technical objective – it entails pedagogical, interpretive, and ethical responsibilities. The availability of digital resources does not automatically lead to meaningful engagement. If there is no contextual framing, learners may engage with heritage superficially. Interpretive guidance and critical discussion are essential to avoid misinterpretation. To ensure depth of learning, educational design must foster critical interpretation, analytical skills, and engagement with diverse narratives.

Educators and platform designers therefore play a crucial role in shaping how heritage is presented and understood. High-quality visual reproduction alone cannot substitute for pedagogically grounded interpretation. Digital resources should be integrated into teaching strategies that emphasize contextual understanding, critical engagement, and recognition of complexity. This includes presenting multiple viewpoints, addressing historical ambiguity, and encouraging discussion of contested narratives.

Such access not only improves students' familiarity with heritage sources, but also enhances their ability to interpret and question representations of the past. When thoughtfully implemented, digital heritage supports learners in developing historically informed perspectives and understanding the relevance of the past in contemporary cultural and social frameworks. In this way, access becomes not only a matter of infrastructure, but a foundation for inclusive and critically aware educational practice.

Interactive and Immersive Learning Approaches. Interactive and immersive technologies are reshaping how students engage with historical subjects and heritage-related materials. Unlike traditional lecture-based instruction – where learners are passive recipients – digital environments promote exploration, simulation, and active dialogue. Tools such as gamified heritage applications, virtual exhibitions, and augmented reality experiences offer multisensory access to the past that encourages participation and interpretation.

Gamification introduces narrative, decision-making, and role-play into heritage education. This allows learners to navigate historical scenarios, respond to ethical dilemmas, and explore multiple perspectives within simulated contexts. Such engagement helps students build emotional and cognitive connections to events, spaces, and traditions. Research suggests that immersive formats can improve motivation, retention, and conceptual understanding [1; 15].

Virtual reconstructions and simulations further expand this potential. Through 3D modelling and VR platforms, learners can explore representations of ancient cities, historical architecture, or lost monuments – not as passive observers, but as active participants. These environments function not only as visual reconstructions, but also as spaces for interpretation, narrative construction, and cultural negotiation [2]. They serve as cognitive arenas where meaning is constructed, revised, and tested through engagement.

Yet the educational value of immersion depends on its instructional design. Without clear objectives and interpretive scaffolding, digital experiences may privilege surface-level engagement over analytical depth. Educators must guide learners toward critical examination of what they are seeing – distinguishing between historical evidence and digital reconstruction, between visual realism and interpretive inference.

Narrative diversity is also essential. Immersive technologies offer the opportunity to present heritage from a range of perspectives – including historically marginalized ones – but this potential depends on design choices. If digital platforms replicate dominant narratives without critical reflection, they risk reinforcing bias. Inclusive storytelling, contextual integrity, and representational ethics must be embedded in heritage-related learning environments.

When effectively implemented, interactive approaches enable learners to move beyond passive knowledge acquisition toward dialogic understanding. Students develop interpretive competence, contextual reasoning, and the capacity to evaluate how the past is constructed and communicated. These are essential skills in a media-rich environment where heritage is often encountered through digital mediation.

Balancing Digital and Traditional Educational Models. While digital technologies offer important innovations for heritage education, they should not be viewed as substitutes for traditional methods. Printed texts, physical archives, and in-person experiences continue to provide essential forms of knowledge – including tactile engagement, historical continuity, and long-term memory retention. The task for educators is not to choose between digital and analogue resources, but to design hybrid models where both approaches are mutually reinforcing [3; 4].

Digital tools enable visualization, simulation, and access to resources that would otherwise remain

geographically or institutionally restricted. However, they also tend to encourage rapid navigation, visual consumption, and modular content delivery – which can discourage deeper reflection. Traditional approaches such as close reading, seminar discussion, and direct engagement with artefacts support analytical rigour, sustained attention, and contextual interpretation.

Without critical mediation, digital museum experiences may unintentionally prioritize affective response over analytical engagement [8]. A balanced approach integrates the affordances of each modality. For instance, virtual heritage tours can provide preparatory orientation before a site visit, while digitized documents can serve as accessible entry points into physical archival work. Moving between formats enables learners to engage with heritage materials from multiple angles – both cognitively and affectively.

Educators are central to this process. They must guide students in recognising the differences between immersive experience and historical evidence, between simulation and documentation. Learners should be equipped to critically evaluate digital content, identify interpretive choices, and reflect on how various media shape their understanding.

A hybrid model also mitigates risks associated with digital overuse – such as reduced attention spans, loss of embodied knowledge, and devaluation of analogue skills. Handling physical artefacts, visiting heritage sites, or listening to oral testimony provide irreplaceable dimensions of learning that deepen empathy and contextual awareness.

The goal is not simply to modernize education, but to enhance its depth, accessibility, and relevance. A thoughtful integration of digital and traditional models offers students a richer and more critical engagement with heritage in all its complexity.

Educator Readiness and Professional Development. The integration of digital heritage resources into education depends on the capacity of teachers to use them critically and effectively. While digital tools provide new pathways to explore historical and heritage-related material, their impact depends on educational implementation. Educators require not only technical skills, but also the ability to select appropriate content, frame it within coherent learning goals, and guide interpretive analysis [9].

As hybrid learning environments become more common, teachers must act as mediators between traditional and digital sources. This involves curating content, contextualizing representations, and encouraging discussion rather than passive reception. In heritage education – where materials often carry symbolic, ethical, or contested significance – this role includes attentiveness to historical complexity and inclusivity.

Yet many educators feel underprepared. Existing professional development often overlooks the specific challenges of working with heritage content, such as narrative framing, source evaluation, or representational ethics. Training programs should therefore combine technical instruction with critical pedagogical strategies – helping teachers engage with the interpretive and social dimensions of digital heritage [5; 11].

Museums increasingly design digital tools with educational goals, yet such platforms often require pedagogical translation to be effective in formal learning environments [12]. Partnerships between schools and cultural institutions can enhance this capacity. Co-designing resources, offering workshops, and creating open-access platforms are effective strategies for bridging institutional and pedagogical priorities.

Informal peer networks and reflective practice also support professional growth. Teachers experimenting with digital formats – whether immersive exhibits, heritage-based games, or digitized narratives – should be encouraged to share experiences and adapt tools to their educational context. Innovation must be grounded in instructional coherence or pedagogical intentionality.

Ultimately, educator readiness is not a technical condition, but an evolving engagement with technology, interpretation, and curriculum. Teachers need time, resources, and critical frameworks to integrate digital heritage in ways that are both educationally meaningful and socially responsible.

Challenges and Ethical Considerations. Despite its promise, digital heritage education presents a number of structural, ethical, and pedagogical challenges. These require sustained attention to prevent misuse, oversimplification, or exclusion.

Technological disparity remains a major concern. Unequal access to internet infrastructure, devices, and technical support disproportionately affects public and rural institutions, limiting their ability to adopt digital heritage platforms [11]. Without policy-level support and targeted investment, digital innovation may deepen existing educational inequalities.

Beyond infrastructure, there are issues of interpretation and representation. The digitization of heritage is never neutral – it involves choices about what is included, how it is framed, and which perspectives are prioritized [4; 10]. These decisions can unintentionally marginalize certain narratives or reinforce dominant historical accounts, especially when not subject to critical review.

New models of participatory heritage, particularly through social media platforms, have introduced complex ethical questions regarding authorship, representation, and communal voice [7]. Educators and

developers must therefore approach digital heritage as a constructed medium. Simulations, reconstructions, and virtual tours are based on decisions that reflect available evidence, interpretive frameworks, and institutional aims. Visual realism may obscure the interpretive nature of digital heritage. It can give learners a false impression of certainty. Educators must counterbalance this with critical inquiry and contextual framing.

The question of what is preserved, digitized, or displayed is shaped by institutional frameworks and evolving ideologies of heritage conservation [13]. Ethical use of such materials involves transparency, consultation, and respect – not only legal compliance.

Furthermore, overreliance on screen-based engagement risks weakening embodied, place-based, and intergenerational forms of learning. Physical encounters with artefacts, landscapes, and community memory offer experiential dimensions that are pedagogically irreplaceable. Digital heritage must complement – not substitute – these interactions.

Finally, all digital resources are shaped by institutional structures, platform logic, and funding priorities. Recognizing these forces allows educators to engage critically with the tools they use – and to empower learners to ask not only what heritage is, but how and why certain narratives are emphasized over others in digital heritage environments.

Conclusions. The integration of digital heritage into educational practice offers significant potential for improving accessibility, interpretive depth, and student engagement in contemporary learning environments. Tools such as virtual museums, gamified platforms, and interactive archives enable learners to explore historical materials and heritage representations in dynamic and participatory ways. This approach complements traditional educational models by introducing hybrid and inclusive pedagogical formats that support contextual understanding and critical analysis. However, effective implementation requires not only infrastructure and institutional support but also the development of educators' capacity to facilitate ethically grounded, critically informed use of digital resources. The findings of this study emphasize the importance of examining how heritage is framed, represented, and accessed, underscoring the need for reflexivity and representational responsibility in digital heritage education. Ultimately, digital heritage is not merely a tool of preservation, but a pedagogical resource that fosters deeper historical awareness and inclusive engagement with the past.

Prospects for Further Research. Further research on the integration of digital cultural heritage into education may focus on developing practical models for interdisciplinary curricula that bridge heritage, technology, and pedagogy. Longitudinal studies are needed to evaluate the long-term effects of immersive and gamified learning formats on student engagement, retention, and cultural awareness. Another promising direction involves investigating ethical and accessibility issues related to digital heritage, particularly in relation to underrepresented communities and non-dominant cultural narratives. In addition, future studies should explore professional development frameworks that support educators in effectively applying digital tools in heritage-related subjects. Comparative research across educational systems and cultural contexts would also contribute to identifying global best practices and region-specific challenges. These directions are essential for shaping a sustainable and ethically grounded model of heritage-based education in the digital era.

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ІНТЕГРАЦІЯ ЦИФРОВОЇ КУЛЬТУРНОЇ СПАДЩИНИ В ОСВІТНЮ ПРАКТИКУ : МОЖЛИВОСТІ ТА ВИКЛИКИ

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Проаналізовано роль цифрових репрезентацій культурної спадщини як ресурсу для забезпечення якісної, інклюзивної та сучасної освіти. Розглянуто можливості інтеграції цифрових інструментів – таких як 3D-моделі, віртуальні музеї, цифрові архіви, гейміфіковані платформи – у навчальні процеси, що передбачають активне залучення здобувачів освіти, розвиток інтерпретаційних навичок та розуміння історичних контекстів. Особливу увагу приділено балансу між традиційними та цифровими освітніми форматами, професійним викликам у галузі викладання, а також етичним аспектам представлення спадщини у цифровому середовищі. Обґрунтовано потребу в розвитку цифрових компетентностей освітян і структурованих підходах до професійного вдосконалення. Окреслено напрями подальших досліджень, що охоплюють міждисциплінарні освітні моделі, етику цифрового представлення та підтримку педагогів у застосуванні цифрових ресурсів у сфері спадщини.

Ключові слова: оцифрована культурна спадщина, освіта, віртуальні музеї, цифрові технології, гейміфікація, педагогіка, етика, інноваційне навчання.

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ФУНКЦІОНУВАННЯ КЛУБНИХ ЗАКЛАДІВ УКРАЇНИ В УМОВАХ СУЧАСНОГО ПРАВОВОГО ПОЛЯ

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Зроблено спробу комплексно дослідити основні законодавчі акти, які координують діяльність закладів культури; розглянуто підзаконні акти, що регулюють фінансування, кадрову політику та матеріально-технічне забезпечення клубних закладів; проаналізовано слабкі сторони чинного законодавства, які ускладнюють діяльність закладів культури клубного типу; розроблено рекомендації щодо вдосконалення правового супроводу діяльності клубних закладів.

Ключові слова: заклади культури клубного типу, нормативно-правова база, культурні послуги.

Актуальність теми дослідження полягає у важливості клубних закладів культури як ключових осередків розвитку культурного життя громад та забезпечення дозвілля населення, особливо в умовах децентралізації та реформування сфери культури в Україні. Клубні заклади відіграють значну роль у збереженні національних традицій, організації творчих заходів, вихованні молоді та підтримці соціальної згуртованості. Проте їхня діяльність часто ускладнюється недостатнім фінансуванням, застарілою матеріально-технічною базою та невідповідністю нормативно-правових актів потребам суспільства.

Важливість правового регулювання полягає в необхідності створення сприятливих умов для стабільного розвитку клубних установ, підвищення їхньої конкурентоспроможності та ефективності роботи. У контексті євроінтеграційних процесів України адаптація законодавчої бази до європейських стандартів стає більш актуальною. Крім того, зростання інтересу до культурної дипломатії та розвитку креативних індустрій підкреслює потребу в оновленні правових механізмів підтримки діяльності клубних закладів. Враховуючи ці чинники, дослідження теми статті є необхідним для подальшого вдосконалення культурної політики України та збереження культурної ідентичності на місцевому рівні.

Мета роботи – дослідити сучасний стан нормативно-правового регулювання діяльності клубних