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Original Paper

Component-structural Model of Formation of Scientific Competence of Future Teachers of Choreography in the Process of Professional Training

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Abstract

In the article, the author investigated the essence of the definitions of "model", "scientific competence", "professional training", theoretically justified, implemented and experimentally tested the model of the formation of scientific competence of future choreography teachers in the process of professional training. It is proved that the formation of scientific competence of future teachers of choreography is possible under appropriate conditions, which include principles, approaches, content, forms, methods, means, technologies, criteria, levels, and pedagogical conditions aimed at increasing the level of effectiveness of the formation of the specified phenomenon. The model of the formation of the scientific competence of future teachers of choreographic disciplines in the process of professional training should be considered as a sample concept.

Keywords

model, scientific competence, professional training

1. Justification of the Relevance of the Problem and Analysis of the Latest Research

Modern realities of Ukrainian society require close attention to the issues of formation of scientific competence of future teachers of choreography in the process of professional training. A modern graduate of a higher educational institution of artistic direction should be competent in the field of scientific research methodology, possess the method of organizing research work in the field of choreographic art, be able to create artistic and stage compositions in certain areas of choreographic art.

According to this approach, the substantiation of the component-structural model of the formation of scientific competence of future teachers of choreographic disciplines in the process of professional training is relevant and timely.

Analysis of recent research and publications. The analysis of the sources of pedagogical and artistic direction proves that domestic and foreign scientists, including: V. Adolf, I. Beh, R. Bogdanova, V. Bolotov, V. Bondar, O. Honcharuk, I. Zimnia, I. Zyazyun, Ya. Kodlyuk, M. Kolomiets, A. Kochetov, V. Kryzhko, V. Krychevskyi, N. Kuzmina, O. Lebedev, A. Markova, O. Ovcharuk, O. Oleksyuk, O. Oleinikova, N. Sergienko, S Skvortsova, V. Slastyonin, V. Strelnikov, N. Petrikova, L. Horuzha, A. Khutorskyi, various issues of the competence approach, professional and pedagogical training, formation of various types of competences of teachers of various specialties have been largely investigated and revealed. The topic of our scientific research largely complements the research of the named authors, makes it possible to understand the peculiarities of the formation of scientific competence of future teachers of choreography in general educational institutions and extracurricular institutions of artistic and aesthetic direction.

Based on the stated issues, the purpose of the article is to substantiate the component-structural model of the formation of scientific competence of future teachers of choreography in the process of professional training.

2. Presentation of the Main Research Material

2.1 Definition of the Key Concepts of the Study

The justification of the component-structural model of the formation of the scientific competence of future choreography teachers in the process of professional training enables clarification of the main definitions of the study, namely: “model”, “scientific competence”, “professional training”.

Regarding the first definition, “modulus” in Latin means measure, sample, analogue. From a philosophical point of view, this is a system, the study of which is a means of obtaining information about another system, a representation of any real process, phenomenon or concept.

Investigating the meaning of the phenomenon “scientific competence”, it is worth noting that in the scientific environment there are different points of view regarding the interpretation of this phenomenon. First of all, it should be emphasized that in translation from Latin “competens” means responsibility and ability, that is, a range of issues with which a person is well-versed, has certain knowledge and experience.

The scientific competence of a choreography teacher is, in our opinion, a personal quality of a teacher who knows the methodology of scientific and pedagogical research, has knowledge and experience in the field of organization and conducting scientific research in certain areas of choreographic education.

And, in the end, as regards professional training, it is right to consider mastering by students of higher educational institutions of the art direction the content of professionally oriented disciplines and the

basics of scientific research, as well as the participation of students in the work of scientific circles and problem groups, the preparation of diploma and master's theses, participation in the work of student scientific and practical conferences of various levels.

The component-structural model of the formation of the scientific competence of future teachers of choreographic disciplines in the process of professional training should be considered as a sample of the concept, which contains structural components that reproduce its essence as a scientific system that enables the formation of a new pedagogical phenomenon and consists of certain blocks, among which: methodological-targeted, content-procedural and evaluation-resultative.

2.2 Methodologically-targeted Block

The goal, approaches and principles that provide the methodological basis of the proposed concept, which allows systematizing the entire amount of scientific knowledge and creating conditions for the development of further, effective directions of research in the field of choreographic education and the formation of scientific competence of future teachers of choreography, are defined within the methodological-target block. The main task of the methodology of scientific knowledge in the field of choreographic education is the synthesis of accumulated scientific knowledge, which allows to ensure the use of the achievements of the development of science for practical purposes.

2.3 Content-procedural Block

The content-procedural block of the constructive-structural model includes subjects of scientific activity, namely: teacher, student, respondents, who participate in research and experimental work aimed at improving the content of educational disciplines, among which: "Methodology of scientific research", "Fundamentals of scientific research in the field of choreography", "Theory and methodology of choreographic education", "History of choreographic art", "The art of the ballet master", "Folk costume and stage decoration of dance", "Directing of spectacular events", "Working with an amateur choreographic team", "Theory and Methodology of Historical and Household Dance", "Theory and Methodology of Classical Dance", "Theory and Methodology of Folk Stage Dance", "Theory and Methodology of Modern Ballroom Dance", "Theory and Methodology of Ukrainian Folk Dance", "Theory and Methodology of modern pop dance". In addition, forms of work, such as: lectures using modern interactive technologies, training in the context of the rehearsal process, individual work with soloists, independent work on practicing exercises in the support, in the middle of the hall, on the gymnastic deck, participation in international and all-Ukrainian scientific -practical conferences, discussion of the results of scientific research in the form of round tables and seminars, participation in master classes, concert performances of various levels, participation in international and all-Ukrainian festivals, Olympiads and competitions.

The content-procedural block includes methods of scientific knowledge. Among the methods of the empirical level of research, it is worth mentioning methods, among which: analysis of the content of pedagogical documentation and results of activities, choreographic and performing practice, an

experiment in the implementation of modern concepts and new programs for the artistic and aesthetic education of young people, the introduction of this or that educational material or new dance compositions, innovative approaches to the interpretation of works of choreographic art. In addition, it is a method of pedagogical observation, conversation, interview, questionnaire, rating and self-evaluation, pedagogical council, written and oral survey, diagnosis of control works, pedagogical experiment, content analysis, generalization of pedagogical experience, expert assessment, sociometry, testing.

The second group of theoretical methods is related to the experimental verification of new creative projects, the solution of integrated tasks, abstraction when characterizing the stage-art image, the creation of improvisations in certain genres of choreographic art. This is an analytical method, deductive, inductive, diachronic (periodization), modeling (physical, statistical (Monte Carlo method), mathematical), construction of idealized objects (idealization), comparison, abstraction and concretization, historical and logical interpretation of facts, monographic method, analysis and synthesis, quantitative and qualitative methods, classification, mental (imaginary) experiment, generalization of the studied material, systematic analysis, logical, chronological (historical).

The content-procedural block of the component-structural model of the formation of scientific competence of future choreography teachers includes teaching aids that enable the effective assimilation of educational material necessary for the implementation of educational and professional activities within the limits of this or that educational institution. To achieve high performance in education, it is advisable to use the movements of classical, folk and modern ballroom dance, as well as plastic movements. In addition, rhythmics, which teaches the ability to coordinate one's movements with music, is also important, as well as pantomime, which is an integral part of developing the expressiveness of movements. In addition to the above, specific groups of movements, such as acrobatic, semi-acrobatic, elements of the sports-gymnastic style, which include constructions, reconstructions, applied and general developmental exercises. The effectiveness of performing these movements depends on the correct execution technique, which can be achieved by applying exercises that control the work of the necessary muscle groups.

It is quite clear that an important place among the means of learning is given to the means of intellectual and psychological influence of the educational environment, in which the formation and development of the future teacher of choreography and the formation of his general human and artistic-aesthetic values take place. In addition, compliance with hygienic factors, overcoming emotional tension during concert performances, removing negative emotions during stressful situations, achieving harmony and emotional balance in the formation of stage performance skills.

Educational and teaching-methodical aids, textbooks, electronic teaching aids, special literature, means of information and control, multimedia presentations are also included in the means of forming the scientific competence of future choreography teachers. photo, film and video materials, as well as various types of activities that contribute to solving the tasks of scientific research programs in the

process of professional training, namely: educational and cognitive, educational and practical and independent activities within scientific circles and problem groups.

However, we should not forget about the arrangement of the necessary material and technical base, the availability of rehearsal halls equipped according to the requirements of professional training. In addition, providing the participants of theatrical performances with costumes, shoes and decorations, which are a necessary condition for staging certain concert programs and individual dance numbers.

The fact that the beginning of the 21st century is characterized by the modernization of art education, the use of new interactive choreographic-pedagogical technologies and innovative teaching methods is undeniable. Interactive choreographic-pedagogical technologies represent an integrative process that accumulates knowledge, forms, methods and means of learning in the field of choreographic education, aimed at the professional-pedagogical formation of future teachers of choreographic art and the formation of stage-performance competencies and the development of interpretive-intellectual qualities of the individual.

It is an undeniable fact that the use of innovative methods in the choreographic-pedagogical field is due to the emergence of new trends in choreographic art, the use of modern computer technologies and computer programs in the staging of concert numbers, and the introduction of synergistic approaches to the interpretation of the artistic and figurative content of choreographic compositions.

The analysis of scientific literature proves that innovative methods of choreographic training should be classified according to the following characteristics: a source of obtaining information aimed at the formation of choreographic culture; the logic of the organization of artistic-aesthetic and choreographic-cognitive activity; the level of emotional influence on the individual's consciousness. The essence of the proposed classification of innovative methods of choreographic education is to adjust the educational process under the conditions of constant and active interaction between the teacher and the student during the solution of topical issues aimed at the professional and pedagogical training of future teachers of choreography.

2.4 Assessment and Result Block

The evaluation-resultative block of the constructive-structural model of the formation of scientific competence of future teachers of choreography contains criteria, levels and certifies the final result of the formation of the studied phenomenon. Among the criteria, it is expedient to highlight the motivational-valuable, cognitive-intellectual and practical-active ones. The motivational and value criterion involves the formation of future choreography teachers' interest in scientific and research activities, the need to create new choreographic compositions based on ethnographic material, and a valuable attitude to the traditions and culture of various peoples of the world. In the process of research activity, students develop universal human values that have a positive effect on the effectiveness of scientific activity and the formation of scientific competences. The cognitive-intellectual criterion includes indicators necessary for the implementation of scientific and research activities, namely: the

development of creative and methodical thinking, creativity, flexibility of mental actions, fluency in the processes of synthesis, generalization, and systematization of scientific material. In addition, the general intellectual development, worldview, outlook and practical experience of the researcher is considered an important indicator. The practical-activity criterion is characterized by the ability to use scientific knowledge in the organization and conduct of experimental research, inclusion of the researcher in the real situation of scientific research, verification of scientific research methods in practice, selection and processing of experimental results, generalization of primary source material. An important component is self-analysis and self-monitoring of the results of research activities.

3. Levels of Formation of Scientific Competence of Future Choreography Teachers in the Process of Professional Training

Determining the levels of formation of scientific competence deserves special attention. Practice proves that, according to the criteria, it is worth distinguishing three levels of formation of scientific competence of future teachers of choreography, namely: high, medium and low. With such an approach, it is very valuable to justify each one according to the defined criteria.

3.1 Motivational and Value Criterion

First of all, as regards the motivational-value criterion, a high level is characterized by full awareness of motivational-value qualities regarding the formation of scientific competence; persistent cognitive interest; constant striving to increase the level of motivational and valuable qualities regarding the formation of scientific competence, self-improvement and self-development; a positive attitude towards the formation of scientific competence; ability to make decisions, readiness to bear responsibility for results in research work. The average level is characterized by the partial formation of motivational and value qualities regarding the formation of scientific competence; incomplete awareness of motivational and value qualities; unstable cognitive interest in the formation of scientific competence; striving to increase the level of motivational and value qualities; situational manifestation of professional competence, self-improvement and self-development; contradictory attitude to the formation of scientific competence; striving for decision-making, sporadic readiness to bear responsibility for results in research work. The low level is characterized by insufficient formation of motivational and value qualities regarding the formation of scientific competence; insufficient awareness of motivational and value qualities; weak cognitive interest in increasing the level of motivational and value qualities, self-improvement and self-development; lack of interest in the formation of scientific competence; unwillingness to bear responsibility for the results of research work.

3.2 Cognitive-intellectual Criterion

As for the cognitive-intellectual criterion, its high level is characterized by the presence of stable, systematized knowledge on the organization and conduct of research work; full understanding of the need to apply scientific knowledge in the process of organizing and conducting research activities; full

knowledge of the content, methods and ways of organizing and conducting research work. The average level is characterized by incomplete orientation in the goals and objectives of the organization and the conduct of research work; availability of partially systematized scientifically important knowledge; insufficiently deep understanding of the need to apply scientific knowledge in the process of organizing and conducting research work; incomplete familiarity with the content, methods and ways of organizing and conducting research and experimental work. The low level is characterized by a weak orientation in the goals and tasks of the organization and the conduct of research work; the superficial, unstable and unsystematized nature of the application of scientific knowledge in the process of organizing and conducting research activities; superficial familiarity with the content, methods and ways of organizing and conducting research work.

3.3 Practical and Operational Criterion

Practical and operational criterion. A high level is characterized by sufficiently formed scientific competence; accuracy of scientific research work; independent reproduction of a certain sequence or system of actions in typical and atypical search situations; fully formed skills to carry out self-control and self-analysis of scientific and research activities; the ability to independently organize and plan research work; adequate self-assessment of the level of formation of one's own scientific competence. The average level is characterized by the partial formation of scientific competence; insufficiently accurate performance of research work; independent reproduction of a certain sequence or system of actions in typical search situations; partially formed skills to carry out self-control and self-analysis of scientific and research activities; limited ability to independently organize and plan research work; not always an adequate self-assessment of the level of formation of one's own scientific competence. A sufficient level is characterized by insufficiently formed scientific competence; inaccuracy in the performance of research work; reproduction of a certain gradualness or system of actions with the help of a teacher; lack of experience in research activity; unformed ability to self-monitor and self-analyze research activities; lack of skills of independent organization and planning of research work; inadequate self-assessment of the level of formation of one's own scientific competence.

The introduction of the proposed model will ensure the achievement of a high level of formation of the scientific competence of future teachers of choreography. In addition, the effectiveness of the formation of scientific competence makes it possible to define and introduce the appropriate organizational and pedagogical conditions, among which it is appropriate to highlight the following: creation of a creative educational environment; formation of the idea of choreographic art as a social phenomenon, awareness that genres and forms of choreographic art change along with society, its moral, ethical and aesthetic values; stimulation of sustained interest and positive motivation for research activities.

4. Research Conclusions and Prospects for Further Development

In view of what has been said and taking into account the insufficient development of the mentioned

issues, it is worth emphasizing that the formation of scientific competence of future choreography teachers is possible under appropriate conditions, which include principles, approaches, content, forms, methods, means, technologies, criteria, levels, and pedagogical conditions , aimed at increasing the level of effectiveness of the formation of the specified phenomenon. Prospects for further scientific research may be related to the formation of scientific competence at the highest level, the preparation and writing of qualification papers on certain directions of the development of choreographic art and the methodology of teaching choreography in general educational institutions and out-of-school institutions of aesthetic orientation.

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