

## РОЗДІЛ II. ПРОБЛЕМИ МИСТЕЦЬКОЇ ОСВІТИ

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### PECULIARITIES OF THE CONSOLIDATION APPROACH IMPLEMENTATION IN THE CHOREOGRAPHERS' TRAINING

*The article highlights the peculiarities of the consolidation approach implementation in the training of master's degree students-choreographers. To achieve the goal, a set of research methods was used: analysis, synthesis, abstraction and generalization, which helped to highlight the peculiarities of the consolidation approach implementation in choreographic training. It has been proved that implementation of the consolidation approach is the theoretical basis for ensuring the effectiveness of training of master's level specialists in the field of choreographic pedagogy in the interaction of performance-professional, pedagogical-practical, scientific-research directions, provided that the content of each of them is preserved.*

**Key words:** *consolidation approach, choreographers, choreographic training, performance-professional direction, pedagogical-practical direction, scientific-research direction, education seekers, methodological basis.*

**Introduction.** The timeliness of clarifying the tasks of scientific understanding and design of the educational process in modern conditions involves finding new opportunities in the development of the problem of training art specialists at the master's level. The coverage of original approaches to the solution of this issue is connected with substantiation of its theoretical and methodological support. From these positions, the leading idea of this work is concentrated in the disclosure of the priority conceptual position on which the process of training master's degree students-choreographers in pedagogical universities is based.

**Analysis of current research.** Domestic higher education has made significant achievements in training specialists in the field of art (A. Kozyr, H. Nikolai, V. Orlov, O. Otych, H. Padalka, O. Rebrova et al.). The history and theory of choreographic art and education are described in the works of R. Zakharov, J.G. Noverre et al. The general theoretical foundations of a teacher-choreographer's professional training are considered in the works of H. Berezova, L. Bondarenko, A. Vahanova, E. Valukin, K. Vasylenko, K. Holezovskyi, Yu. Hromov, S. Zabredovskyi, R. Zakharov, T. Kalashnikova, S. Kutsenko, F. Lopukhova, A. Messerer, O. Mikulinska, A. Tarakanova, V. Uralskaya, L. Tsvetkova et al.

Professional choreographic education in higher education institutions was studied from different perspectives by scientists O. Martynenko, O. Burlia, T. Medvid, N. Tereshenko et al. Professional training of a choreographer in new socio-cultural realities from various positions became the subject of scientific research by O. Boiko, N. Horbatova, T. Saienko, A. Tarasiuk et al. Dissertation studies of L. Androshchuk, T. Blahova, O. Rebrova, Yu. Rostovska, T. Serdiuk et al. are devoted to the problems of specialists' choreographic training.

However, literature review on this issue, as well as the study of the practical experience of the educational process organization, allows us to generalize that the issues of implementation of the consolidation approach in choreographic-pedagogical education are not fully revealed in the numerous and important assets of pedagogical science.

**The aim of the article** is to highlight the peculiarities of the consolidation approach implementation in the training of master's degree students-choreographers.

To achieve the set goal, a complex of **research methods** was used: analysis, synthesis, abstraction and generalization, which helped to highlight the peculiarities of the consolidation approach implementation in choreographic training.

**Research results.** The central link in ensuring the effectiveness of training of masters of choreographic art is implementation of the consolidation approach, which ensures interaction of performance-professional, pedagogical-practical and scientific-research directions of education while preserving the content of each of them. Each of these equally significant directions, having its own specificity, is characterized by internal kinship and tends to complement each other, interdepend and coexist.

In order to gain a deeper understanding of the essence of this conceptual approach, one should focus on the interpretations of the term "consolidation" offered in the reference literature. Thus, the term "consolidation" (from Late Latin *consolidatio*, from *con (cum)* – together and *solido* – compaction, strengthening, joining) is used in the field of politics, economics, finance, ethnology, sociology, medicine and is considered as "strengthening of something; unification, rallying of individuals, groups, organizations in the direction of achieving a common goal" (Великий тлумачний словник сучасної української мови, 2001).

We emphasize that the strategy of developing the theoretical foundations of training of choreographic art specialists during master's

degree studies in pedagogical universities is characterized by the interpretation of the whole, which consists of equally significant, functionally determined elements. Consolidated interaction, the principles of which we adhere to, determines in our case not a subordinate combination of training components, but a parity aspect of their functionally conditioned existence. Systematicity according to this approach is determined not by the sequential dependence of components, but by their interpretation as a functionally integrated unity.

The priority, system-forming importance of the scientific-research direction is reflected in traditional views on conducting master's training. However, we note that this approach destroys artistic foundations of training specialists of the second educational level in the system of art education. Undoubtedly, if we were talking about masters' training in the field of science or training science teachers, it would be fully justified to give the research direction of training a dominant importance. However, when it comes to art specialists training, we consider it expedient to emphasize that professional choreographic training cannot be interpreted as inferior in rank, subordinated to the scientific and research priorities of the educational process.

In addition, the teaching-pedagogical direction in the context of the integral process of training specialists in choreographic art, in our opinion, also has no right to give way to either performance or research, since in the future professional activity of masters, teaching skill is no less significant, than other areas of training. The above provides an opportunity to emphasize that the consolidation approach ensures the integrity of the master's training system of the choreographic profile based on the functional balance of each of the identified areas – research, teaching, performance.

Considering the determined methodological position, it should be emphasized that activation of creative activity in the process of realizing the unity of performing-professional, pedagogical-practical and scientific-research areas of training masters of choreographic art is one of the necessary tasks of training at the second educational level. H. Padalka highlighted such leading components of the educational creative activity in art as logical thinking, emotional experiences, intuitive understanding of the content of artistic images that acquires special importance in the justification of the defined conceptual position, imagination. From these positions, rational approaches are characteristic for setting a creative task, proposing a creative goal and its intellectual justification. Analysis, synthesis,

generalization and systematization are characteristic features of creative activity of students in the learning process (Падалка, 2008, p. 116).

Ensuring the unity of performance-professional, pedagogical-practical and scientific-research areas of master's training involves the use of formal-logical and intuitive-heuristic means. Thus, imagination is a mental activity that consists in creating thinking situations that, in general, have never been perceived by a person in reality. Not only and not so much the present and the past are reflected in the imagination, but mainly the future, mediated by social experience, which reflects the trends in the development of objects (Філософія, 2004, p. 504).

For our research, a leading role plays determination by scientists of the features of the intuitive process in the field of art education, namely: absence of any efforts and complications – the action takes place easily, without tension; there is a feeling of confidence in their actions (e.g., teachers-choreographers are sometimes firmly convinced, that it is necessary to choose exactly such a pace of performance of the composition, although they cannot always verbally prove the validity of their interpretation); the speed of its flow, the absence of long thoughts (for example, specialists, often, even without knowing the work of art, can confidently recognize the author, intuitively feeling the style) (Падалка, 2008, p. 118-119).

In this context, one of the ways to realize the unity of performance-professional, pedagogical-practical and scientific-research areas of master's training is future specialists' proficiency in the methodology of artistic-pedagogical interpretation of music. The master's degree students' ability to artistically and pedagogically interpret music as a specific type of performing and teaching activity indicates a higher degree of professionalism in the field of choreographic training.

Determining the essence of the interaction of performance-professional, pedagogical-practical, and scientific-research directions of master's training, it is appropriate to note that the performance-professional direction is ensured by free mastering and mobile use by master's students of a set of developed special knowledge, abilities and skills that ensure the quality of competence and enable implementation of choreographic training tasks for the participants in the educational process. In this context, development of artistic competence is envisaged not simply as professionally oriented knowledge, abilities and skills, but as a unity of knowledge and aesthetic experiences, an inseparable connection between the expansion of artistic awareness and development

of the emotional culture of the individual. "To perceive art in the variety of its genres and styles means to have a large stock of aesthetic impressions, a wide experience of intellectual and emotional awareness of the figurative content of works, to possess a colorful palette of the ability to artistic thoughts and feelings" (Падалка, 2008, p. 38).

In the context of our research, it is important to think about the teacher's creative pedagogical activity, formation of his need to analyze his own pedagogical experience and implement the pedagogical experience of others, taking into account his creative individuality. From this point of view, A. Kozyr determines that the educational process, both in terms of content and forms of organization and conducting classes, should be built as a development process, and the acquisition of knowledge, abilities and skills should be considered as a constituent element of development, as its main means. In this regard, the structure of the teacher's pedagogical activity will be filled with new content. According to modern theoretical approaches, it should include the following main components:

- pedagogical goals and tasks, the range of which covers both general goals of a separate education institution, school, the entire education system, etc., and individual special tasks;
- pedagogic tools and methods of solving tasks;
- analysis and evaluation of the teacher's pedagogical actions (comparative analysis of the planned and implemented in the teacher's activity), aimed at the teacher's awareness and correction of his own work (Козир, 2008, p. 91).

The above actualizes the problem of the pedagogical focus of training specialists in pedagogical universities. This problem is intensively developed by the central scientific schools of the didactic direction and is generally interpreted as a necessary basis for pedagogical work, as a driving force for the development of pedagogical abilities, as a prerequisite for pedagogical mastery and pedagogical creativity, as a permanent interest in the teaching profession in unity with social and cognitive activity (I. Ziaziun , I. Bekh, O. Moroz et al.).

An important feature of ensuring the pedagogical-practical direction of training is pedagogical orientation of performance interpretation. From these positions, variable approaches acquire special importance. According to H. Padalka, variability, on the one hand, is due to the need to find the most appropriate means of learning, to find the shortest path to the final goal. On the other hand, the possibility of variant construction is caused by the

specificity of teaching artistic disciplines, which must necessarily be determined by creative approaches ((Падалка, 2008, р. 3). In addition, variability opposes dogmatism and authoritarianism in the education system of MA training; it provides the possibility of prompt implementation of best practices, opens the way to experimental verification of the latest methods and techniques of choreographic training in the conditions of taking into account the individual pedagogical style.

In the context of the consolidation approach, which involves concentration and consolidation of the efforts of the specified areas of training in order to ensure their unity, provided that the content of each of them is preserved, we consider the peculiarities of writing master's final theses. Targeted analysis of the scientific work of S. Honcharenko, M. Yarmachenko and other methodologists provides grounds for clarifying the general guidelines for the preparation of qualification studies and their scientific and pedagogical guidance.

Important for highlighting the specifics of research activity of master's students is an opinion of O. Moroz concerning the leading task of the students' scientific research work at pedagogical universities, which "consists, first of all, in the development of future specialists' inclination to search, research activity, to creative solution of educational tasks, as well as in the formation of abilities and skills in the application of research methods to solve practical issues of education and upbringing of the younger generation. Acquiring initial experience of scientific work in major disciplines, and especially in psychological and pedagogical ones, can become the beginning of serious scientific research and turn into a teacher's work" (Мороз, Падалка, Юрченко, 2003, р. 123). In addition, students master the skills of working with various information sources in order to expand their scientific-pedagogical and methodological horizons, acquire the ability to organize scientific circles and manage their activities.

The result of research completed by the master's students should be written works in which they will demonstrate their ability to choose a topic, develop a research methodology, organize and conduct it, carry out qualitative and quantitative analysis, argue their conclusions, design literature, which, in fact, ensures the success of the defense of qualifications works.

It should be noted that in pedagogy there are such concepts as "master's graduate work" (H. Padalka), "master's thesis" (I. Piatnytska-Pozdniakova), etc. But their interpretation is based on the idea that the master's thesis is a final qualification work of scientific content, which

reflects the course and development of the chosen topic, corresponds to the current level of development of education and science, and has prospects for further research. According to I. Piatnytska-Pozdniakova, the qualifying function of a master's thesis indicates a high level of training of a specialist, his scientific competence, ability to independently conduct scientific research, solve specific scientific tasks, model a search situation, which is confirmed by the public defense of the work at the examination board (П'ятницька-Позднякова, 2003, р. 68).

We consider it appropriate to emphasize that the master's work as a scientific study characterizes the modeling of already known scientific problems with their original approach in solving the set goal, the optional outlining of radically new, previously undefined problems that are raised in theses for obtaining the degree of Doctor of Philosophy and stand on a step higher and differ in the procedure of preparation and protection.

The content of the master's thesis should be characterized by non-traditional approaches to solving research tasks, new developments in the methodology of the discipline, within which research work is conducted, which involves substantiation of propositions, hypotheses, scientific facts, generalization, classification and modification of previously known positions, or their highlighting in a new aspect. The master's student's use of the necessary language constructions presupposes his developed ability for abstraction, logical thinking, argumentation of judgments, active use of scientific apparatus, accuracy of wording, etc. Targeted analysis made it possible to find out the main guidelines in the process of preparing master's theses, the main of which are:

- choosing the topic of the work, defining general idea;
- finding out necessary research methods;
- actualization of creative approaches in scientific research;
- formalization of the obtained results.

In accordance with the above, it should be determined that selection of the material of artistic specializations as a field of scientific research is determined by their profiling direction, within which even one subject involves a large number of angles of research. In addition, we note that an important motive for choosing the topic of the qualification work is taking into account the subjective and objective characteristics of its disclosure. Observations of practice prove that in determining the direction of a qualification work, it is important to proceed from the assessment of the master's student's research potential, his interests,

propensity for theoretical generalizations or empirical research, the availability of abilities and experience in scientific activity.

The supervisor's knowledge of certain issues plays an important role in ensuring the effectiveness of the qualification work for obtaining the master's degree. The scientific supervisor should provide advisory assistance according to such guidelines as: recommendations regarding the source knowledge base of research; conducting consultations for the purpose of providing methodological assistance; assessment of the content of the master's work both in general and in individual areas; providing opportunities for defense with a reasoned response to the conducted research; predicting the future prospects of this work. It should be noted that scientific interaction between the supervisor and the master's student should be based on partnership dialogue, mutual respect, and co-creation.

An important prerequisite for the effectiveness of the master's thesis is clarification of the necessary research methods, justification of their functions in the disclosure of the chosen topic, their motivated involvement. Scientists define the main requirements for the scientific method, including: determinism of the method (determined by the regularities of both the object and cognitive activity), specification of the method (availability of a result with a high degree of probability), efficiency as a condition for achieving the goal with minimal effort and maximum results, availability (П'ятницька-Позднякова, 2003). In addition, master's students should acquire "information culture". Development of master's students' ability to evaluate sources of scientific information according to such analysis criteria as completeness and reliability, presence of theoretical generalizations and critical approaches, etc. should accompany the writing of a master's thesis.

The master's research is a qualifying work, therefore attention should be paid to the linguistic and stylistic culture of researcher, which also determines the level of his general culture. The language and style of scientific research stood out under the influence of "scientific etiquette", the essence of which is interpretation of different points of view on a certain problem in order to find out the truth. Among the defining characteristics of a scientific text, researchers single out such as: purposefulness, absence of emotionally colored language elements, presence of precise statements, use of special terminology, logical sequence, etc. (Філософія, 2004, p. 505).

We consider it expedient, along with the well-known requirements (consistency, logical balance of the description) for the research, to emphasize the need to clearly highlight the leading, generalizing idea in the master's thesis, which is "the core of the master's student's scientific thoughts, playing a synthesizing role in the presentation of research results" (Падалка, 2008, p. 15). At the level of modern requirements, the mandatory criterion of a master's thesis is observance of the minimization of theoretical statements, which involves selection of only those positions, provisions, and facts, without which the logical orderliness of the general structure is destroyed. The concept of minimization touches on the coverage of the leading provisions of the work, formalization of theoretical generalizations.

From the standpoint of humanistic issues, which involves a person's spiritual activity, his responsibility for inventions, objective assessment of phenomena, the problem of the moral choice of a young scientist, without which there is no ethics of science, plays an important role. It should be noted that the ethics of science studies the principles that guide a scientist in his cognitive and research activities, as well as behavior in a scientific team. A beginner researcher should be aware not only of his own interest in the chosen direction of his research, but also of the importance of solving this problem for science. Taking this into account, we consider it expedient to emphasize that the problem of the ethics of science is considered in close relationship with the development of the humanistic culture of society and involves realization of social responsibility and the ethical-humanistic position of the scientist. So, it should be stated that today the problem of "science-ethics" has many reserves in the study.

**Conclusions and prospects of further research.** Thus, implementation of the consolidation approach is determined by the theoretical basis of ensuring the effectiveness of training of master's level specialists in the field of choreographic art in the interaction of performing-professional, teaching-practical, scientific-research directions, provided that the content of each of them is preserved.

The results of the conducted work testify to the necessity and timeliness of consideration of the problem of ensuring consolidation processes in choreographic art and allow to clarify a number of issues regarding clarification of specific signs of the implementation of the specified processes during the choreographic training of masters.

Finally, let us emphasize that this publication does not update the entire range of issues in the context of the chosen topic. The issue of technological support for the implementation of the consolidation approach in the process of teaching masters of choreographic art, ways of ensuring the affinity of stylistic regularities of performance images creation in the direction of artistic tastes development, require further research.

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### АНОТАЦІЯ

**Еременко Ольга.** Особливості реалізації консолідаційного підходу в підготовці хореографів.

*У статті висвітлено особливості реалізації консолідаційного підходу в підготовці магістрів-хореографів. Для досягнення поставленої мети було використано комплекс методів дослідження: аналіз, синтез, абстрагування й узагальнення, що забезпечили визначення та висвітлення особливостей реалізації консолідаційного підходу в хореографічній підготовці. Доведено, що впровадження консолідаційного підходу є теоретичним підґрунтям забезпечення ефективності підготовки фахівців магістерського рівня в галузі хореографічної педагогіки у взаємодії виконавсько-фахового, педагогічно-практичного, науково-дослідницького напрямів за умови збереження змісту кожного з них.*

**Ключові слова:** консолідаційний підхід, хореографи, хореографічна підготовка, виконавсько-фаховий напрям, педагогічно-практичний напрям, науково-дослідницький напрям, здобувачі освіти, методологічна основа.