

# DIALOGICAL PHILOSOPHY OF EDUCATION BY MYKHAILO CEMBERZHI: BETWEEN SUBJECTIVITY AND TRANSFORMATION

## FILOSOFIA DIALÓGICA DA EDUCAÇÃO DE MYKHAILO CEMBERZHI: ENTRE SUBJETIVIDADE E TRANSFORMAÇÃO

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**Abstract:** The article explores the philosophy of Mykhailo Chemberzhi as the theoretical foundation for innovative educational practices at the Kyiv Children's Academy of Arts. Key concepts are analyzed, including lifelong learning, the development of cultural and communicative competence, and the role of the teacher as a creative mentor. The article highlights the specifics of shaping a holistic personality by combining traditional humanistic values with innovative approaches to teaching and upbringing. It examines the directions of development for the Academy as a unique educational institution that integrates art, science, and pedagogy, thereby contributing to the training of competitive professionals. The article emphasizes the importance of a comprehensive approach to education in the context of contemporary challenges and globalization trends. Particular attention is given to the interaction between the educational environment and students' personal development, which is realized through active involvement in interdisciplinary projects, creative workshops, and exhibitions. Such an approach creates conditions for fostering creativity, critical thinking, and the ability to self-actualize in various sociocultural contexts. The article also considers mechanisms for integrating cutting-edge technologies and pedagogical innovations that ensure the dynamic development of the Academy and enhance the quality of education. Furthermore, the study demonstrates the significant impact of Mykhailo Chemberzhi's philosophy on shaping the Academy's strategy, which is based on the values of humanism, creativity, and lifelong learning. This philosophy supports not only the development of students' professional competencies but also the formation of their social responsibility and active civic engagement. Thus, the article makes a substantial contribution to

understanding contemporary educational paradigms and the prospects for their implementation in the field of arts education.

**Keywords:** Personalist philosophy. Semantics. Humanistic philosophy. Integrated education. Creative potential. Cultural heritage. Interdisciplinary approach.

**Resumo:** O artigo explora a filosofia de Mykhailo Chemberzhi como fundamento teórico para práticas educacionais inovadoras na Academia Infantil de Artes de Kiev. São analisados conceitos-chave, incluindo a aprendizagem ao longo da vida, o desenvolvimento de competências culturais e comunicativas e o papel do professor como mentor criativo. O artigo destaca as especificidades da formação de uma personalidade holística, combinando valores humanísticos tradicionais com abordagens inovadoras de ensino e educação. Examina as direções de desenvolvimento da Academia como uma instituição educacional única que integra arte, ciência e pedagogia, contribuindo assim para a formação de profissionais competitivos. O artigo enfatiza a importância de uma abordagem abrangente à educação no contexto dos desafios contemporâneos e das tendências da globalização. É dada especial atenção à interação entre o ambiente educacional e o desenvolvimento pessoal dos alunos, que se concretiza por meio do envolvimento ativo em projetos interdisciplinares, oficinas criativas e exposições. Tal abordagem cria condições para fomentar a criatividade, o pensamento crítico e a capacidade de autorrealização em diversos contextos socioculturais. O artigo também considera mecanismos para integrar tecnologias de ponta e inovações pedagógicas que garantam o desenvolvimento dinâmico da Academia e aprimorem a qualidade da educação. Além disso, o estudo demonstra o impacto significativo da filosofia de Mykhailo Chemberzhi na definição da estratégia da Academia, que se baseia nos valores do humanismo, da criatividade e da aprendizagem ao longo da vida. Essa filosofia apoia não apenas o desenvolvimento das competências profissionais dos alunos, mas também a formação de sua responsabilidade social e engajamento cívico ativo. Assim, o artigo contribui substancialmente para a compreensão dos paradigmas educacionais contemporâneos e das perspectivas de sua implementação no campo da educação artística.

**Palavras-chave:** Filosofia personalista. Semântica. Filosofia humanística. Educação integrada. Potencial criativo. Patrimônio cultural. Abordagem interdisciplinar.

## 1. Introduction

In modern society, education is undergoing fundamental changes driven both by technological progress and shifts in sociocultural demands. The field of arts education is especially significant, as it shapes not only professional skills but also creative thinking, emotional intelligence, cultural identity, and civic responsibility. However, traditional approaches to teaching often cannot fully meet the needs of today's youth, who require innovative methods combining scientific rigor, practicality, and a humanistic approach.

Ukraine has a rich cultural heritage and longstanding traditions in arts education. Nevertheless, after gaining independence in 1991, the country faced significant challenges in the education sector due to economic crisis, systemic reforms, and a lack of adequate resources. In this context, the work of certain outstanding individuals becomes particularly important, as it is thanks to their initiative and creative approach that new educational spaces and models emerge.

One such innovator is Mykhailo Ivanovych Chemberzhi – a Ukrainian philosopher, musician, composer, educator, and cultural figure. His contribution to the development of arts education lies not only in his own creative work but also in the creation of a unique educational institution — the Kyiv Children's Academy of Arts (KDAA), which became the first comprehensive institution in Ukraine to unite all levels of education — from preschool to higher education — in the field of art.

The purpose of this article is to provide a comprehensive analysis of M.I. Chemberzhi's activities, his pedagogical philosophy, concept of innovative education, and the history of the creation and development of the KDAA. The paper examines the methodological approaches to teaching at the Academy, its structure and functioning, as well as its results and development prospects in the context of contemporary educational challenges.

## 2. Biographical Context: Mykhailo Ivanovych Chemberzhi

Mykhailo Ivanovych Chemberzhi was an outstanding Ukrainian philosopher, musician, educator, and cultural figure who was born in 1945 in the city of Kyiv. His life path was closely tied to the development of Ukrainian culture and art in the second half of the 20th century. From childhood, he demonstrated remarkable musical talent, which later

determined his professional trajectory. After graduating from the Kyiv Conservatory named after P.I. Tchaikovsky, Mykhailo Ivanovych worked in various music and educational institutions and engaged in composing. At the same time, his deep interest in philosophy, particularly the philosophy of culture, contributed to the formation of a unique pedagogical system that became the foundation of the Kyiv Children's Academy of Arts.

**Figure 1:** M. Chemberzhi.



Source: Family archive.

### **3. Pedagogical Innovations and Methodological Approaches**

The Kyiv Children's Academy of Arts (KDAA) emerged against the backdrop of profound changes in Ukraine's cultural life at the end of the 20th century. The period of perestroika and independence was a time of rethinking traditional approaches to education and art. At the same time, society acutely needed innovative methods that would support the holistic development of the younger generation. The idea of creating the Academy was born from the desire to bring together various artistic disciplines under one roof and to create an educational space where every child could realize their creative potential in harmony with intellectual and spiritual growth.

The initiator and first rector of the KDAA was Mykhailo Ivanovych Chemberzhi. In 1992, after considerable organizational effort, the Academy officially began its work. The first departments established were music, visual arts, and theater. The curriculum included

not only traditional subjects but also integrated courses in the philosophy of art, cultural history, and the ethics of creativity. Even in its early stages, the KDAA gained recognition both among professionals and among parents, who saw in the Academy a unique space for the development of their children.

A significant step was the introduction of multidisciplinary programs that combined classical and contemporary approaches. Special attention was given to the development of students' individual creative projects, the organization of exhibitions, concerts, and theater productions, which contributed to the formation in young people not only of professional skills but also of self-confidence and communication abilities.

The Kyiv Children's Academy of Arts became not just an educational institution but also a center of cultural life where new talents were born, and cultural trends were shaped. Its methods were adopted by other art schools in the country. The Academy's activities helped elevate the status of arts education in Ukraine and contributed to the integration of Ukrainian culture into the global artistic context.

**Figure 2: Kyiv Children's Academy of Art**



Source: Family archive.

Uniqueness formed through the Implementation of Innovative approaches in the educational process innovation in education is not limited to the creation of new products or services; it involves the introduction of original pedagogical ideas and methods that transform an educational institution into a dynamic system capable of adapting to changes and fostering the development of talented individuals. Such a system is based on classical

principles of education while actively leveraging accumulated experience and modern scientific achievements. It is important to emphasize that an innovative educational system cannot rely on outdated knowledge or unprofessional methods; it must be scientifically grounded and focused on implementing advanced pedagogical practices.

In this system, a teacher is not merely a transmitter of knowledge but a creator of original educational strategies who can organize the learning process while considering the individual characteristics of students. Innovations manifest not only in the use of cutting-edge technologies but also in creative approaches to shaping educational content and creating an environment conducive to the comprehensive development of the individual. Modern pedagogy is oriented towards developing the student's ability to apply acquired knowledge in various life situations. This means that it is not necessary to delve into all aspects of theoretical material; it is enough to master the knowledge and skills needed to solve specific tasks.

Such an approach creates conditions in which a student actively and independently acquires knowledge, while the teacher facilitates this process by sharing not only knowledge but also personal experience, significantly enhancing the effectiveness of learning. The interaction between the family and the educational institution is extremely important for the formation of a harmonious personality. A child exists in two educational spaces, which should complement each other, providing protection from negative influences and preparing the child for independent life in society. Equally important is the formation of an internal moral compass that guides the individual toward goodness, beauty, and responsibility in the surrounding world.

The educational process, in this case, is viewed as a partnership where teacher and student interact and enrich each other, ensuring effective competence development and personal growth.

The Kyiv Children's Academy of Arts is a unique multifunctional educational institution that implements a multi-level education system, ranging from preschool training to higher art education. The Academy combines the traditions of classical education with innovative approaches, ensuring high quality of teaching and creative development of students. Within its structure, the Academy comprises various educational units, including the Higher Art College, the School of Arts, the Humanities School, as well as specialized centers responsible for research activities, information support, computer support, philharmonic activities, exhibition organization, and medical-psychological support.

The faculties of the Academy cover five main areas of art education: musical art, theatrical art, visual art, choreography, and pop art. The faculty of Musical Art offers a wide range of specializations, including performance on various instruments, music theory, composition, choral conducting, and pop music. It prepares versatile musicians capable of working in academic, pop, and experimental genres. The faculty's programs combine thorough theoretical training with active creative practice, which includes participation in concerts, festivals, competitions, and the implementation of original projects. Special emphasis is placed on developing students' improvisational skills, interpretation, and compositional mastery, meeting the needs of the contemporary dynamic art environment.

The educational process blends classical methods with modern technologies, fostering the formation of professional skills and students' creative thinking. The Theatre faculty provides training for actors, directors, and scenographers through integrated methods that include classical dramaturgy, experimental theatrical practices, and psychological training, which help develop both professional skills and personal qualities. It is characterized by a comprehensive approach to training actors, directors, and theatre scholars. The faculty's programs cover in-depth mastery of acting techniques, directing, stage speech, scenography, and theatre history.

The faculty serves as a platform for experimenting with various theatrical forms—from classical to contemporary performative practices. This approach enables students not only to acquire professional skills but also to develop critical thinking, creativity, and the ability to interpret cultural texts within the theatrical space. Fine arts at the Academy combine traditional art forms with digital technologies, fostering the development of contemporary artistic thinking.

An interdisciplinary approach is implemented in the educational process, promoting analytical thinking and the ability to interpret artistic phenomena within a broad cultural context. Students engage in research projects that explore issues of contemporary visual culture, visual communication, and the impact of digital technologies on art. A special place in the faculty's activity is occupied by creative practice, realized through plein airs, creative residencies, and personal and collective exhibitions both in Ukraine and abroad. This aspect allows students to test their own ideas in a real artistic environment, developing project thinking skills and the ability to manage creative processes.

Considerable attention is also paid to cooperation with museums, galleries, and cultural foundations, which broadens the professional horizons of students. The faculty of

Choreography focuses on studying classical ballet, contemporary dance styles, and dance pedagogy methods, deeply exploring the multidimensional phenomenon of dance in both its classical and modern forms.

The faculty's curriculum provides systematic training in classical ballet, based on the fundamental principles of academic choreography, techniques, and styles of the world's renowned ballet schools. The faculty of Choreography actively fosters the creative individuality of students and their ability to perceive dance as an artistic practice that integrates movement, music, dramaturgy, and space.

Through participation in festivals, competitions, original productions, and interdisciplinary projects, students gain stage experience, develop plastic expressiveness, and learn to build their own artistic style. The Performing Art faculty trains performers of popular music, show artists, and producers, integrating vocal art with the latest music production technologies and stage culture. Participation in creative labs, recordings, studio sessions, and live performances provides students with the direct experience necessary for successful careers in the field of pop art.

An important factor in the Academy's success is its scientific, methodological, and creative-intellectual support, which includes a research center, information and computer services, philharmonic and exhibition spaces, as well as medical and psychological support. This complex creates conditions for continuous education, which is not only a process of acquiring knowledge but also a path of constant self-improvement and creative growth. Thus, the Kyiv Children's Academy of Arts functions as a modern innovative educational institution, combining classical educational values with advanced pedagogical technologies, creating a favorable environment for the comprehensive development of creative individuals and training highly qualified specialists capable of representing Ukrainian culture internationally.

#### **4. Theoretical and Philosophical Foundations of Chemberzhi's Educational Model**

The philosophy of Mykhailo Chemberzhi represents a systemic approach to understanding the role of cultural education in personal development in a globalized world. The central tenet of his concept is the integrative nature of art education, which combines the development of intellectual abilities, communication competence, and organizational



skills essential for effective social adaptation and personal fulfillment. From the standpoint of scientific paradigm, this can be interpreted as an attempt to create a multifunctional educational model that unites cognitive, axiological, and activity-based components. Studying the phenomenon of the Academy as a unique educational environment, M. Chemberzhi in his collection *“Approaching the Higher Truths...”* outlines not only the history of the institution’s formation but also conceptualizes its development through the lens of philosophical-anthropological and cultural studies categories. In this context, the Academy emerges as an open dynamic space where tradition and innovation interact, driving the continuous evolution and transformation of its educational paradigm.

The author emphasizes that the Academy functions not only as an institution for knowledge transmission but also as a laboratory of cultural memory and a generator of innovative practices. From the perspective of modern science, the interdisciplinary nature of the Academy’s educational activities becomes particularly significant. Within the proposed model, there is mutual integration of various arts — architecture, painting, music, literature, theater — with research in the fields of humanities and social sciences. This approach correlates with the post-nonclassical scientific paradigm, which focuses on the integrity of knowledge and overcoming the isolation of individual disciplines.

A key factor defining the Academy’s uniqueness is the creation of a special educational and cultural environment. The geographical context — particularly the Dnipro River and its surroundings — acts as a symbolic space of construction and a source of inspiration for artistic creativity. At the same time, the systematic organization of exhibitions, concerts, scientific events, and interdisciplinary projects promotes the intensification of the creative process and the formation of network interactions between students, teachers, and external experts.

**Figure 3:** In the academy's hall.



Source: Family archive.

In the scientific dimension, the Academy's model can be characterized as an example of a synergetic system, where different educational, scientific, and artistic practices are combined. In such a system, each structural element — be it a discipline, department, or creative team — does not function in isolation but engages in multi-vector interaction with other elements, creating a new quality of educational and cultural product.

A special focus in Chemberzhi's philosophy is given to the issue of shaping students' worldview. The author argues that modern education should not only transmit knowledge but also develop the ability for reflection, critical thinking, moral responsibility, and creativity. In this context, the teacher is seen not as a transmitter of ready-made truths but as a facilitator of the cognitive process, stimulating independent thinking and the capacity for innovation. Another important aspect is the orientation of the educational process toward the concept of "lifelong learning."

This means that education does not end within the institution but continues throughout life, manifesting in the professional and creative activities of graduates. Such an approach aligns with current trends in European and global educational policy, where the concept of "lifelong learning" is seen as a strategic direction. The results of the Academy's many years of activity confirm the effectiveness of this model. Graduates of the institution

have gained international recognition, as evidenced by numerous grants from leading global foundations and participation in prestigious exhibitions, competitions, and scientific conferences. This objectively indicates that the educational process at the Academy focuses not only on transmitting cultural experience but also on shaping creative, adaptable, socially responsible individuals capable of independent scientific and artistic work.

From a methodological perspective, the activities of the Academy can be viewed as an example of cultural transmission carried out through institutional and informal mechanisms. It ensures not only the transfer of cultural codes but also their comprehension, reinterpretation, and adaptation to contemporary conditions. This creates conditions for the formation of individual and collective identity, which is a key factor in social stability and cultural continuity. In the context of sociocultural dynamics, the Academy also serves as a creative hub where new cultural meanings are produced.

Its activities promote cultural innovation, support young talents, and foster intercultural dialogue. Thus, the Academy becomes an active agent of cultural policy, shaping new meanings and values that respond to the challenges of the modern era. In summary, it can be argued that the model developed by Mykhailo Chemberzhi represents a multidimensional phenomenon where art, science, and education function in inseparable unity. This approach makes it possible to educate not only a qualified specialist but also a reflective and creative individual who understands their social responsibility and is capable of constructive interaction with the globalized world.

The prospects for the further development of the Academy are closely linked to the improvement of educational practices, the expansion of international cooperation, the implementation of innovative technologies, and, at the same time, the preservation and reinterpretation of the national cultural heritage. In this context, the formation of a personality capable of innovative thinking, based on a synthesis of humanistic values and contemporary scientific achievements, becomes particularly relevant. This aligns with the needs of the knowledge society, where creativity and innovation are key drivers of economic and cultural development.

Thus, the Academy fulfills the mission not only of an educational institution but also of a cultural center that generates new ideas, preserves traditions, and creates conditions for their reinterpretation in the modern context. Therefore, Chemberzhi's philosophical concept and the practical experience of the Academy together constitute an integrated scientific and

educational project that is relevant to current sociocultural challenges and has significant potential for further development both nationally and internationally.

## 5. Results and Discussion

The educational model of the Kyiv Children's Academy of Arts (KCAA), developed under the scientific and methodological guidance of the prominent Ukrainian composer and pedagogue Mykhailo Chemberzhi, serves as an example of a holistic, multifunctional, and innovative educational system. It synthesizes traditional humanistic values with the current challenges of the creative economy, digital transformation, and cultural globalization. A key feature of this model is the integration of artistic practices into the structure of humanitarian education.

This approach fosters the development of the individual not only as a bearer of professional competencies but also as an ethically conscious, culturally adaptable, and critically thinking person. The results of long-term internal monitoring and external analytical research confirm the sustainability and high efficiency of this model. Notably, about 85% of KCAA graduates continue their professional education at leading institutions of higher artistic education in Ukraine and Europe, such as the P. I. Tchaikovsky National Music Academy of Ukraine, the Vienna Conservatory, the Academy of Fine Arts in Warsaw, the and others.

This high rate of educational continuity serves as empirical evidence of the competitiveness of academic training, the professional motivation, and the adaptive potential of graduates within the European and international educational environments. Equally indicative is the level of participation of Academy students in cultural and artistic life: over 70% of students annually take part in national and international competitions, festivals, art forums, and residencies, earning prestigious awards, prizes, and grants. In the past five years alone, more than 60 participants have won competitions held under the auspices of UNESCO, the European Music Council, the International Association of Performing Arts, the International Confederation of Ballet and Choreography, the World Association of Children's Art Schools, and other influential institutions.

These achievements attest not only to the high level of professional training but also to the presence of strong intercultural communication skills, interdisciplinary thinking, and the ability to present an individual artistic vision in an international context. In this regard, the Academy acts not merely as an educational institution but as a powerful cultural-

institutional hub shaping a new generation of Ukrainian artists integrated into global creative processes.

The foundation of the KCAA's educational model lies in the philosophy of facilitation, whereby the teacher is not viewed as an authoritarian source of knowledge but as a moderator and curator of the child's individual educational path. According to internal surveys, over 80% of teachers report that the facilitation approach contributes to the deepening of reflective practices, the development of critical thinking, and the formation of autonomy and confidence in the students' creative self-realization. Approximately 65% of teachers participate in interdisciplinary educational projects and present the Academy's methodological developments at professional scientific conferences, symposiums, and forums, demonstrating the model's scientific vitality and capacity for scalability and adaptation in broader educational contexts.

At the same time, KCAA actively supports the concept of an open institutional space, involving families in the educational process. More than 90% of parents express positive evaluations of their communication with the Academy, noting an increased interest in the arts, a deepening of emotional connection with their children, and the revitalization of cultural life within the family. Over 75% of parents participate in creative events, concerts, exhibitions, and forums organized by the Academy, evidencing the practical implementation of the triadic educational principle: "family — school — culture." The psychological and pedagogical dimension of the Academy's work is particularly noteworthy: more than 88% of students demonstrate a high level of emotional intelligence, reflexivity, social adaptability, and communicative flexibility.

This reflects the systemic engagement with the humanitarian, ethical, and aesthetic components of personality. These results are achieved through the consistent implementation of Mykhailo Chemberzhi's ideas, who envisioned education as a multi-level dialogical process centered on the creative individual capable of ethical reflection, interdisciplinary integration, and cultural self-identification in a globalized world.

His concept closely resonates with the views of Myroslav Skoryk and Yevhen Stankovych—renowned representatives of the Ukrainian school of music—who emphasized the importance of dialogue between the composer and society, the artist and cultural heritage. In particular, Stankovych has repeatedly emphasized in public speeches the importance of preserving national artistic traditions amid the dynamic evolution of artistic forms of expression. Similarly, the creative component within the KCAA system is viewed not only

as a means of developing professional skills but also as a tool for cultivating a mindset capable of critical reflection, engagement with cultural heritage, and the creation of new aesthetic forms.

To summarize, the pedagogical model of the Kyiv Children's Academy of Arts can be classified as a transdisciplinary, synergistic educational system grounded in the principles of humanism, facilitation, inclusion, and partnership. Its philosophical and methodological foundations align with contemporary European educational standards, fostering a high level of academic culture, artistic competence, social responsibility, and cultural identity among learners. The KCAA model not only demonstrates consistent results in academic, psychological, and creative success but also offers a new paradigm of pedagogical interaction, with the potential for expansion in national and international educational discourse as a forward-looking strategy for shaping the next generation of educational policy.

## **6. Conclusion**

The philosophy of Mykhailo Chemberzhi emerges as a coherent system of views grounded in a deep awareness of the role of culture, art, and education in shaping the spiritual potential of both the individual and society. At the core of this concept lies the belief that only a harmonious combination of creativity, scientific thinking, and ethical responsibility can become the foundation for true self-realization in the modern world. One of the key aspects of Chemberzhi's philosophy is the emphasis on cultural literacy as an integral component of personal development. He perceives culture not merely as a set of knowledge or traditions but as a dynamic system of values that shapes worldview, ethical guidelines, and the capacity for creative thinking. It is precisely through the development of cultural competence that an individual can find their own place in society and contribute to its progress. The analyzed works and ideas of the author demonstrate a consistent commitment to developing an interdisciplinary educational environment that integrates classical traditions with innovative approaches. Special attention is devoted to fostering communicative competence, developing organizational skills, critical thinking, and a high level of cultural literacy, all of which are seen as essential conditions for meaningful participation in modern society. Thus, the philosophy of Mykhailo Chemberzhi reveals not only an educational or artistic strategy but also a broader vision of the human path—as a creative, reflective, and

morally responsible individual capable of influencing cultural and social development within a global context.

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