



Training of Choreographers in Higher Education Institutions

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Abstract

The relevance of the study is determined by the active development of the pedagogical art branches, where the professional competence development of future choreographers and the development of their creative views becomes the main aspect of specialists training in higher education institution and involves the creation of the necessary conditions on the way to their creative growth and professionalism. In this regard, the purpose of the research work is to determine the features of the training of choreographers in higher education institution, their professional development in the context of educational activities, the professional competence development in the process of practical professional training, as well as to determine possible ways to overcome the professional crisis and destruction. The basis of the theoretical and methodological approach in this article is a qualitative combination of system analysis methods of choreographer training in higher education institutions with an analytical study of the professional competence development of future specialists in the art of dancing, where the use of modern approaches involves the use of innovative forms and means of learning to implement the educational concept regarding the professional development of choreographers. The article presents the results that reflect the problem of implementing the training of choreographers in higher education institution on the way to the professional qualities development of future specialists, their motivation for self-education, the development of creative abilities and creativity, as well as the necessary skills development for future productive professional activity. The obtained results of the research work are of practical value for educators of higher education institutions that train the specialists in the art of dancing, for the perspective of introducing and implementing the latest training approaches in the educational process, as well as for practical purposes for determining the development of professional qualities of future choreographers in higher education institutions.

Keywords: the art of dancing; professional development; professional competence; personality professionalisation; self-education

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INTRODUCTION

Effective training of choreographers in higher education institution in modern conditions of rapid development of the

scientific and European area involves ensuring the motivational competence development in the context of personal and professional development of future specialists who meet modern educational demands

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and are capable of productive activities in the art and cultural area and in various forms of the educational process. Comprehensive training of future choreographers is based on the specific professional competencies development, pedagogical qualities, professional culture, self-organisation and critical thinking development, as well as an individual, creative work style and continuous professional growth in choreographic activities (Scherak & Rieckmann, 2020). The main purpose of choreographers training in higher education institutions is based on the aimed development of a set of competencies of education seekers, which are intended to ensure the implementation of organisational, managerial and research work, as well as pedagogical and choreographic activities.

Educational activities of higher education institutions are regulated by Law of Ukraine No. 1556-VII "On Higher Education" (Law of Ukraine, 2014), which provides for the promotion of sustainable development of society in the context of training competitive specialists, and is based on the principles and basis of accessibility, independence, process continuity, state support, international integration and openness in development of the scope and structure of professional and educational training of future specialists. The organisation of the educational process provides the competencies development of education seekers, which is determined by successful socialisation and training, as well as the implementation of professional activities based on a combination of abilities, skills, knowledge, ways of thinking and personal values. The studies by Romanchuk (2019) indicates that professional competence is a combination of a person's personal qualities and professional knowledge mastered by them during training that synthesises the fundamental, psychological, subject and pedagogical competences of an individual on the way to their professional development. Kordunova and Dmytriuk (2020), to the set of abilities, knowledge and skills in the professional competence development, add the

ways of an individual's activity and their professional psychological qualities. The authors note that professional competence is based on components of a value and semantic, motivational, emotional, behavioural, as well as reflexive, functional and informative nature, and is the result of the choreographer's readiness for professional activity and implies a conscious dedication of the individual to carry it out.

Studying the issue of training of choreographers in modern institutions, Croy (2019) notes that for the development of choreographic potential the following are necessary: a combination of classes in improvisation, composition and dance; the study of creative elements of movements in the context of style, music and modern cultural influences; autonomy in the ability to create one's own dance, to be both a producer and a choreographer at the same time; attend classes on business perspectives that help master financial management skills to gain an advantage in the labour market. Studying improvisation in training young choreographers, Dou et al. (2021) note the importance of the psychological factors development in the professional competence development. The authors emphasize the complexity of mental activity during the creation of a choreographic performance, where psychological barriers on art and creativity slow down the processes of professional competence development, and improvisation is a method of getting rid of barriers and means of developing the creative abilities of an individual.

The transformational educational process was caused by the COVID-19 pandemic, which became the impact for changing educational activity and its transition to distance learning, where alternative approaches to the educational process and the introduction of innovative teaching methods into it made it possible to adapt to the new reality of educational activity. Thus, the study of Winship (2020) indicates that for choreographic education seekers, classrooms and auditions in Great Britain have moved to online space and received a positive experience of evaluation

and graduation of specialists, so the training of future choreographers in the art of dancing education institutions can be in a combination of studio and online learning. The professional development of the future choreographer specialist masters special importance in the period of transformational processes of the educational policy of Ukraine, informatisation and technologisation of educational processes, and it becomes a current problem to determine the features of the training of specialists in the art of dancing, the development of their professional qualities on the way to become a competitive and competent specialist, who is focused on self-development in professional activity, self-improvement of mastered abilities and skills, as well as the necessary qualities development for the effective implementation of professional functions in the chosen profession.

The main purpose of the scientific study is to determine the professional qualities of a choreographer in the process of educational activity and ways of professional competence development in higher education institutions.

METHODS

The basis of the methodological approach to the study problem was a qualitative combination of a systematic analysis of the issue of psychological and pedagogical conditions of training of choreographers higher education institution, a generalisation of the previous experience of studying the professional competence development of future specialists in the context of higher education with an analytical study of the personal and professional qualities development of education seekers in the aspect of the competence approach of studying training problems of specialists in the art of dancing. The scientific study of the problem of choreographers' professional development involved the search for a generalised understanding of the development conditions of future specialists' personal capabilities based on content and procedural components, where the mobili-

ty of knowledge, critical thinking and methods flexibility create a multi-level stable structure of the psychological values development of future specialists in the art of dancing. The planning and implementation of this study were carried out on the basis of studying the theoretical basis of training of choreographers in educational institutions that became the fundamental basis for further study of the professional development problem of choreographers in the context of obtaining higher education.

The study of the theoretical components of the training choreographers problem in higher education institutions made it possible to analyse the long-term experience of studying this issue by researchers of Ukraine, the USA, China, Great Britain, Germany, Italy, which led to the identification of problematic aspects connected with the development of the personal qualities of education seekers, their professional development in the process of training and conditions for the professional competences development during professional education in institutions.

The stated purpose of scientific study determined three stages of the work. The first stage involved the study and analysis of theoretical aspects of training of choreographers in higher education institutions, which became the foundation for the next stage implementation of research work. As a result of the analysis of the legislative framework of the education system of Ukraine, psychological and pedagogical sources on the study problem and the study of scientific literature on the education management on the topic of a scientific work, the main questions and provisions of the problem of training of choreographers in Ukrainian educational institutions and educational institutions of other countries were substantiated, which are the request basis for the innovative methods and approaches implementation in the training of specialists in the art of dancing for their effective use in the educational process in a higher education institution.

The second stage of the research

work was aimed at the analytical study of approaches to the training of specialists in the art of dancing and the development of their professional competences in the process of educational activity. At this stage, an analytical comparison of the obtained results with the conclusions of other researchers engaged in practical study of the problem of training choreographers, their self-education, the creative abilities development and the professional skills development for carrying out professional activities was also carried out, which contributed to the obtained results clarification in determining the features of choreographic education.

At the final stage of the scientific study, the final conclusions of the theoretical and experimental stages of the study were made. The obtained results of the study of the training of choreographers in a higher education institution can be used as a basis for further issue study of the professional development of choreographers in the higher education system, the development of their professional competences, and possible ways of solving the issue of professional deformation and crisis situations in the practical training and activities of future choreographers.

RESULTS AND DISCUSSION

The conducted analysis of scientific studies on the training of choreographers in higher education institutions and the development of their professional competences shows that this issue has been studied for a long time by Ukrainian researchers, as well as scientists from the USA, Germany, China, Great Britain, Peru, Spain, Italy, and Taiwan. However, the development of effective training models at the current stage in the conditions of the COVID-19 pandemic, and for Ukrainian society in the period of the current realities of martial law, the topic of educational activities, in particular the training of specialists in the art of dancing, becomes a current issue among the educational process participants and provides the determination of

the features of the professional competence development of future choreographers for the effective implementation of innovative teaching approaches and the educational process technology in the educational process.

An important aspect of scientific study is the determination of the psychological features of the professional competence development of specialists in the art of dancing in the process of training in a higher education institution, where progressive changes in personality occur due to the external social influence of the environment, one's own activity and the dedication for self-realisation, self-improvement and professional activity of an education seeker. The professional development involves the professional direction development, development of professional competencies and personality qualities that precede professionalisation and are characterised by individual and psychological features of the future specialist (Martínez et al., 2022). The professional growth stages can be conventionally divided into five stages that overlap, repeat and can occur simultaneously during studying in higher education institution. This division is presented in a more informative way Table 1.

Professional development, in particular, the change of professional development stages of education seekers is characterised by a change in social status, where the disturbance of professional activity content is made, a new social role and professional behaviour are learned. These changes cause certain difficulties and can provoke internal and external (interpersonal) crises and conflicts (Pytlyuk-Smerchynska, 2013). The areas of training of future choreographers include the development of professional abilities, growth of professional direction, improvement of psychological processes, development of professional responsibility and independence, desire for self-realisation in practical activities, as well as interest in exchanging of professional experience, growth of moral and spiritual maturity and readiness for practical professional activities (Stoly-

Table 1. Professional development stages

Stage	Purpose	Task
A knowledge base creation	Obtaining new information and knowledge and forming a conceptual understanding of it	Development of professional intentions and self-determination, as well as awareness of the profession choice
Observations (examples, models)	Study of professional examples to develop a study practical understanding	Development of professional direction and system of social and professional direction of knowledge, abilities, skills, gaining experience in solving professional tasks
Comprehension of one's own practical activity	Educational practical activity analysis based on new obtained knowledge	Adaptation to professional activity, social role mastering, gaining experience in professional activity, mastering the profession technologies
Primary and secondary professionalisation (change of practice)	Implementation of new gained knowledge in individual and collective training program and instruction through development of curriculum, mentoring, practical studies	Development of a professional mindset, transformation of social and professional qualities and abilities into professionalism
Gaining new experience and sharing the gained ones	Improvement of educational professional practical activity in the team	Full realisation of professional skill, creative potential in the context of psychological new formations on the way of professional development and professionalism

Source: prepared by the authors based on (Pytlyuk-Smerechynska, 2013).

archuk & Sergeenkova, 2019).

The specificity of the art of dancing consists in the realisation of a choreographic performance that conveys the ideological author's idea that is manifested through body movements and acting. However, the professional activity of a choreographer is not limited to the profession of a dancer, but also provides the opportunity to express oneself in collective work, perform of a dance, manage a children or professional team, as well as be a ballet master or director of ballet performances, which involves a combination of pedagogical, choreographic and coaching functions in the choreographic activity (Dou et al., 2021). Thus, the professional training of future choreographers is a multifaceted educational process, where all components of educational activities should be implemented in accordance with modern conditions, which leads to an increase in the professional training quality, in particular, the education of competitive specialists in the context of professional training in a higher education institution.

The professional competence development of choreographers is an important condition of modernity within the social procurement of society regarding the professional training of specialists in the art of dancing, where the need for significant changes in the educational and training processes plays an important role for the expansion of interdisciplinary relationships, as well as the use of didactic and educational and training methods for their deepening resources. Special attention in the training of choreographers in higher education institution is paid to the study of psychological disciplines, and psychological competence is considered as a component of professional awareness and pedagogical skill on the way to professional and personal development. However, the definition of the development indicators of these competencies currently remains open. The analysed the previous studies made it possible to form the components of important qualities of the future specialist of the choreographic art. For clarity, these results are presented in Figure 1.

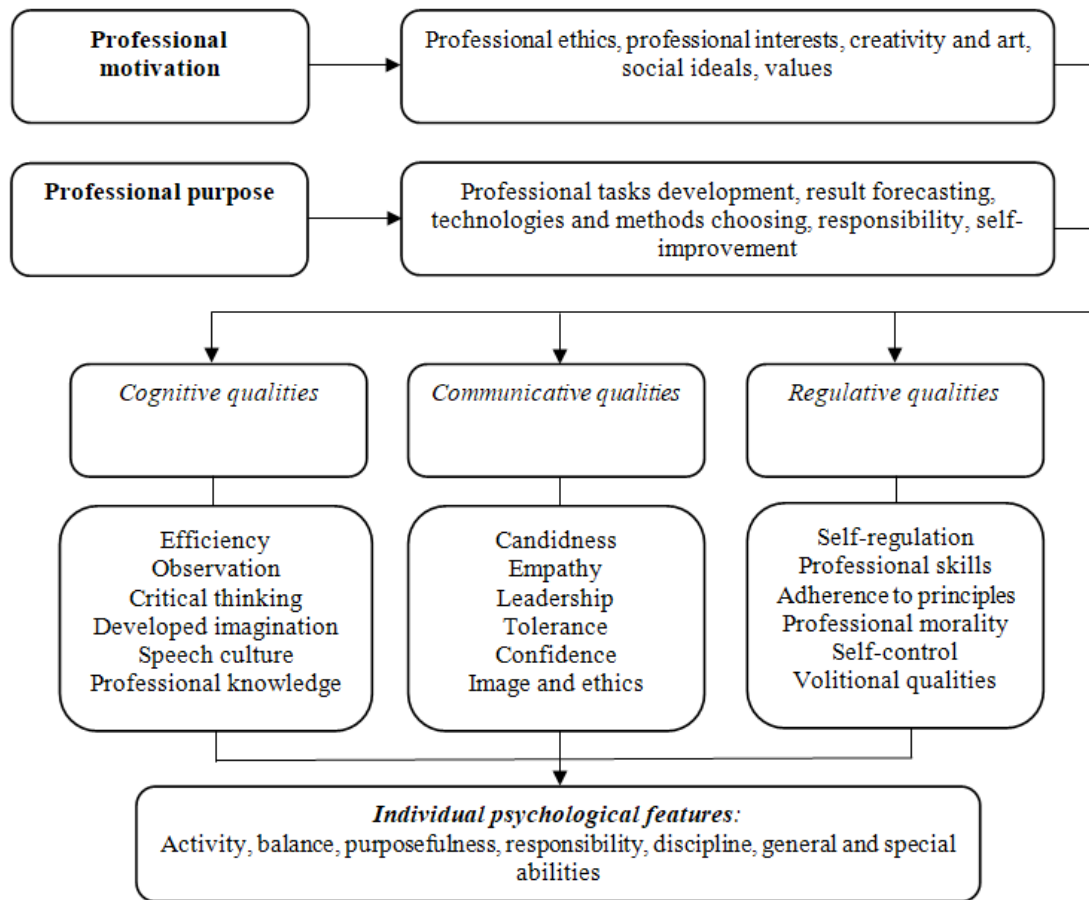


Figure 1. A model of professional and personal qualities of an education seeker in a higher education institution. Source: prepared by the authors based on (Scherak, & Rieckmann, 2020; Romanchuk, 2019; Kordunova, & Dmytriuk, 2020; Pytlyuk-Smerechynska, 2013; Stolyarchuk, & Sergeenkova, 2019).

The individualisation of the educational path for the development of choreographic skills of an education seeker under the art of dancing program requires allowance with the role and features of practical training, where creative self-realisation for the future choreographer during practical classes allows solidifying knowledge and projecting a model of future professional activity. The main factor in the educational activity of future choreographers is gaining of versatile experience and professional competences, and the main condition for this is an effective combination of theoretical training with practical choreographic activity, which contributes to the development of a creative worldview and the expansion of the personal potential of education seekers (Androschuk, 2019). Practical activities help to deepen theoret-

ical knowledge, to develop the necessary skills for pedagogical, choreographic and performance work, as well as to develop the professional competences of future specialists in the art of dancing. The purpose of practical training is mastering modern methods and forms of choreographic activity and, based on them, the professional skills and abilities development, where the main tasks of practice are deepening knowledge, development, consolidation and adaptation to independent professional activity and the development of the need for continuity of training, self-education and self-improvement.

The increase and complexity of the amount of information flows, as well as the transience of social and economic processes cause changes to the professional training requirements, which creates com-

petition in the labour market and increases the development level of professional competencies of future choreographers during the study in higher education institutions. The need for the professional mobility development of education seekers, which involves flexibility, agility, adaptability to changes and innovations, becomes an important aspect in the modern environment of choreographers and requires the newest methods of creating and reproducing works of choreographic art in accordance with the digitalisation of the modern world and transformational educational processes (Mead, 2020). In addition, the activity of a modern choreographic specialist is based on their multifunctionality, which allows them to effectively act in various unusual situations and occupy teacher, dancer, manager, researcher position in the field of the art of dancing, and to be personally and professionally able to quickly change their own activity (Lusdoc & Namoco, 2019). The analysed scientific sources indicate that the priority in the training of choreographers in higher education institution belongs to the competence approach implementation, in particular the development of special professional abilities, skills and knowledge, but the issue of consistency and purposefulness in the choreographer's professional mobility development still remains open.

Modern choreographic practice includes a large variety of dance types, ways of structuring dance material and social interaction levels, which allows the choreographer to realise themselves in a broad, dynamic and balanced approach to teaching choreography and develop their own professional abilities, become more effective and stronger in the context of developing their own awareness of the chosen choreographic direction parameters and master professional competence during studying in higher education institution (Butterworth, 2004). Thus, dance education in China is the most common additional education in the country, but the largest part of the market is children's dance training, which requires choreographers

to know the psychological characteristics of the younger generation. In accordance with the internal study in the country conducted by Zhiyan Consulting in 2020, the dance education market has achieved economic growth, and the number of dance schools exceeds 38 thousand institutions.

In Italy, in particular in Rome, higher choreographic education, in addition to the basic principal disciplines, offers students to master the teaching and study activities in the process of obtaining an academic qualification, which are based on dance education academic programs. To strengthen and modernise the educational offer for education seekers, universities are expanding the academic programs of their courses by exchanging experiences with other countries, integrating the experience and skills in the art of dancing from different cultures and adding educational modules in video directing and music informatics to the educational process, which allows higher education institutions to make a significant contribution to the modern view development of the choreographer's profession, which is increasingly subject to a multicultural direction, where the application of the advanced practices expands cooperation on the international platform and creates the quality of choreographic education at the institutional and European levels. In Germany, the program of higher choreographic education has been developed in accordance with the growing conditions and requirements in the professional dance field and helps to train skills and implement the latest approaches to education. However, the main direction of educational activity is based on the comparative methodology of modern dance, group processes and somatic practices, where the theoretical direction is focused on science, physical studies and artistic documentation, and the purpose of the educational choreographic program is the training of teachers of the art of dancing who are capable of multifunctionality, direction and possibility to be a choreographic assistant.

The professional activity of a cho-

reographer involves the development and production of ideas, honing the movements fluency in accordance with the music, discussing economic and organisational conditions, creating costumes, approval on the musical program, also this profession also requires spending a lot of time on self-education and rehearsals, making notes on movements, creating joint projects with others professional choreographers of the acrobatic direction and the opportunity to engage in several dance projects at once (Choreographer, 2022). Choreographic activity involves the mastering of special skills by the choreographer, in particular, the need for their use is due to filming in films, music videos, stage musical plays, cooperation with dancing groups, which determines the choreographer duties to coordinate dance programs and physical movements, to have knowledge of dance styles and steps, to observe principles of constructing a choreographic performance, rhythm, balance and musicality. The development of leadership skills, creativity, discipline and persistency plays an important role in the professional choreographer activity, and ensuring a clear organisational process helps to focus on the dance projects development (Windermere, 2021).

Higher education institutions of Ukraine are under the Law of Ukraine No. 1556-VII "On Higher Education" which provides citizens with access to higher education, which ensures the development of aggregate systematised knowledge, abilities and practical skills, as well as promotes the development of ways of thinking, professional qualities, worldview and social positions, moral and ethical values, gaining of professional competences in accordance with the chosen qualification at all levels of higher education. In accordance with the Standard of higher education of Ukraine. the purpose of the educational process based on the Bachelor of Choreography is to train specialists in the field of performing arts, choreography, and teaching activities, as well as conducting methodical work on

elementary, specialised, professional advanced art education. The subject area of training of choreographers involves the study of the theoretical program content, in particular, familiarisation with the basic concepts, principles, choreographic art concepts, and their connection with social and cultural phenomena, the history of choreography and specialised activities. The teaching technology is aimed at the study of cultural disciplines and art study, which requires the use of appropriate methods in the educational process designed to teach education seekers to reproduce a choreographic text, develop the ability to analyse different situations and find alternative solutions, develop professional knowledge, abilities and skills, model professional reality, reproduce practical actions of a choreographer, to design artistic and creative products (from conception to play). To achieve the purposes of choreographic education, institutions should be equipped in accordance with the approved Standard, in particular with computer hardware and software, multimedia tools, information and communication technologies, equipment for study and storage of artistic works. The Standard also provides for the development of integral, general and professional competencies at the end of the training course.

The conducted scientific study made it possible to distinguish a number of professional competencies that a future choreographer should master during their studies at a higher education institution, in particular (Scherak & Rieckmann, 2020; Romanchuk, 2019; Kordunova & Dmytriuk, 2020; Pytlyuk-Smerechynska, 2013): To analyse, assess, interpret and identify patterns of social and cultural historical aspects of the art of dancing (styles, genres), to be able to argue one's own positions and beliefs; To produce creative ideas, implement them, cooperate in a team and effectively solve tasks connected with discussed projects; To have choreographic technology in accordance with the requirements of professional training at the levels of performing, teaching, choreographic activity

and organisational activities; To use one's own pedagogical and artistic potential for realisation in professional activity; To carry out study work, project educational and methodological support and develop innovative and educational technologies in the context of artistic activity; To use interdisciplinary connections in accordance with the elementary, specialised and professional educational process in relation to professional knowledge and creative approach for solving professional situations; To understand new dance practices concepts, accumulate, process, analyse and combine new information on the way to creating a dance composition; To apply alternative technologies (filming, directing, editing, etc.); To ensure a high level of mastery of choreographic technique, self-development and self-improvement in accordance with professional activity; To observe tolerance in choreographic work and be able to take into account organisational, economic and legal aspects of professional activity.

The world practice of professional training of choreographers in higher education institutions shows that in the process of learning, a future specialist in the art of dancing should master certain personal qualities and professional competence in accordance with different types of professional activity, in particular pedagogical, organisational, choreographic and creative activities. Higher education institutions create conditions and opportunities for education seekers to master significant professional competencies that precede future successful professional activity. The obtained results of the study indicate that innovative approaches in the field of culture and art are at the stage of developing effective models and technologies of high-quality training of choreographers in a higher education institution, where ideas of exchange of social and cultural experience become relevant on the way to the professional development of a choreographer that is able of multifunctional activity, critical thinking, self-education and self-improvement.

Professional training of a choreographer in a higher education institution involves practical and theoretical studies, the search for creative ideas, as well as the development of analytical and critical thinking skills. The requirements for the development of professional competence and professional qualities of future choreographers have grown significantly over the past decades, which led to the search for new innovative ideas and approaches in teaching of special disciplines and a change in the model of conventional education. Law of Ukraine No. 1556-VII "On Higher Education" at the educational and creative level, it is provided to master the methodology of pedagogical and artistic activity, to master practical skills in the production and implementation of new creative ideas, as well as to solve theoretical and practical issues in a creative artistic environment, where scientific, artistic and innovative work is carried out with the aim of integrating educational activities, deepening professional competences and innovative activities in art. The professional development of the future choreographer is inseparably connected with the professional definition of the individual and involves a step-by-step individual and personal development. The first stage is characterised by the beginning of professional training, the second stage is the active development of methods of mastering methodological skills and abilities, and the third stage is designed to professionally orient the education seeker in practical activities, which allows using the gained knowledge and improve their own professionalism, which is caused by changes in the professional training process. The main component of professionalism is professional competence, which is based on personal qualities and practical skills that precede the future specialist readiness for professional activity (Pytlyuk-Smrechynska, 2013).

Guerreroa and De los Rios (2012) divides competencies into three main groups, in particular, competencies as a list of tasks, competencies as a set of features and competencies as a holistic or integ-

rated relationship. The author states that the competence model is a basic aspect of general psychology and includes skills, motivations, abilities, self-esteem and knowledge, and is also subject to assessment and measurement in accordance with the gained knowledge during education and daily practice. Thus, the author emphasises that the defining characteristics of competencies can be generalised and considered in terms of the basic characteristics of a certain activity performance. The author refers to the components of professional competence as a set of personal qualities, in particular, abilities, motives, inclinations, values, etc., which are synthesised with gained knowledge, skills, certain of behaviour model, gained experience and practical activities.

The study of Kordunova and Dmytriuk (2020) defines professional competence as readiness for purposeful activity in accordance with the requirements, the ability to solve various issues in an organised and independent way, to assess one's own professional activity, where during professional training, the knowledge, skills, and abilities necessary for effective future professional activity are developed. The basis of personal and professional growth and success, the authors indicate the professional qualities of education seeker, as well as the development of various types of combinations of knowledge, experience and skills within the framework of professional competence. The main component of the competency approach, as noted by Clements and Nordin-Bates (2022), are the key competencies, which are characterised as constant components of personality qualities that help a specialist to successfully implement their own activities and master intercultural and interdisciplinary skills and knowledge, properties necessary for adaptive and effective activity. The author notes that in the pedagogical aspect, the key competencies reflect the teacher's culture and are divided into professional and pedagogical, informational, creative, communicative, and social and motivational.

Modern higher choreographic education is designed to form a theoretical base of knowledge, practical skills and abilities, where the training of a future choreographer requires an innovative approach to the professional development of a specialist. The specificity of teaching the art of dancing in higher education institution is reflected in the forms of the educational process organisation, in particular, these are lectures, practical and individual classes, where, in accordance with the Standard of higher education of Ukraine classroom lessons are reduced and time for independent study of discipline materials is increased. The shortage of classroom lessons leads to an increase in the rate of mastery of educational material, however, independent study can cause difficulties for education seekers and lead to a professional development crisis. Experiencing the crisis causes a change in the psychological structure and restructuring of the social and professional direction of an education seeker. Thus, Kokun (2012) notes the crises of qualification formation as a group of psychological crises that can occur at all stages of mastering a professional activity and reflect specific patterns in personal and professional development. The author distinguishes overtime activity in professional activities, social and economic living conditions, psychophysiological and age-related changes, stressful situations in the context of obtaining a new position, participation in evaluations, immersion in professional activities, restructuring of ways of implementing professional activities and changes in personal life, as the main crises factors of professional development.

Thus, Pytlyuk-Smerechynska (2013) considers the professionalization process as a crisis. The stage of professional training can serve as a certain lever for disappointment from the received profession, in particular, there can be dissatisfaction both with individual professional subjects and doubts about the chosen profession, that is, a certain revision and correction of the profession choice takes place, which

allows distinguishing this crisis as a crisis of professional personality development. In addition, the completion of professional education involves further professional activity characterised by an adaptation stage. At this stage, there is a radical change in the professional situation, where the actual performance of professional functions during the first weeks or months may cause difficulties, however, the initial perception of the profession and the real understanding of its professional aspects after the completion of educational activities in a higher education institution may cause psychological differences and create conditions for a professional crisis (Kordunova & Dmytriuk, 2020). Options for the crisis resolution include constructive problem solving (activation of professional motivation, adaptation to conditions, gaining experience) and destructive problem solving (resigning, change of profession, decrease in the quality of professional functions performance).

Crisis periods, as noted by Rabow et al. (2013), can contribute to the development of a person or lead to the processes of their personal degradation. The author states that the destructive ways of the crisis recovery are inherent in the search for opportunities for self-realisation outside of professional activity, as well as the public demonstration of undesirable professional qualities, while in the constructive way of the crisis recovery these qualities are overcome personally. Stress and mental tension act as certain incentives for the professional development of an education seeker, where crisis recovery phenomena require the involvement of professional action and a competent attitude towards oneself. Training classes in the direction of personal and professional growth, seminars with the possibility of developing alternative approaches to professional development, as well as drawing up a professional development path are effective means of crises recovery.

The analysed previous scientific studies indicate that in the process of professional training, future choreographers are

faced with the need to develop the skills of self-education, self-regulation and the development of critical thinking, which allows objectively assess one's own professional educational activity and understand the basics and risks of the future profession. However, in the context of many years of professional choreographic activity, these aspects can lead to the occurrence of professional fatigue, the emergence of psychological barriers, a decrease in work capacity and a partial loss of certain professional skills and abilities. The process of professionalisation at certain moments of mastering a professional activity can cause professional destruction, which is characterised by a change in the formed structure in the professional and personal areas and can affect the performance of the choreographer and their communicative processes (Kokun, 2012). The previous studies analyses [10; 24-26] (Pytlyuk-Smerechynska, 2013; Kokun, 2012; Rabow et al., 2013) identified possible ways to overcome professional destruction in the professional activity of a choreographer, in particular: increase in psychological and social competence; diagnosis of professional deformation and development of individual strategies to overcome it; prevention of professional disadaptation; development of alternative programs for professional and personal potential implementation; attending trainings on professional growth and personal development; the methods of self-regulation; development of the ability to the professional deformations self-correction; increase in qualification category or position.

Kokun (2012) also includes the phenomenon of professional burnout, which is characterised by a negative consequence of interpersonal communications in choreographic activity and manifests itself in mental tension (professional difficulties, conflicts) and feeling of anxiety, frustration, and discomfort. The current conditions of active social processes in Ukraine require the reorganisation of the educational system, where the need for innovative changes is the modernisation of

choreographic education (Medvid, 2018; Medvid & Tereshenko, 2021). The study of the international experience of providing choreographic educational services indicates that the countries are intensifying cooperation with international organisations and communities that contribute to the intercultural development of the art of dancing through the exchange of choreographic experience, educational and cultural programs are being developed in accordance with the modern requirements of the choreographer's professional activity, the material and technical base is being improved in view of the spread of distance learning, as well as the decrease in the number of classroom lessons and the increase in the choreographer's mobility and multifunctionality importance. The conducted scientific analysis of the problem of training of choreographers in higher education institutions shows that the need to improve choreographic education at the national, institutional and international levels, which will allow modernising professional activity in accordance with the demands of modern society and the labour market, is a promising direction of using world experience for educational institutions of Ukraine.

So, it becomes obvious that the professional training of future choreographers needs to ensure the development of integral, general and professional competencies of education seekers, which is based on the mastery of artistic, technical, physical skills and special knowledge. The development of experience, knowledge, skills and abilities, as well as developed abilities during the professional development of a choreographer, actualise the understanding of important priorities of practical training and lead to the integration and systematic improvement of requirements for the training of choreographic specialties, where priority is given to the development of value and semantic aspects, self-determination and personal development on the way to the future choreographic activity implementation.

CONCLUSIONS

The conducted scientific study on the given problem shows that the search for innovative approaches to improve the professional training of choreographers in a higher education institution is based on the competence approach of the professional training of the future specialist. The practical activity of education seekers is a necessary aspect on the way to deepening theoretical knowledge, development of pedagogical skills and choreographic activities, as well as the formation and development of professional competencies of the future choreographer. The professional activity of a modern choreographer is based on their polyfunctionality, where for a specialist in the artistic area, the development of professional competences plays an important role. The professional development of the future choreographer, the development of their professional direction, socially significant qualities and their integration into practical activity involves the search for optimal ways to form high-quality, artistic and creative activity in accordance with the individual and psychological characteristics of education seeker. Practical training of future specialists in the art of dancing in higher education institution creates opportunities for mastering significant professional competences, which are necessary for the successful professional realisation of a choreographer.

The professional duties of a choreographer include the implementation of an artistic concept, the use of various expression means, the improvement of dance elements and steps in accordance with the dance style. The professional competence of the future choreographer should be formed on the basis of knowledge, skills, and cognitive competence, which involves the actualisation of the value connection with choreographic and pedagogical activity in educational institutions, as well as the development of motivational aspects, communicative activity and creative potential in the professional and social and cultural area. Having analysed modern scientific

studies on the training of choreographers in higher education institution, it can be distinguished that the use of a competence approach in educational activities is an important and necessary step towards updating the education content, which involves the professional development of future choreographers who will meet the educational demands of the present time. Prospective areas of further studies of the problem of training of choreographers in higher education institution are the analysis of the complex of educational technologies, content, forms and methods of professional training specialists of the art of dancing in the higher education system. The obtained results from the study problem are significant for the participants of the educational process and have practical value for determining the specifics of the training of choreographers in higher education institution, the development of their professional qualities and professional competence in the conditions of higher education institution.

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