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## Psychological-Pedagogical Foundations of Training Future Teachers of Choreography for the Development of Artistic-Creative Abilities of Primary School Pupils

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**Summary.** In the article the author offers analysis of psychological and pedagogical foundations of training future teachers of Choreography which is oriented on the development of artistic and creative abilities of primary school pupils. The author states that the ability of young teachers of choreography to work independently is performed within professional activity. Actual state of problem demonstrates certain lack of research which considers that art and creativity is of great importance during the development primary school pupils. The goal of the article is in the analyzing of psychological-pedagogical literature on training future teachers of Choreography for the development of artistic-creative abilities of primary school pupils. The author focuses on the early works of choreographers training. Among the most significant works we can mention works made by L. Bondarenko, E. Valukina, R. Zakharova, J. Novera. This article analyzes the dissertation research on choreography made by L. Androshchuk, T. Blagovoya, A. Burli, S. Zabredovsky, M. Rozhko, I. Radchenko, T. Serduk, A. Tarantseva, A. Filimonova and others. The author notes that the study of problems of future teachers of choreography (their ability to develop artistic and creative abilities of primary school pupils) is given scientists' attention. In the conclusion the author of the article states that the analysis of the problem of training future Choreography teachers (for the development of artistic and creative abilities of primary school pupils) proves certain lack of appropriate scientific works in pedagogics. Though it has to be underlined that in our days many researchers are actively studying training of future primary school teacher oriented on the development of artistic and creative abilities of primary school pupils during learning Mathematics, Art, Music, etc. As the prospect of further research author states analysis of the problem of training future Choreography teachers at high school which has to be oriented on the development of artistic and creative abilities of primary school pupils.

**Keywords:** training future Choreography teachers, artistic and creative abilities of primary school pupils, professional education

**Introduction.** Forming of new goals and values within the system of high pedagogical education (which are oriented on the deepening of general-cultural and creative development of future pedagogues) is considered now as the method of increasing of teaching and upbringing of modern specialist. During the training of future teachers of choreography it is very important the mastering of such personally-professional experience which has to be oriented on the sphere of artistic-creative abilities of primary school pupils.

Choreography art within modern conditions gained the status of social-pedagogical factor. It is the way of forming of aesthetic culture and creative abilities of growing generation; the way of harmonious physical and mental development; method of socialization of personality. Thus research of ability of young pedagogues-choreographers to realize independently the professional activity proves the lack of their readiness to consider artistic-creative potential, to develop creative opportunities of primary school pupils.

**Review of publications on research.** Peculiarities of training teacher for the development of creative personality of pupil and for the creative professional activity were analyzed by Y. Azarov, V. Zagvyazinski, V. Kan-Kalik, Y. Kulyutkin, M. Nikandrov, M. Potashnik, S. Sisoeva, R. Skulsky, G. Suhobska etc.

Concept basis of development of artistic-creative potential of students are discovered in research made by E. Abdulina, A. Kozir, G. Padalko, O. Rudnitska and other. Problem of development of creative abilities of students were studied by O. Kaidanovska, I. Spinul, M. Stas and others.

Peculiarities of forming of artistic-creative abilities of pupils were studied by I. Alekseeva, L. Vygotsky, V. Zinchenko, V. Krutetsky, V. Kuzin, O. Otich, M. Rostovsky, N. Shabanova etc.

During recent years problem of choreography training of future pedagogues is the special object of research for L. Andeoshuk, T. Blagovaya, O. Burli, S. Zabredovsky,

M. Rozhko, I. Radchenko, T. Serduk, O. Tarantseva, O. Filimonova and others.

**The goal** of the article is in the analyzing of psychological-pedagogical literature on training future teachers of Choreography for the development of artistic-creative abilities of primary school pupils.

**Materials and methods.** Modern school requires pedagogues which represent bright creative individuality, which are able to provide maximum realization of creative potential of pupil. This direction of development firstly has to distinguish pedagogues of art disciplines, especially teachers of choreography.

Among other first works devoted to the teaching choreography art it should be mentioned the work "Letters about the Dance" made by J.Nover. In these works there was made the accent on that fact that choreographer has to study with great zeal History, Mythology, ancient poetic works and different sciences. Accordingly to this the pedagogue, ballet-master has to be highly educated and creative person [10, p. 35].

R. Zaharov mentioned that teacher of choreography must have the careful view, ability to see smallest deficiencies of executions of movements made by each pupil in the class, to know the Anatomy, to be able to tell precisely what muscles had to be included into work during certain dance. In his opinion, musicality and artistic taste of the pedagogue has great importance within creative education of pupils [6, p. 4].

It is fair the position of E.Valukin on level of education, upbringing and culture of modern pedagogue-choreographer. Skills, abilities of modern pupil to realize masterfully theoretical and practical achievements of choreography science are dependent on the pedagogue-choreographer. [4, p. 5].

As L. Bondarenko states, pedagogues-choreographers have to remember that "realization of tasks which are stated for the Ukrainian choreography depends directly on the content and methodic of educational process" [2, p.4].

We have to mention that at modern stage of development of professional education the problem of choreography training of future pedagogues is the object for the special researches which were made by L. Androshuk, T. Blagovaya, O. Burli, S. Zabredovsky, M. Rojko, I. Radchenko, T. Serduk, O. Taratseva, O. Philimoova etc.

T. Blagova made the accent on that fact that involving of future teachers for the choreographic activity (within the system of pedagogical education) was "caused by increasing attention to the choreography art within the system of schooling. Implementation of disciplines of choreography direction into the educational plans of school education (Gymnastics, Rhythmo-plastics, active games, dances) determined the necessity of appropriate training of teachers within this sphere. Besides, choreography was represented (within the system) aside the class, studio work at institutes of folk education. It was made according to the goal of increasing professional level of future teachers, forming of their general pedagogical and applied skills, pedagogical mastery, creative abilities" [3, p. 67].

Problem of forming of professional skills of future teachers of choreography (with the help of means of Ukrainian dance) was revealed in research made by O. Tarantseva. She determines the forming of choreography skills of future teacher as the process of creation of favorable conditions for such professional training of the teacher which provides development of personal qualities and professional skills. In their turn these skills facilitate the pedagogical research- transformational activity. The result of such activity is the further professional development and self-development of the teacher. O. Tarantseva considers that mastering Ukrainian folk-stage dance facilitates the forming of psychological-pedagogical and choreography skills: mastering methods of execution of choreography compositions and own style of execution; conducting lessons on Ukrainian folk-stage dance and creation of choreography dance compositions; organization of interpersonal contacts and pedagogical interaction during the process of creation children's choreography collective; staging Ukrainian folk-stage dances for the organization of extracurricular work [14, p. 17-18].

Creative communicative process of the future teacher of artistic direction will not be complete (in opinion of M. Rojko) if the teacher doesn't possess enough non-verbal means of communication, plastically culture. Researcher stated that pedagogue's plastic culture is the especial indicator of its professionalism which synthesizes perceptive (perception), communicative (communication) and interactive (interaction) methods of pedagogical activity and which is determined by its esteem, value orientations and statements. [11, p. 8].

L. Androshuk has made an accent on the importance of mastering individual style of activity by the future teacher-choreographer. According to her definition, choreographic style is the self-realization of the teacher-choreographer in certain direction of dance art which is expressed in unrepeatable manner of conducting lessons, peculiarities of creative-staging activity, in training pupils for the future professional activity. The author has designed (worked out) the model of forming of individual style's activity of future teacher-choreographer. The author has proposed to use this model within the educational process at high pedagogical educational establishments during the teaching such disci-

plines: "Mastery of Ballet-Master", "Composition and Staging of the Dance", "Staging of Concert *homepih*", "History of Choreography Art", "Theory and Methods of Modern Dance" [1].

T. Serduyk in her dissertation thesis has concentrated her attention at organizational-methodic providing of forming of artistic-aesthetic experience of future teachers-choreographers during the process of their professional training at high educational pedagogical establishments which is based on the interaction of methods of multimedia teaching, synthetic dramatization and support-methodic cards of staging work. The author also specifies essence, content and component structure of artistic-aesthetic experience of students-choreographers which is reflected in the interaction of cognitive, axiological and praxeological component within the process of artistic-aesthetic activity of personality [13].

O. Philimonova states that structure and content of professional competence of future choreographer is determined by the specific of his or her professional, "its belonging to the staginess are determined by the non-standard of professional training of student at high educational establishments of art and culture.

The content of professional choreography education is not reduced only to the scientific knowledge but includes also emotionally-image world of art, historical traditions and modern innovations, value orientations and connections, relations, personal creative distinguishing and sets (aggregations) of types of choreographic activity" [13, p. 85].

Analysis of modern dissertation thesis has shown that not enough attention is given to the studying problem of training future teachers-choreographers for the development of artistic-creative abilities of primary school pupils. That's why we consider that it is necessary to analyze scientific works of I. Gaberkorn, K. Gorchinskaya, A. Ivanchuk, L. Izotova, Y. Krivoruchko, N. Malinnikova, V. Moroz, A. Semenova, Z. Sirota and others. They reveal the problem of training of future pedagogues for the development of pupils' creative abilities.

In such context our attention is focused at results of research (which was made by A. Semenova) on training teachers for the professional activity of teacher in the context of development of creative abilities of pupils of elder classes at lessons of nature-mathematical cycle. Such training of students consists of three modules. Theoretical module is oriented at mastering by students of necessary amount of knowledge and set of appropriate skills on mastering types of professional activity which is oriented on development of creative abilities of pupils. Practical-reproductive and developing modules envisage skills of using methods of active education and pedagogical management by creative activity of pupils. [12, p. 165-166].

L. Izotova determines the presence of younger pupil's creativity during the educational activity as the process of creation by him the new product with the basing on knowledge, skills. As the result the pupil receives the approach for the tasks' realization which is new for him. The researcher states that effectiveness of professional training of future teachers for the development of creative opportunities of primary school pupils depends on the goal and content of the educational system at high pedagogical establishments during the learning disciplines of mathe-

matical cycle. System of training future primary school teachers for the development of creative abilities of primary school pupils envisages inner activity of the students on specially organized process which forms foundations of their creativity and realizes the training for the development of creative abilities of pupils. This system is the component of general system of professional-pedagogical training of future teacher. It includes goals, content, forms and methods, ways of its organization and has certain integrality. This gives students the opportunity to realize themselves in creative activity, to actualize their creative abilities during the creation of appropriate conditions; to realize effective management of process of training future teachers for the development of creative possibilities of primary school pupils [7].

V. Moroz determines pedagogical conditions of training future teachers for the development creative potential of primary school pupils at lessons on Music. The author names such of them: design and structuring of content of musical-creative activity within the interaction with other types of art; selection of organizational forms of training future teachers for the musical-creative development of primary school pupils; methodic providing of realization of content as the set of methods of complex influence on the development of personality's creative potential; creation of subject-developing environment as the appropriate illustration which is necessary for the complete realization of musical-creative activity's content.

Researcher states that training future teachers for the development of creative potential of primary school pupils on Music's lessons is effective if its pedagogical strategy is developing within the direction "from kid – to the art"; if the widening of "emotional field" of future teachers takes place in such sequence: cognitive, sensitive, creative stage. Widening of "emotional field" of pupils has to be realized in the opposite direction from the creative stage through the sensitive to the cognitive stage [9].

Essence of future teacher's readiness for the development of primary school pupils' abilities is considered by Y. Krivoruchko as the sustainable holistic creation. Its structure includes such components: personality-motivational component, content-procedural component and evaluative-reflexive component. This allows to organize educational activity of primary school pupils which is directed on the development of their artistic-creative abilities. Personality-motivational component is revealed in motivational orientation of students on the development of artistic-creative abilities of primary school pupils. Content-procedure component is revealed in knowledge of psychological-pedagogical and methodic peculiarities of development artistic-creative abilities of primary school pupils. Also it is revealed in skill to realize the pedagogical guidance of their development during lessons of Art. Evaluative-reflexive is revealed in skill to esteem pupils' educational achievements and in skill to realize reflection during

the process of art activity of primary school pupils. [8].

The researcher has designed the system of gradual-forming of readiness future teacher for the development of artistic-creative abilities of younger pupils which includes additions' implementations into the content of psychological-pedagogical disciplines, methods of teaching educational subjects of primary school, pedagogical practice. Author has created program of special course "development of artistic-creative abilities of younger pupils" and methodic recommendations on their realization during lessons of Art at primary school [8].

In dissertation thesis I. Gaberkorn determines pedagogical conditions of development of creative abilities of younger pupils (by future teachers). In author's opinion, they include: creating within the class psychologically favorable atmosphere for the creative activity of pupils; implementation (during the educational process at primary school) special creative tasks; systematic using of interactive methods and didactic games, research, problem methods of teaching by the teacher; combination of frontal, group and individual forms of work during the lessons.

Researcher proves that as the result and indicator of quality of professional training we can name the forming of readiness of primary school teachers for the development of creative abilities of primary school pupils. In her opinion such readiness is the component of general professional-pedagogical readiness of the future teacher. This is characterized by the presence of goal's stating, motivation to creative development of primary school pupils and necessary knowledge skills the mentioned type of readiness is not only manifesting but it is also forming and developing during the professional-pedagogical activity of future primary school teacher [5].

**Conclusions.** Primary school age is the sensitive period of development of artistic-creative abilities of pupils because it is the period of tempestuous processes of transforming of physiological and psychical features of personality. Teacher-choreographer as the pedagogue of creative profession has to influence on these processes at his lessons of Dance art.

Summing up we can state that analysis of problem of training future teacher-choreographer for the development of artistic-creative abilities of primary school pupils proves that there are no similar research works in pedagogical science. Though at modern stage of development of professional education scientists actively study problems of training future primary school teacher for the development of artistic-creative abilities of primary school pupils during the process of teaching Mathematics, Labor, Art, Music also.

As our prospect research we consider the task of studying problem of training future teachers-choreographer at high educational establishments for the development of artistic-creative abilities of primary school pupils.

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**Тараненко Ю.П. Психолого-педагогические основы подготовки будущих учителей хореографии к развитию художественно-творческих способностей младших школьников**

**Аннотация.** В статье автор предлагает анализ психолого-педагогических основ исследования проблемы подготовки будущих учителей хореографии к развитию художественно-творческих способностей младших школьников. Исследуются диссертационные работы последних лет по хореографической подготовке и развитию творческих способностей. Автор видит своим заданием исследовать проблему подготовки будущих учителей хореографии в высшем учебном заведении к развитию художественно-творческих способностей младших школьников.

**Ключевые слова:** подготовка будущего учителя хореографии, художественно-творческие способности младших школьников, профессиональное образование