

Anna Chernyshova

Zhytomyr Ivan Franko State University

The main mechanisms of preparing primary school teachers for teaching choreography

Summary

The article analyzes the problem of professional and pedagogical training of future primary school teachers for teaching choreography. The main mechanisms of its realization are determined, in particular the forms and methods used during the study of disciplines of the choreographic cycle. The basis of systematization of methods of professional and pedagogical training of future primary school teachers to teaching choreography relies on theoretical and practical components. There are three groups of methods of professional and pedagogical training of future primary school teachers to teach choreography. The fact that the relationship of these groups of methods provides a holistic act of professional and pedagogical training of future primary school teachers to teaching choreography has been identified and confirmed.

Key words: professional and pedagogical preparation of primary school teachers for teaching choreography, choreography, teaching methods, methods of professional and pedagogical training.

Introduction

One of the most important tasks of schools and pedagogical science, as stated in the State Standard of Primary General Education (2019), Concepts of Artistic and Aesthetic Education of Students in Secondary Schools (2004) and State Comprehensive Program of Artistic Aesthetic Education of Students in Secondary and Out-of-school Educational Institutions (2004), is to carry out aesthetic education of a child. The New Ukrainian School (NUS) directs the educational process starting from the first school steps up to the development of students' emotional intelligence, communication and creative abilities, which

lay the foundation for personal self-realization of the child in society, his/her success in life. The importance of such tasks is emphasized in the State Standard of Primary Education and the current Standard of Educational Programs in the Field of Art Education. Thus, important means of their implementation is the involvement of the younger generation in the art of choreography. At the present stage of development of the educational sector in many secondary schools, the content of education is expended by introducing choreography as a subject or integration into the course "Art" in order to aestheticize and ensure the physical development of the child.

The issue under study is now relevant in the context of training future primary school teachers to ensure the formation of moral, physical and mental health in primary school children. A study of the practice of secondary schools indicated that at the stage of transformation of the system of education the current level of readiness of primary school teachers to teach choreography does not correspond to its real potential in solving the burning issues.

Aim, subject and research methods

In the scientific literature, the research of the problems of choreographic art is carried out in the historical-analytical (S. D. Bezklubenko, P. M. Bilash, T. O. Blahova, H. V. Borymska, A. I. Humeniuk, S.A. Lehka, M. M. Maksymova, T. S. Pavliuk, V. V. Pastukh, Yu. O. Stanishevskiy, V. O. Shkorinenko and other), problem-theoretical (K. Yu. Vasylenko, M. P. Zahaikevych, O. P. Kolosok, A. M. Kryvokhyzha, V. M. Psiutyńska, T. S. Tkachenko, T. M. Churpita, L. Yu. Tsvietkova and other), folklore-ethnographic (V. K. Avramenko, V. M. Verkhovynets, R. V. Herasymchuk, V. M. Hnatiuk, A. I. Humeniuk, M. V. Lysenko, P. P. Chubynskiy, Yu. M. Churko, V. O. Shukhevych, D. I. Yavornytskyi and other) and educational-methodological (T. K. Bashnikov, O. I. Bocharov, A. Ya. Vahanova, O. V. Lopukhov, O. V. Shyriaiev and other) spheres. General theoretical foundations of professional training of a teacher-choreographer were studied in the works of H. O. Berezova, L. A. Bondarenko, O. A. Burlia, A. Ya. Vahanova, Ye. P. Vakulina, S. H. Zabredovskiy, Ye. V. Zaitseva, R. V. Zakharova, S. L. Zubatova, F. V. Lopukhova, A. M. Messerer, A. P. Tarakanova, T. S. Tkachenko, V. I. Uralska and other.

However, the theory and practice of professional training of educators, in particular primary school teachers, which is aimed at preparing them for teaching choreography as a

subject, is insufficiently developed and requires a comprehensive study, which, in its turn, presupposes the creation of a qualitatively new model and its implementation in higher educational institutions. Therefore, *the aim of the article* is to determine the main mechanisms of implementing the training of primary school teachers to teach choreography, in particular the forms and methods used in the study of disciplines of the choreographic cycle in the context of the problems under study.

Thus, in accordance to the context given, *the subject* of the research determines the forms and methods of preparing primary school teachers for teaching choreography.

The following *research methods* were used to solve the set research tasks: *theoretical* (analysis, synthesis, comparison, generalization), which were exploited in order to study the scientific literature on the topic, as well as to conduct a categorical analysis of basic concepts and outline the relationship between them; *empirical* (questionnaires, observations, surveys, self-assessment, testing), which were used to determine the state of readiness of primary school teachers and students of higher pedagogical educational institutions to teaching choreography.

Research results

The organizational basis for the preparation of primary school teachers for teaching choreography are forms of education. Thus, the multifaceted nature of the research tasks required the use of such forms of organization of the educational process that provided its theoretical (different types of lectures) and practical orientation (different types of practical classes). Multiple types of lectures became the organizational basis of theoretical training: informational, lecture-conversation, problem, lecture-discussion, etc.

Carrying out practical classes based on the technological approach gave the chance to organize educational process integrally by means of use of a number of particular forms (seminars, laboratory employment, independent work, individual employment, consultations, master classes, viewing video materials, educational excursions, folklore expeditions, various kinds of special choreographic practices). Some of them require in-depth consideration and review.

Seminars as a form of organization of educational and cognitive activities of students are closely related to lectures and serve as their logical continuation. The topics of seminars are arranged in accordance with the content of the lecture course and are aimed at consolidating the knowledge gained in lectures and during independent work. Moreover,

seminars stimulate the development of coordination techniques, musicality and expressiveness of performance; students are also offered to get acquainted with the methods of studying choreographic figures, compounds and compositions, the principles of construction of individual parts of the lesson [1].

The integration of theoretical knowledge, practical skills and abilities of students takes place during laboratory classes. Laboratory classes in the disciplines of the choreographic cycle allow the students to master practical techniques of performing dance elements, figures, assimilate methods of their study. They provide for the formation of students' basics of the necessary skills, namely pedagogical, performance and practical in order to technically perform corresponding dance figures, organize them into compositions, as well as to record, disassemble and read dances on video records [2].

An important form of organization of educational process in higher education is the independent work of students, which involves in-depth study of theoretical and practical material, improvement of professional skills and abilities formed during auditory classes. The organization of this type of students' activity must be arranged in creative and exploratory way, aimed at continuous self-education and self-improvement. Implementation of the tasks and objectives defined by the curriculum requires systematic work of students to deepen their own level of knowledge and to upgrade and polish practical skills, which includes: designing and updating textbooks, manuals, exercise-books, additional literature; compiling dance combinations, doing practical exercises and performing dance movements to better master them; improving technical and performing skills; attending various art events, concerts of choreographic groups; using computer information resources; watching educational videos [3].

Individual work of students includes consultations with the teacher, elaboration of additional educational-methodical and scientific literature on preparation of separate subjects, viewing of video materials that gives the chance to expand and deepen knowledge of discipline. It is conducted with each student in order to determine the level of awareness of certain theoretical provisions of the course, practical mastery and improvement of the performance level, identifying problem situations and finding ways to solve them [2].

An effective form of training future teachers of choreography is to conduct master classes, which involves inviting a well-known mentor or performer to share his/her creative pedagogical experience with the audience, as well as to show his/her technical skills.

Also, watching pre-recorded videos (performances of famous dance groups and soloists, master classes of choreographers, master classes in various styles of dance art, etc.) is an important form of training future teachers of choreography.

Ensuring a high level of professional and practical training of future teachers is directly related to the organization of pedagogical practices at different levels (educational-methodological and sustainable production), and its leading task is determined by the formation of students' professional skills of organization and implementation of creative training procedures, as well as staging choreographic processes in the system of general and out-of-school education. Different types of special choreographic practices (educational-methodical practice in choreography, educational folklore practice, educational-training choreographic meetings, industrial pedagogical choreographic practices) give students the opportunity to enrich their professional experience, demonstrate acquired practical skills in teaching methods [4].

The introduction of forms of education is based on the use of a system of methods. Method (from. Methodos – the path to the goal) is: a way of knowing the phenomena of nature and society [5]; way of activities aimed at achieving a certain goal [6]. The general features of the method are: its reflection of purposeful activity; being a type of system of actions [5]. Thus, it allows to consider methods as certain ways of purposeful activity during training. The method of teaching is a certain way of purposeful realization of the learning process, achievement of the set goal.

As one of the mechanisms of realization of the researched problem, teaching methods are multidimensional entities of education (multidimensional pedagogical phenomenon), which need classification.

There is a number of classifications of teaching methods based on various indicators: by the source of transmission and perception of information (S. Petrovskiy, Ye. Holant); by the properties of cognitive activity (I. Ya. Lerner, M. M. Skatkin); by didactic purpose and tasks (M. O. Danylov, B. P. Yesypov); by holistic approach to business (Yu. K. Babanskyi) [1]; by the nature of the interaction between the learner and his/her attitude to the content, sources, means, forms and methods of teaching (S. I. Zmiiov), and other.

The process of professional and pedagogical training of future primary school teachers to teach choreography requires the use of theoretical and practical methods for the acquisition and application of obtained knowledge in practice, as well as transforming them into skills and abilities [7].

Due to the fact that in choreographic activity in addition to its theoretical basis a practical orientation is clearly expressed, which balances the emphasis between theory and practice alongside with the systematization of methods of professional and pedagogical preparation of future primary school teachers for teaching choreography, including its theoretical and practical components.

In this regard, we distinguish three groups of methods of professional and pedagogical training of future primary school teachers:

I. Methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography;

II. Organizational methods of professional-pedagogical preparation of future primary school teachers for teaching choreography;

III. Methods of control and self-control of professional-pedagogical preparation of future primary school teachers for teaching choreography.

The presence and interrelation of these groups of methods provides a holistic act of professional-pedagogical training of future primary school teachers to teach choreography.

Consider them in more detail:

I. Methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography provide cognitive, volitional, emotional activation of students' creative and intellectual potential in the process of professional training, as well as they contribute to the formation of professional interests from the standpoint of personal and social significance.

The stimulating influence on the educator leads to the development of motivation for choreographic activities, i.e. to the internal stimulation of professional and pedagogical training of future primary school teachers to teach choreography [8].

According to the nature of activity, all methods of stimulating and motivating professional-pedagogical preparation of future primary school teachers for teaching choreography are divided into two groups: theoretical and practical. Since future primary school and choreography teachers are often unaware of the importance of theoretical training for professional choreographic activities, teaching methods that stimulate them to acquire theoretical knowledge are important in the context of our study.

In this case, in addition to explaining the professional and personal significance of theoretical preparation for choreographic activities, it is advisable to use methods that create situations of interest, stimulate curiosity, cause emotional impact on the student and thus stimulate him/her to acquire the necessary knowledge [9].

Teaching methods that stimulate educators of primary school and choreography to initiate and conduct practical activities in the process of professional-pedagogical preparation for teaching choreography are aimed at improving their technical skills and emotional expressiveness during the choreographic text. Moreover, creating a situation of cognitive novelty, conducting master classes, watching and attending performances by famous bands are of significant important for the success of entire educational process.

II. Organizational methods of professional-pedagogical training of future primary school teachers to teach choreography provide processing the content of the course under study.

Lecture, story, conversation and explanation, which are widely used in the study of all disciplines of the choreographic cycle, are important among the theoretical methods of organizing professional-pedagogical preparation of future primary school teachers to teaching choreography in the context of our research.

Thus, for high-quality fundamental training of future primary school teachers who will teach choreography in addition to strong acquisition of knowledge, skills and abilities, it is important to develop the creative potential of the specialist, as well as to master the practical methods of professional training that can be divided according to the manifestation of creative potential into two groups: 1) **reproductive**, which include: retelling, performing exercises, performing combinations and sketches, choreographic compositions, are purely reproductive in nature and perform only educational function; 2) **active**, which are of particular interest for our study, for they are used by the teacher in the process of learning practical forms of professional training of primary school teachers, through the use of which the dynamic process of forming high-quality individual choreographic signature is conducted [10].

Active teaching methods encourage students to intensive mental and practical activities in the process of mastering the material. Active learning involves the use of a system of methods aimed not only at the teacher's presentation of ready-made knowledge, their memorization and reproduction, but at the independent work of students while mastering practical and theoretical knowledge, improving skills and abilities [2]. Active methods of professional training of primary school teachers of choreography include: method of demonstration, tutoring, improvisational method, game method, concentric method, method of analysis of pedagogical situations, modeling of fragments of choreographic classes, method of micro-teaching, method of musical accompaniment.

III. Methods of control and self-control of professional and pedagogical preparation of future primary school teachers for teaching choreography provide the function of control

and self-control during the study of choreographic disciplines. They are also divided into two groups: theoretical and practical.

Theoretical methods of control and self-control of professional and pedagogical preparation of future primary school teachers to teaching choreography are used to test students' knowledge of a theoretical nature in the learning process (current control/assessment) and upon completion of the course (final control/assessment). These methods can be divided on the basis of techniques (actions and operations) of receiving feedback in the course of professional-pedagogical training into:

1. Oral control/assessment methods (survey, test, exam).
2. Written control/assessment methods (written test, final written test).
3. Self-control/assessment methods.

Using practical methods of control and self-control (assessment) of professional-pedagogical preparation of future primary school teachers to teaching choreography, the educator assesses students' knowledge and skills in the technique of performing movements, combinations and sketches, methods of creating their own sequences based on studied movements (current control/assessment); performance techniques and methods of staging combinations, sketches, choreographic compositions (final control/assessment).

An important place among the practical methods of control and self-control in the process of professional training of future primary school teachers belongs to the method of self-control (self-assessment), which aims to form students' ability to consciously regulate their own choreographic activities, improve it, prevent errors and inaccuracies.

Conclusions

1. The basic mechanisms of realization of preparation of future teachers of primary school for teaching choreography, the forms and methods used while studying disciplines of a choreographic cycle in particular, are defined.

2. The theoretical and practical components are based on the systematization of methods of professional and pedagogical training of future primary school teachers to teach choreography.

3. Systematic application of the above-mentioned groups of methods and forms used in the process of studying choreographic disciplines will ensure the integrity of the process of preparing future primary school teachers to teach choreography and improve the overall effectiveness of the educational procedures.

References

1. Цветкова Л.Ю. *Методика викладання класичного танцю* : підручник. [Methods of teaching classical dance: textbook], 2005, 324 s.
2. Кившенко Ю.А. *Средства профессиональной подготовки педагогов-хореографов в ВУЗе* : Дис. ... канд. пед. наук : 13.00.08. [Means of training the teacher-choreographer in high school], 2011, 196 s.
3. Кирильчук Наталія. *Самостійна робота студентів як вагомий чинник їх професійної хореографічної підготовки* [Independent work of students as an important factor in their professional choreographic training], 2012, № 2, S. 208-210.
4. Благова Т.О. *Виробнича педагогічна хореографічна практика : програма для студентів вищих педагогічних навчальних закладів зі спеціальності 7.010103 «Педагогіка і методика середньої освіти. Хореографія»* [Industrial pedagogical choreographic practice: a program for students of higher pedagogical educational institutions in the specialty 7.010103 "Pedagogy and methods of secondary education. Choreography"], 2007, 18 s.
5. *Практикум з педагогіки* : навч. посіб. за ред. О.А. Дубасенюк, А.В. Іванченка, [Workshop on pedagogy: textbook]. [Ed.] Dubaseniuk O.A., Ivanchenko A.V., 2002, 483 s.
6. Єремєєва В.М. *Технологія вивчення основ дидактики* : метод. реком. [Technology of studying the basics of didactics: handbook], 2000, 52 s.
7. Ершова Е.В. *Педагогические пути формирования танцевальной культуры студента-актера* : автореф. дис. ... канд. пед. наук : 13.00.08. [Pedagogical ways of formation of dance culture of the student-actor], 2011, 21 s.
8. Благова Т.О. *Особливості професійної підготовки майбутніх учителів-хореографів у системі педагогічної освіти* [Features of professional training of future teachers-choreographers in the system of pedagogical education]. *Bulletin of Zhytomyr State University*, 2010, S. 72-76.
9. Бондаренко Л.А., Корнієнко О.Ф. *Хореографічна робота в дитячих гуртках художньої самодіяльності* [Choreographic work in children's amateur art circles], 1960, 267 s.
10. Чернишова А.М. *Професійно-педагогічна підготовка майбутніх учителів початкових класів до викладання хореографії* : автореф. дис. ... канд. пед. наук : 13.00.04. [Professional and pedagogical preparation of future primary school teachers for teaching choreography], 2014, 20 s.