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INNOVATIVE APPROACHES TO TEACHING CHOREOGRAPHY IN UNIVERSITY EDUCATION

The article highlights innovative approaches to teaching choreography in higher education institutions of Ukraine. Based on the application of general scientific and specific scientific research methods, the essence and significance of the most significant innovative approaches that are relevant in the practice of teaching choreography in university education are identified and substantiated. Attention is focused on modern innovative technologies (video analysis of movements, virtual reality, interactive environment), multimedia presentations and video materials (visual representation of the concept, demonstration of movement techniques), creative work and teamwork (collective learning and collaboration, stimulation of innovation and experimentation), as well as the integration of multidisciplinary approaches (synthesis of choreography with artistic and educational fields).

Key words: *choreography, higher dance education, teaching choreography, innovation, innovative approaches, university, dance training.*

Introduction. Choreography, as a component of the art of movement and expression, is determined not only by technique and aesthetics, but also by rethinking cultural, historical and socio-cultural contexts. In university education, where students develop their understanding and artistic skills, it is important to introduce innovative approaches to teaching choreography that reflect current trends in educational and artistic practice. Studying choreography in a university environment allows for a deeper understanding of not only the technical aspects of movement, but also its semiotics, cultural context, and role in identity formation. Today, innovative methods of teaching choreography go beyond traditional approaches, viewing dance as a living process that combines body, mind, and emotions. From this perspective, it is important to consider various aspects of innovative approaches to teaching dance, including the use of modern technology, openness to interdisciplinary approaches, the introduction of creative teaching methods, and adaptation to changes in the cultural environment, which, if studied in detail, will help to unlock the potential of dance as an art that influences cultural dialogue and individual development.

Analysis of relevant research. In the context of the phenomenon under study, the works of Ukrainian scholars whose focus is on innovative methods of teaching contemporary choreographic art (M. Levchenko, A. Rekhlytska, N. Tereshenko) are of great value. The work of V. Sheremet, which highlights the problems of innovative approaches to the training of choreographers in higher educational institutions of artistic direction, is of some interest. The work of choreography teachers of the Sumy State Pedagogical University named after A. S. Makarenko I. Tkachenko, O. Enska, and A. Maksymenko «Application of Innovative Technologies in the Workshop for Future Choreography Specialists» is becoming relevant.

The research of foreign scholars has also become important. Thus, Susan Koff details innovative strategies for teaching dance («Innovative Instructional Strategies for Teaching Dance»). At the same time, the Swiss scholar Yams Nina Bozic considers the impact of contemporary dance methods on innovative competence development («The Impact of Contemporary Dance Methods on Innovative Competence Development»).

Some aspects of the problem of innovative approaches to teaching choreography are studied by Chinese scholars, namely: Lu Zhou, who is researching innovative opportunities for teaching dance in colleges and universities («Innovative Exploration of Dance Teaching with Students as the Main Body in Dance Teaching in Colleges and Universities») and Xinyu Dou, Hanjin Li, Lin Jia, whose object was the development of creative and innovative thinking in choreography («The linkage cultivation of creative thinking and innovative thinking in dance choreography»). However, the analysis of scientific thought suggests that innovative approaches to teaching choreography in Ukrainian universities have not been the subject of a comprehensive study.

The purpose of the article is to highlight innovative approaches to teaching choreography in higher education institutions of Ukraine.

Research Methods. To achieve the purpose of the study, we used a set of scientific methods, including analysis, synthesis, generalization and systematization. The latter were used to study the state of development of the problem and to evaluate innovative approaches to teaching choreography in university education. At the same time, the use of specific scientific methods, in particular comparative and contrastive analysis, made it possible to consider the most relevant innovative approaches to teaching choreography.

Results. At the present stage of development of the educational system, Ukrainian universities are actively promoting the development of culture and art through the introduction of the specialty «Choreography». The latter not only reflects the growing interest in dance as an artistic form of expression, but also provides highly qualified training for future choreography specialists. Thanks to the inclusion of choreography in the educational and professional programs of universities, students have the opportunity to gain in-depth knowledge in this field, unleash their potential and acquire the professional skills necessary for a successful career in dance. It is higher education institutions that create favorable conditions for the development and growth of the country's artistic potential, providing students with the opportunity to improve their skills and realize creative ideas in the field of choreography (Благова, 2010).

In the context of this study, we understand choreography as a cycle of choreographic disciplines, which is implemented in the educational programs 024 Choreography of the first (bachelor's) and second (master's) levels of higher education. We emphasize that choreography involves a comprehensive study of movement, expression and communication through the body. It is a symbiosis of art and physical activity, where each element has its own aesthetic and emotional content. University teaching of choreography requires not only theoretical knowledge but also the practical application of these principles in dance. It involves the integration of theory and practice, the creation of a favorable environment for the creative development of students, where they can experiment, express themselves and develop their own talents in the field of choreography. Today, teaching choreography in Ukrainian higher education institutions aims to encourage students to actively participate and search for new creative ideas that contribute to their comprehensive development as choreographers, artists and scholars.

For example, at Sumy State Pedagogical University named after A. S. Makarenko, choreography specialists are trained through the educational and professional program Choreography, specialty 024 Choreography for the first (bachelor's) and second (master's) levels of higher education. It should be emphasized that the training of bachelors and masters of choreography is based on an individual approach, since each student has his or her own unique abilities, level of physical fitness and creative potential. That is why teachers create conditions for the individual development of each student, taking into account their needs

and capabilities. Moreover, the variability of teaching methods deserves special attention, as students are able to learn better using different teaching methods. As a result, it is important to use a variety of approaches to teaching choreography (Ткаченко, 2020).

From this perspective, we argue that the use of innovative approaches is a key element of training modern choreography specialists, as they affect not only the development of students, but also their competitiveness in the labor market. Innovative teaching methods allow students to acquire a wide range of skills and competencies that are critical for a successful career in the modern world. As a result, we would like to emphasize the important aspects that become levers for applying innovative approaches in the training of future specialists in the field of choreography. Modern society is changing rapidly, including technological and cultural contexts. Innovative approaches allow students to adapt to such changes and work effectively in new conditions. Innovative methods of teaching and learning choreography encourage students to critically analyze, experiment and think creatively. The use of innovative approaches to teaching increases student motivation, as they are more actively interested in the educational process and more ready for challenges. Moreover, choreography requires collaboration with other fields such as music, theater, physiology, and technology. Innovative approaches contribute to the development of interdisciplinary skills, which are key to successful professional activity in this field (Lu Zhou, 2018; Koff Susan, 2016).

The use of general scientific and specific scientific research methods, in particular comparative and contrastive analysis, made it possible to identify the most significant innovative approaches (modern innovative technologies, multimedia presentations and videos, creative works and collective development, integration of multidisciplinary approaches) to teaching choreography, which are important to implement in the practice of modern higher education institutions of Ukraine that train choreography specialists (Yams Nina Bozic, 2018).

Thus, the use of modern innovative technologies in university education opens up new opportunities for teaching choreography. For example, video motion analysis, virtual reality, and specialized software tools provide students with instant access to a variety of materials and demonstrations, even in remote learning. This approach allows students to master the necessary competencies in a more flexible way and study the

material at their own pace. At the same time, it is important to note that modern innovative technologies allow for a more detailed analysis of the movement and technique of choreographic elements. For example, video analysis allows students and teachers to observe their own performance, identify mistakes, and develop a better understanding of dance patterns.

In the context of considering the problem of the studied phenomenon, it has been argued that the use of modern innovative technologies in teaching choreography ensures the creation of an interactive environment. We explain our opinion by the fact that modern innovative technologies allow creating an interactive learning environment where students have the opportunity to communicate with each other and with teachers, exchange ideas and receive instant feedback. This approach promotes active student engagement and creates favorable conditions for their creative development. At the same time, the use of modern innovative technologies makes teaching and learning choreography more exciting and interesting for students. They are more open to the use of the latest tools and confidently master the material they perceive through the interactivity and effectiveness of the latest technologies (Шеремета, 2011).

Among the innovative approaches to teaching choreography, multimedia presentations and videos are prominent, and their creation helps teachers convey complex concepts and ideas to students. It should be noted that multimedia presentations, videos, and their visualization play a significant role in the educational process. The latter is explained by the fact that multimedia presentations and visualizations help students to better understand abstract concepts and ideas related to choreography. Through visual elements, students are able to better understand the instructor's instructions and simplify the learning process. Moreover, visualization allows students to contemplate and understand the correct technique of performing dance moves, as well as stimulate students' creative thinking by providing them with examples and insights into different styles and trends of choreography. Thus, multimedia presentations and videos developed by teachers can be a source of inspiration for students' own creative projects and experiments (Xinyu Dou, Hanjin Li, Lin Jia, 2021).

Considering the importance of multimedia presentations, videos, etc, it is worth emphasizing that it is thanks to their visualization that students are able to better perceive the musical accompaniment and rhythm of choreographic compositions. After all, it is easier for students to

synchronize their movements with the music. Moreover, they understand the dynamics and emotional palette of musical works.

As a result, we come to the conclusion that the use of multimedia presentations, videos, and their visualization makes choreography classes more interesting and exciting for students who interact more actively with the material and the teacher, which contributes to the improvement of their educational process.

Innovative approaches to teaching choreography in higher education institutions should be based primarily on creating a favorable environment for students' creative expression. From this perspective, it is advisable to focus on collective work and projects that contribute to the development of students' creative and scientific abilities. Interaction and exchange of ideas between students and teachers broadens the horizons and stimulates the creative and scientific potential of participants in the educational process. We state that creative works, collective projects are becoming an integral part of choreography education, as they provide students with the opportunity to show their own potential through the educational and dance process (Медвідь, Терешенко, 2021).

It is worth noting that creative works and collective projects within the framework of teaching choreography ensure the development of cooperation, communication and leadership skills among students, which is especially important both in the work of a dance company and in professional art and education. Creative work and teamwork provide students with the opportunity to experiment with new ideas, styles and techniques that are relevant to the art of choreography. Such actions contribute to the creation of innovative and unique dance performances that enrich the choreographic space. We believe that by working on creative tasks, students learn to analyze complex problems and look for creative solutions.

We argue that creative works and projects, as well as their collective development, contribute to the creation of a favorable creative environment where students feel free to express their own ideas and feelings through dance. Thus, we conclude that creative works and collective development are important elements in teaching and learning choreography in a university educational environment. They contribute to the development of students' creative and social skills, improve the quality of education and contribute to the formation of talented and creative choreography professionals (Калашник, 2019).

When approaching the teaching of choreography in an innovative way in a university educational environment, it is important to consider its integrative potential. Combining choreography with other artistic and scientific disciplines (e.g., music, theater, movement physiology, pedagogy) enriches students' understanding of choreography as a complex art. As a result, a multidisciplinary approach is a key component of teaching choreography to students in higher education. We explain our opinion by the fact that choreography contains not only technical aspects of movement, but also elements of music, theater, movement physiology, cultural studies, pedagogy, psychology, etc. The integration of multidisciplinary approaches allows students to gain a more complete understanding of choreography as a complex art. At the same time, the involvement of movement physiology in teaching and learning choreography allows students to better understand the anatomy, biomechanics, and physiological aspects of movement. The latter helps to avoid injuries and improve movement technique. The integration of music theory, theater and other disciplines into the teaching and learning of choreography enhances students' creative expression. By experimenting with sound, expression, and stage drama, students create more complex and holistic choreographic performances.

We believe it is worth noting that since students must analyze, compare and integrate information from different sources and disciplines, a multidisciplinary approach stimulates the development of their critical thinking and prepares them for professional activities. After all, modern choreographers systematically work in interdisciplinary teams, where they need to have an understanding of various aspects of art and culture. It is the integration of multidisciplinary approaches to teaching and learning choreography that helps prepare students for this kind of collaboration. Thus, the integration of multidisciplinary approaches to teaching and learning choreography at the university helps to create a deep and comprehensive understanding of art, education and prepare students for a successful career in the contemporary choreographic environment (Терешенко, Левченко, Рехліцька, 2023).

Thus, we can say that innovative methods of teaching choreography at universities reflect current trends in education and art. The use of the latest technologies, the creation of creative environments and the integration of multidisciplinary approaches contribute to the quality training of future choreography specialists. The constant search for new

methods and approaches to teaching choreography helps higher education institutions to provide a high level of training for students and meet modern educational, cultural and artistic demands.

Conclusions. As a result of applying a set of research methods, we have highlighted innovative approaches to teaching choreography in higher education institutions of Ukraine. Based on the comparative analysis, we proposed innovative approaches to teaching choreography that are relevant in the context of university education. It is proved that modern innovative technologies (video analysis of movements, virtual reality, interactive environment) in teaching choreography provide accessibility, improve the quality of learning and contribute to the development of students' creative potential. At the same time, multimedia presentations and videos contribute to the visual representation of the concept and provide a demonstration of dance moves within the distance learning environment.

An integral part of innovative approaches to teaching choreography is creative work and collective development, which contribute not only to collective learning but also develop students' social skills, as well as stimulate innovation and experimentation in the field of choreography. In addition, the inclusion of multidisciplinary approaches focuses the attention of the participants in the educational process on the synthesis of choreography with various artistic and scientific fields.

The conducted research does not exhaust all aspects of the problem of innovative approaches to teaching choreography in higher education institutions of Ukraine and requires its further development in the following promising areas, teaching choreographic disciplines in the context of distance learning, experimental testing of innovative methods of teaching choreography for higher education students.

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АНОТАЦІЯ

Ткаченко Ірина, Паришкура Юлія. Новаторські підходи до викладання хореографії в університетській освіті.

У статті висвітлено новаторські підходи до викладання хореографії у закладах вищої освіти України. На основі застосування загальнонаукових та конкретно-наукових методів дослідження виокремлено та обґрунтовано сутність і вагомість найбільш значущих інноваційних підходів, які актуальні у практиці викладання хореографії в університетській освіті. Акцентовано увагу на сучасних інноваційних технологіях (відеоаналіз рухів, віртуальна реальність, інтерактивне середовище), мультимедійних презентаціях та відеоматеріалах (візуальне уявлення концепції, демонстрація техніки рухів), творчій роботі та колективній розробці (колективне навчання та співпраця, стимулювання до інновацій та експериментів), а також на інтеграції мультидисциплінарних підходів (синтез хореографії з мистецько-освітніми галузями).

Ключові слова: хореографія, вища хореографічна освіта, викладання хореографії, інновації, інноваційні підходи, університет, хореографічна підготовка.