

**ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ) /  
THEORY AND METHODS OF TEACHING AND UPBRINGING (BY AREAS AND LEVELS OF EDUCATION)**

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**PEDAGOGICAL TECHNOLOGIES OF THE ORGANIZATION OF PERSONAL AND PROFESSIONAL  
EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS OF CULTURE AND ART**

Research article

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**Abstract**

Constant study and improvement of pedagogical conditions and technologies for organizing the personal-professional educational process in the universities of culture and art have no statute of limitations and are always relevant. Pedagogical technologies developed by the author streamline the pedagogical focus on preparing the whole personality of the teacher-choreographer, who is able to actively implement his professional functions in practice. A general analysis of the basic content of the state educational standard and its variable part indicates that all training courses in disciplines carry a personal and professional component of the teacher-choreographer's activity, but the reduction (in comparison with the curricula of the specialty) of the number of disciplines complicates this process.

**Keywords:** personal and professional process, pedagogical conditions, choreographic education, pedagogical technology, choreographic art, culture, communication.

**ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ ОРГАНИЗАЦИИ ЛИЧНОСТНО-ПРОФЕССИОНАЛЬНОГО  
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВУЗАХ КУЛЬТУРЫ И ИСКУССТВА**

Научная статья

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**Аннотация**

Постоянное изучение и совершенствование педагогических условий и технологий организации личностно-профессионального образовательного процесса в вузах культуры и искусства не имеют срока давности и актуальны всегда. Педагогические технологии, разработанные автором, упорядочивают педагогическую направленность на подготовку целостной личности педагога-хореографа, способного активно реализовать свои профессиональные функции на практике. Общий анализ базового содержания государственного образовательного стандарта и его вариативной части указывает на то, что все учебные курсы по дисциплинам несут в себе личностную и профессиональную составляющую деятельности педагога-хореографа, но сокращение (в сравнении с учебными планами специалитета) количества дисциплин затрудняет данный процесс.

**Ключевые слова:** личностно-профессиональный процесс, педагогические условия, хореографическое образование, педагогическая технология, хореографическое искусство, культура, коммуникация.

**Introduction**

The modern educational paradigm is aimed at the development of competence, erudition, creativity and culture of the individual.

The sphere of activity of a teacher who provides pedagogical support for the organization of a personal and professional educational process at a university is aimed in this case not at reproducing information, but at working with the subjective experience of students; analysis of professional interests, intentions, needs, personal aspirations; disclosure of ways of thinking that have developed in the learning process. The teacher should design the educational process, create competence-based training programs, and organize pedagogical cooperation with students.

The pedagogical conditions of the organization of the personal and professional educational process in higher education institutions of culture and art include those conditions that are consciously created in the educational process and which should ensure the most effective organization of this process. L.G. Ustinova in her research notes that the main purpose of creating pedagogical conditions is "recognition of the self-worth of each person's personality, his right to development and the manifestation of individual characteristics" [1].

The author of the article describes the motives and the need for a deep development of technologies for the personal and professional development of the choreographer.

According to A.K. Markova, [8] the ratio of inclinations, motives, goals, meanings creates a certain position of the individual – the desire to master a profession, get professional training, achieve success in it, a certain social status, etc. Educational activities should be designed in the context of future professional activity. The effectiveness of this activity will depend on the level of motivation, professional orientation of students: the higher the level of development of professional orientation, the more effective educational and research activities.

The process of pedagogical support itself, as one of the pedagogical conditions for the organization of the personal and professional educational process, implies a two-level construction of the content of academic disciplines – the basic part, which is formed by the student independently in accordance with his needs, motivation, personal experience, providing an individual educational route. The student's subjective position is characterized by awareness and acceptance of the goals of the activity; independence and responsibility in the implementation of goals; the adequacy of self-assessment of their abilities and achievements, criticality; the ability to reasonably and independently make choices and make decisions at all stages of professional training; the need for self-determination, self-realization, in the analysis of educational activities (I.A. Zimnaya).

### **Research methods and principles**

The basic core of the content of higher professional education, which is contained in the state educational standard of higher education (in the direction of "Choreographic art"), plays a key role in the process of preparation by institutions of higher education of bachelors, whose field of professional activity includes:

- dance as a process of organizing the movements of the human body in accordance with the aesthetics and laws of choreographic art;
- students of choreographic art as a profession and the process of learning the principles of organizing the movements of the human body in accordance with the methodology of teaching choreographic disciplines;
- students of pedagogy, history and theory of choreographic art and the process of teaching the principles of historical, artistic and system analysis of choreography;
- the process of aesthetic training and education of students by means of choreographic art;
- creators of choreographic works: choreographers, choreographers, tutors, composers, dancers, performers, musicians, writers, set designers;
- creative and production process in the field of choreographic art;
- the public in the field of choreographic art;
- students of choreographic art as a profession and the process of learning the principles of organizing the movements of the human body in accordance with the methodology of teaching choreographic disciplines.

Analyzing the main bachelor's degree programs in the direction of "Choreographic art", we highlight in them the content of the state educational standard, which concerns the variable (profile) part, which makes it possible to expand and deepen knowledge, skills and abilities determined by the content of basic (mandatory) disciplines (modules), allows the student to gain in-depth knowledge and skills for successful professional activity and for continuing professional education in the magistracy. It is the variable part that complements the basic (profile) knowledge, allows you to consolidate the basic concepts, prepare the student for professional activity.

A general analysis of the basic content of the state educational standard and its variable part indicates that all training courses in disciplines carry a personal and professional component of the teacher-choreographer's activity, but the reduction (in comparison with the curricula of the specialty) of the number of disciplines complicates this process. The way out of this situation can be the widespread use of active and interactive forms of classes in the educational process for the formation of professional competencies, an increase in time for independent work of students, the possibility of designing an individual educational route of the student. Analyzing the professional cycle in the direction of the bachelor's degree, it can be concluded that special disciplines have remained outside the state standard, for example, the disciplines "Pedagogy of creativity", "Psychology of creativity", "History of choreographic education", as well as "Fundamentals of classical dance composition", "Finger technique", "Duet dance" in the course of which practical material was actively used, in the process of learning which specific tasks were solved.

Conducted a survey of students of the Faculty of Performing Arts at the "Institute of Theater Arts named after People's Artist of the USSR I.D. Kobzon", showed that it is these disciplines that help to systematize theoretical knowledge and practical skills and abilities in the chosen specialization, give specific knowledge and skills of the future profession. Therefore, this gap must be filled by the individual work of the student, using his professional skills, knowledge gained in the course of practice solving problems, compiled in the form of a set of tasks in special disciplines. Students should be encouraged to obtain additional knowledge that would help them consolidate their "narrow" theoretical knowledge.

To solve the problem of compliance of theory with the tasks and demands of practice, as well as in order to generalize the knowledge of students obtained in the course of mastering the main disciplines at the university, we use modern learning strategies presented by the variable content of the state educational standard.

Learning strategies are learning models that define clear learning outcomes and are aimed at achieving them by means of specially designed training programs. Such strategies include experimental learning based on experience in the D. Kolb model [5], which provides for the personal involvement of the learner in the experience, reflection, adding theoretical constructions of others to their own conclusions and constructions determine decisions and actions (active experimentation) that lead to a completely new concrete experience. d. Kolb considers it important to combine a solid assimilation of knowledge with concrete practical experience in order to strengthen or test any theory. Tasks can be performed in various forms: written, oral, practical (demonstration), it is important that they are productive, and allow you to show professional skills and qualities and gain experience.

From these positions, the spiral of knowledge has the following form. The first initial stage, according to D. Kolb [11], is a direct, concrete experience, the subsequent second stage is defined as a reflective observation, during which the student ponders the newly received information, followed by a stage of theoretical generalization, in which the student introduces new data into the system of already existing knowledge and information in practice, then the students begin building their own plans for the application of the acquired knowledge. The process of acquiring and improving professional skills can be represented as an endless spiral of reconstruction and development of professional skills and qualities of a future teacher-choreographer.

The synthesis of arts, the diversity of genres, the complexity of choreographic language, expressive means as a certain way of thinking reflecting the richness of reality, leads to increased requirements for the development of new forms and technologies in choreography pedagogy, which in turn implies a different one, compared with traditional teaching, organization of educational classes at the university.

### Main results

The concept of "pedagogical technology" continues to be the subject of many scientific studies, in which the general basic technologies in the system of pedagogical education are disclosed. The technology of teaching choreographers at the university should be based on the principles of determinism and development, focus on the consistent, step-by-step inclusion of students in professional activities, should contribute to the developing process of transferring the student of the object of pedagogical influence to the subject position, since the "subject is an objective" position that can provide only an external, short-term effect; The "subject – subject" (dialogical) position creates conditions for the self-development of each subject of the educational process.

### Discussion

The technology of development of the personal and professional educational process of choreographer students is based on the following theoretical foundations:

1. The technology of training future choreographers is a pedagogical project of the bachelor's activity, methods and systematization of the professional functions and tasks solved by them, which in turn means it is necessary to determine:
  - specific working methods according to the conceptual pedagogical model;
  - intermediate and final results;
  - the procedure of functioning and implementation of educational and creative activities of students-choreographers.
2. The technology defines a system of transitions from the educational activities of future choreographers to professional, narrowly focused activities, which determines:
  - designing effective ways and working forms of implementing the acquired special knowledge in practice;
  - presentation of modeling means of communication and management, based on individual concrete results;
  - ensuring the controllability and flexibility of the technological system, its adaptability, as well as the ability to change the direct and indirect impact on future choreographers, depending on the intermediate results obtained.
3. The technology assumes the orientation of Bachelors of Choreographic Art for a sufficiently long perspective of professional development, which determines the need for:
  - forecasting signs of possible difficulties and difficulties for choreographer students that may arise when studying educational material in special disciplines;
  - recreating a stable psychological and emotional background of the learning process (taking into account the interests, desires, motives of students' choreographers);
  - reflection by the subjects of their activities.
4. The technology is able to integrate the most holistic content of the pedagogical activity of the future choreographer, for the implementation of which it is necessary:
  - actualization of special knowledge gained in the study of specialized and pedagogical disciplines;
  - regular "demand" for professional knowledge in the organization of educational theoretical, methodological and practical activities of the future teacher-choreographer.

### Conclusion

The author of the article describes the motives and the need for a deep development of technologies for the personal and professional development of the choreographer.

In conclusion, I would like to note that the pedagogical conditions and technologies of the organization of the personal and professional educational process in higher education institutions of culture and art, developed by the author, streamline the pedagogical focus on the preparation of an integral personality of a teacher-choreographer who is able to actively implement his professional functions in practice.

More specific and detailed data are presented in numerous other scientific studies of the author.

### Конфликт интересов

Не указан.

### Рецензия

Все статьи проходят рецензирование. Но рецензент или автор статьи предпочли не публиковать рецензию к этой статье в открытом доступе. Рецензия может быть предоставлена компетентным органам по запросу.

### Conflict of Interest

None declared.

### Review

All articles are peer-reviewed. But the reviewer or the author of the article chose not to publish a review of this article in the public domain. The review can be provided to the competent authorities upon request.

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