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2.17. THE ROLE OF CHOREOGRAPHY CLASSES IN THE COMPREHENSIVE YOUNG LEARNERS' DEVELOPMENT IN THE NEW UKRAINIAN SCHOOL

Abstract. *The role of choreography classes in the comprehensive young learners' development in the new Ukrainian school has been first analyzed in the article. The relevance of the topic is to establish the role of choreography classes in the comprehensive young learners' development in the context of the new Ukrainian school Concept. The purpose of the article is to analyze the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school. The scientific novelty is that the theoretical substantiation of the role of choreography classes in the comprehensive young learners' development has been carried out and the peculiarities of methodological provision of choreography classes in the new Ukrainian school have been studied. The methods of analysis,*

synthesis and theoretical generalization of scientific and methodical literature have been applied while writing the article. The theoretical substantiation of the choreography classes' influence on the comprehensive young learners' development has been made based on analyzing the scientific-methodological and psychological-pedagogical literature. The peculiarities of methodological provision of choreography classes in the new Ukrainian school and choreographic work with young learners have been studied by the author. Studying the State primary education standard has revealed that studying the "Art" integrated course, the teacher has an opportunity to organically introduce the artistic and synthetic content line (theatre, choreography, cinema, television) or it is possible to hold a choreography lesson through one or two physical education classes. Modern scholars' views on the importance of the role of art, choreographic in particular, while realizing the comprehensive personality development as the ultimate goal of all pedagogical efforts have been revealed. The relevance of the choreography introduction in the modern primary education system as an important component of the physical, spiritual, artistic development of young learners, their healing and further successful socialization has been studied. The choreography classes' purpose is to promote the aesthetic education and physical development of young learners, provide them with initial choreographic training, identify the tendencies and meet the need for movement activities, the rhythm sense development, dance expressiveness, movement coordination and the artistic taste education, the ability to fully perceive the art of dance. The psychological characteristics of young learners are described and it is found that choreography educates the basics of etiquette and competent behavior in the society, gives an idea of acting, forming the correct posture. The prospects of further research are to study the theory and practice of organizing choreography education both in the new Ukrainian school and in extracurricular educational institutions.

Key words: *choreography, personality, young learners, choreographic art, comprehensive development.*

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Problem statement. Nowadays, one of the main tasks of the education system is to develop the individual, their aesthetic culture in particular. Thus, according to the Law of Ukraine "On Education" the purpose of which is to comprehensively develop a person as a personality and the highest values of society, their talents, intellectual, creative and physical abilities [1]. Personal orientation of modern education implies the child's involvement in the aesthetic mankind experience and creative activity that is the basis of the aesthetic personality development. Therefore, it is important to understand specific issues of aesthetic education and activities, namely the choreography classes' impact on the young learners' development.

Study relevance. In the history of society, the aesthetic education occupied an exceptional place, both in the early stages of the mankind development and these days, and choreography classes have remained one of the peculiar institutions of

people's socialization, especially of the young generation – children, adolescents and young people, and they also perform a number of other functions inherent in the culture as a whole. The task of choreographic education in terms of the new Ukrainian school is not only to develop the child's creative potential and form their professional skills, but also to bring up a comprehensively developed personality.

In the modern new Ukrainian school, it is achievable through the “Art” and “Physical Culture” educational fields”. The “Art” educational field should reveal the national art culture originality as an integral part of the world cultural creative processes, the world's cultural region peculiarities, the diversity of genres and styles of Ukrainian and world art, and the aesthetic knowledge basics. Unlike the traditional approach to teaching the “Fine Art” and “Music” separate subjects at school, the educational field content is based on the principle of combining various types of arts and defining the artistic culture as a system of coordinated knowledge, the mastery of which is necessary for forming a holistic artistic picture of cultural space in students' consciousness [2]. The content lines of this educational field include the following art types: musical, choreographic, visual (art), theatrical and screen arts. The coordination between them is carried out by combining topics and lessons into the cycle of separate subjects, taking into account the specifics of the artistic-figurative language of every art type, the interconnections between them, common educational goals and objectives. The purpose of the “Physical Culture” educational field is to form young learners' sustainable motivation for doing physical education and sports exercises and vital motor skills to maintain their own health, and expand the functional body capabilities. Thus, we see that the choreography education is possible through choreography classes in the new Ukrainian school. We will also consider the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school.

The connection of the author's achievements with the important scientific and practical tasks is to study the role of choreography classes in the comprehensive young learners' development in the new Ukrainian school Concept.

Recent research analysis. Nowadays, S. Shatsky and A. Lunacharsky made a significant contribution to developing the theory of the comprehensive young learners' development. In their opinion, it is extremely important to make a child accustomed to the beautiful in life and art. The issue of the comprehensive young learners' development appealed to many scientists, teachers and art historians. They drew attention to the importance of the art role, choreographic in particular, while realizing the comprehensive personality development as the ultimate goal of all pedagogical efforts. Thus, strengthening the moral and ethical child's personality qualities through dance are noted in the Y. Goncharenko's work “Aesthetic education of primary schoolchildren when choreographic activity” [4]. The connection of choreography with other art types and the connection of choreography with the child's personality, their needs and interests [5] are traced in the T. Sevastyanikhin's work “The influence of ballroom dance education on the primary schoolchildren's development”. N. Georgian, A. Gorshkova, Yu. Ushakova, T. Churpita joined the development of the task of forming the creative primary schoolchildren's sphere by

means of choreography and rhythm. Teachers and choreographers, for example L. Bondarenko in his book “Methods of choreographic work in schools and extracurricular institutions” [6] indicates the harmony of forms, movements and gestures of classical and folk dances, because they effectively affect the emotional-sensual child’s personality sphere, thereby improving their mood and giving confidence in expressing their thoughts and acting properly. G. Berezova noted that choreography classes should bring joy to children.

The identification of the unresolved parts of the general problem the article is devoted. Analyzing modern scholars’ scientific works suggests that the issue of the choreography classes’ role in the comprehensive young learners’ development in the new Ukrainian school requires a detailed study, because there has been no theoretical substantiation of the choreography classes’ role till now and the features of the methodological choreography classes’ support in the new Ukrainian school have not been studied.

The purpose of the article is to analyze the choreography classes’ role in the comprehensive young learners’ development in the new Ukrainian school. The scientific novelty is that a theoretical substantiation of the choreography classes’ role in the comprehensive primary schoolchildren’s development has been carried out in the publication and the features of the methodological choreography classes’ support in the new Ukrainian school have been studied for the first time. Research methods. The methods of analysis, synthesis and theoretical generalization of scientific and methodological literature have been used while writing the article.

Basic material presentation. The aesthetic education has the versatile nature of influencing the child through various art types, through the prism of the attitude to the form of human activity, nature, social phenomena and a man. The aesthetic education as a process of forming an aesthetic attitude to reality and enhancing a person’s creative activity according to the laws of the beauty should be comprehensively considered, since it is a part of the moral, labor, physical and mental education. Each component of the aesthetic attitude (aesthetic perception, aesthetic feelings, taste, judgment, creativity, assessment, needs, and ideal) is determined by the moral, spiritual, mental and emotional child’s activities and causes significant changes in their world perception, behavior, and beliefs; it also turns into an aesthetic activity subject, and contributes to the integrated development of their creative forces and abilities according to the objective laws of the beauty. Choreography is an integral part of young learners’ aesthetic education, effectively influencing their comprehensive development. Choreographic art opens a wide scope for developing young learners’ creative potential, and allows introducing elements of dance and creative activity into dance training and education and widespread performing children’s practice.

We will make a small psychological description of a primary schoolchild to better understand the choreography impact on the personality. The young school age is called the childhood peak. This age range is known to cover the life of a child aged from 6–7 to 10–11. The basis for its determination is the time spent in primary school. Schoolchildren retain a lot of previous achievements as frivolity, naivety, and

a look at the adult from bottom to top. However, they are gradually coming up with a different logic of thinking. Training during this period is the most crucial activity. At school, a primary school child acquires not only new knowledge and skills, but also a certain social status. Their interests, values, and the whole way of life are changing.

The primary schoolchildren's leg and back muscles are not sufficiently developed. Thus, they quickly get tired; it is difficult for them to maintain the correct posture and harmony for a long time. Excessive physical activity negatively affects discipline; schoolchildren become inattentive and lose interest in classes. Therefore, it is recommended to provide various playful dance activities; it is more difficult to combine with lighter ones, to contribute to an active, friendly, and cheerful atmosphere among children [7]. The need for high physical activity is natural for young learners. Motor activity is understood as a total number of motor actions a person performs daily. Children aged 7–10 carry out from 12 to 16,000 movements with an arbitrary regime in the summertime per day. The natural daily activity of girls is 16–30% lower than that of boys. Girls are less likely to exhibit motor activity on their own and require more organized forms of leisure activities. The motor activity of schoolchildren decreases while training sessions. As a result, it is extremely important to provide children with the right amount of daily motor activities regarding their age and health condition [8].

Choreography classes contribute to solving the issue. Choreography involves the development of a sense of rhythm, the ability to understand and hear music, coordinate their movements, develop the leg and body muscle strength, arm movements, grace and expressiveness. Choreography classes educate the basics of etiquette and a competent manner of behaving in the society; they give an idea of acting, and form the correct posture. Dance is of great importance while educating the national consciousness. Choreography has a great potential for a full personality aesthetic improvement, for their harmonious physical and spiritual development [9].

Choreography is the world of the beauty of movement, sounds, costumes, light colors, namely the world of magical art. Children are eager to see this at ballet performances, in videos and art albums. Classes of choreographic art contribute to the children's physical development and enrich them spiritually. This harmonious activity attracts both parents and children [9, p. 87]. Parents send their children to choreographic groups, where they expand their general cultural and artistic outlooks, which are a form of satisfying spiritual needs, a means of developing an aesthetic taste and strengthening health. All this confirms the multifunctional effect of dancing on the comprehensive young learners' development.

Ukrainian scientists note that choreographic creativity is one of the means of comprehensive personality development. It is the dance art that successfully implements the development of visual, auditory and motor forms of sensory and emotional world's perception, relieves mental fatigue and creates an additional impulse for mental activity [9].

According to the famous choreographer A. Borzov, the dance art peculiarity is that the main means of creating artistic images are human body movements and positions making up a kind of expressive language. The origins of this language are

rooted in plastic intonations and characteristic movements born in real life. Moreover, each movement has a certain semantic meaning. The dance language is primarily that of human feelings. The outstanding scientist K. Goleizovsky believed that choreography is a means of the intellectual child's development. He points to the ideological and semantic dance content characterized by aesthetically developed personality traits [11, p. 12]. Dance movements make sense when serving to identify the figurative work structure being in an alloy with other movements.

The ambiguity and generalization of dance plasticity requires applying special laws of reflecting reality, when being in the poetic convention of choreographic images. The dance secret is to convey the feelings of high tension, express human desires, and separate from everything accidental and insignificant. The child acquires powerful educational, ideological and moral influence by transmitting and experiencing such images when performing the dance (delight, joy, sadness, sorrow, etc.). According to Yu. Borev, dance art has a cognitive value for a child regarding the specifics of artistic images [12, p. 143]. The child gets to know about the origin of the studied dance, about the history of a certain period; they determine the character and the mood of heroes, etc.

The theatrical critic Yu. Bakhrushin believes that the artistic dance images convey, on the one hand, a subjective, individual vision and its embodiment by the artist, and, on the other hand, the objective picture of reality. The artistic image peculiarity is that it is created while artistic generalization through an individually unique form. Therefore, a person is required to have an active artistic-figurative way of thinking, including life associations, imagination, etc. when perceiving an artistic image [13, p. 35]. Modern scientific studies indicate that involving a child into choreographic art, we form creative abilities, develop them mentally, activate their perception, fantasy, and imagination, and engage them in search activities [14, p. 14].

We consider how choreography education is organized in the new Ukrainian school. The purpose of choreographic education in secondary schools is to promote the aesthetic education and physical young generation's development. In the new Ukrainian school, a choreography class is realizable through one or two physical education classes [2, 3]. Namely, a primary school teacher agrees in writing to transfer one or two hours of physical education to another teacher (choreography) by compiling an appropriate educational program for this class based on a typical one. General educational institutions of Ukraine whose educational programs include the choreography class work according to the A. Tarakanova's program "Choreography. The program for secondary school (1–4 grades)" [15]. The class (lesson) is conducted by the teacher having professional education and being familiar with the methodology of teaching dance in children's choreographic groups.

The initial course in the "Choreography" subject is provided within the school component (based on the lesson once a week). According to the program content and its volume, recommendations for the "Rhythm", "Dance Alphabet" (elements of classical, folk, ballroom dancing), "Dances" (dance repertoire) sections are named.

In the "Rhythm" section, rhythmic exercises, musical games, music material and dance music analysis are studied. The "Dance Alphabet" section provides

studying the exercise elements of the classical dance school, folk and Ukrainian dances. The exercises proposed in the section will contribute to the formation of the correct posture and movement coordination. The “Dances” section presents dance elements and dances for mass performance. Dance records are given for the whole class or by individual couples to perform. The proposed dances can be used both in studying and conducting mass events of the school, class, depending on specific conditions. Another option for teaching choreography is to study the “Art” integrated course, where the teacher must organically introduce an artistic and synthetic content line (theater, choreography, cinema, and television).

Performing certain movements, a small child correlates them with an artistic image and a melody, which, in turn, involves emerging certain associations, requires analyzing melodies, understanding characters, movements and music ratio, perceiving artistic images, and transferring emotional states. Performing classical, folk or modern dances on the stage requires knowledge of not only the nature and technique of performing movements, but also certain traditions of a given dance direction: hairstyle art (for example, classical and Ukrainian folk dances do not allow performers to loose their hair, but modern one can suggest etc.); the technique of applying makeup (for a more accurate transfer of the artistic image, there are special techniques), costume, rules of behavior on the stage etc. Young learners are happy to combine and come up with new movements, moving and singing to the music while dance activities. Round dance, folk dance, pantomime, especially musical and game dramatization, prompt children to depict life pictures, characterize any character using expressive movements, facial expressions, and gestures. At the same time, there is a certain sequence observed: children listen to music, discuss topics, distribute roles, and then act. At every stage, new tasks appear making them think, fantasize, and create.

While dancing, young learners develop moral and volitional qualities such as to complete the work they have begun, to be able to overcome difficulties, focusing on the main thing, and to work purposefully, etc. When preparing for performances and holidays, children form the ability to unite for a common reason, agree on implementing joint work, help each other, prepare special stage costumes, thus, it requires certain labor efforts, which in turn bring joy to the child [16].

Choreography is unobtrusive and educative. It develops the coordination and a sense of rhythm, grace and plasticity, it also helps to become an organized and purposeful person, with a strong character and a sense of duty, and it strengthens the will, and promotes physical development. V. Badnin and Z. Mironova noted in their studies the important role of choreography from the standpoint of physical improvement and health promotion of the child. They see the main influence of dance in the fact that the specificity of this art is the presence of various movements, through which a positive effect on the child's body is carried out, their musculoskeletal system develops, vital skills and the correct posture are formed [17].

Conclusions. Based on the theoretical substantiation of the choreography classes' role in the comprehensive young learners' development and the study of the methodological choreography classes' bases in the new Ukrainian school, we can

conclude that the comprehensive personality development and their emotional-sensual sphere is associated with the choreographic creativity. Young learners are of interest in the comprehensive personality development by means of choreography, because the personality basis is laid, the orientation to the spirituality development, self-realization, and self-actualization takes place and the world perception necessary in further life is formed at this stage. The productivity of the comprehensive children's education by means of choreography is determined by its synthesizing nature, combining music, rhythm, theater and plastic movements. Choreographic art is one of the effective means of comprehensive personality development.

Thus, choreography classes are means of comprehensive young learners' development, because: they contribute to forming the correct posture, beautiful gait, and develop rhythm, coordination, facile and plastic movements; they develop rhythmic movements and strengthen leg and body muscles; they implement the development of auditory, visual and motor forms of emotional and sensual world perception; they relieve mental fatigue and give an additional impetus to intellectual activity; the child becomes more organized, accustomed to accuracy, composure, fit and broadens their outlook; the classes get children used to clearly allocating their free time and thinking more carefully about their actions; they help to identify the most gifted children connecting their lives with professional art; they form pedagogical and organizational abilities of children. Choreographic creativity contributes to increasing the level of emotional and sensual development, aesthetic ideas, concepts, aesthetic culture, creative potential among young learners, and lays the basis for world art knowledge. To conclude, the choreography fully contributes to the comprehensive harmonious and physical children's development at a young school age. Thus, the choreographic activity includes significant opportunities for the comprehensive children's personality development.

The prospects for using the study results are to further look into the theory and practice of organizing choreography education both in the new Ukrainian school and in extracurricular educational institutions.

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2.18. PROBLEM-BASED LEARNING AS A FACTOR OF A HEALTH-SAVING EDUCATIONAL ENVIRONMENT IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

Abstract. *The article deals with the essence of the concepts of “health”, “pedagogical environment”, gives the author’s definition of the concept of “health-saving educational environment”, identifies the features of problem-based learning as a factor in creating such an educational environment, as well as the essence of its health-saving characteristics. To achieve this goal, the following methods and techniques were used: monographic, selective, comparative, abstract-logical. The leading tendencies of development of educational environment as the main factor of influence on health are revealed. The main priorities of the organization of the educational process in the New Ukrainian School are described. The main factors for increasing the risk of pupillary disease are revealed, among which pedagogical occupy a significant place. The personality of a teacher (a university teacher too) can be a factor in either the destruction of another personality, or an increase in self-understanding, self-esteem, self-development. The requirements that make problem-based learning for the teacher, which relate not only to his culture, intellect, but also to the moral atmosphere that spontaneously arises and should be maintained, are highlighted. The health-saving characteristics of the problem of learning are highlighted. It is grounded that in the New Ukrainian School problem-based learning should be considered as a basic type of learning, and a kind of systematic basis that allows to integrate pedagogical opportunities and other learning technologies.*

Key words: *health, health-saving educational environment, learning problem, stressful situation, pedagogical culture, atmosphere of cooperation of subjects of educational process, intellectual and emotional relaxation.*

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Formulation of the problem. In terms of political and economic instability in the country a steady trend towards declining health of children. This situation encourages educational institutions to develop comprehensive methodological approaches that will be effective in developing children’s skills of a healthy lifestyle.