

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДЕРЖАВНИЙ ЗАКЛАД «ПІВДЕННОУКРАЇНСЬКИЙ  
НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ  
імені К. Д. УШИНСЬКОГО»

**МУЗИЧНА ТА ХОРЕОГРАФІЧНА ОСВІТА  
В КОНТЕКСТІ КУЛЬТУРНОГО  
РОЗВИТКУ СУСПІЛЬСТВА**

**Матеріали і тези X Міжнародної конференції  
молодих учених та студентів  
(18-19 жовтня 2024 р.)**

**1 том**

**ОДЕСА 2024**

**УДК: 37+78+792.8+008-021.1**

**Музична та хореографічна освіта в контексті культурного розвитку суспільства.** Матеріали і тези X Міжнародної конференції молодих учених та студентів (Одеса 18-19 жовтня 2024 р.). — Т.1. — Одеса: ПНПУ імені К. Д. Ушинського, 2024. — 341 с.

Рекомендовано до друку вченою радою Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського». Протокол № 4 від 31.10. 2024 р.

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Матеріали і тези друкуються в авторській редакції.

Технічний редактор      Ганна РЕБРОВА

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## **THE ROLE OF COMMUNICATIVE ABILITIES IN ENSEMBLE PERFORMANCE**

In ensemble performance, the role of communicative abilities is critical, serving as the foundation for synchronization, interpretation, and artistic cohesion. Unlike solo performances, ensemble music requires each musician to attune themselves not only to their own instrument but also to the intentions and expressions of fellow performers. This communicative interplay ensures that the group performs as a unified entity, with each member contributing to a cohesive musical narrative. For pianists, who often participate in various ensemble configurations, strong communicative abilities are essential for successful collaboration, allowing them to adapt their role and integrate smoothly with other instrumentalists. As ensemble performance is increasingly emphasized in music education, developing these abilities has become a focal point in the training of professional musicians.

Communicative abilities in an ensemble context encompass a range of skills that facilitate interaction, non-verbal understanding, and mutual responsiveness among musicians. These abilities allow ensemble members to coordinate their musical interpretations, ensuring that timing, dynamics, phrasing, and expressiveness align seamlessly. In this setting, communication extends beyond verbal interaction, including eye contact, body language, and musical cues that transmit each performer's intentions. Such forms of non-verbal communication are crucial, especially during live performances where immediate, subtle adjustments are needed to maintain unity [1].

For pianists, communication within an ensemble involves distinct challenges and tasks. Unlike instruments that may blend naturally in timbre, the piano has a clear, prominent sound, which requires pianists to exercise greater sensitivity in ensemble settings. Pianists must adjust their dynamics and articulation to match the tonal quality and volume of other instruments, maintaining balance without overpowering the ensemble. This adaptability necessitates heightened

communicative skills, allowing pianists to anticipate and respond to changes in dynamics or tempo from their partners.

When performing in varied ensemble configurations, such as piano duos, trios, or larger chamber groups, pianists face different communicative demands. In a piano duo, for instance, the performers must closely monitor each other's touch and phrasing to achieve a unified interpretation, often engaging in intensive eye contact and physical gestures for synchronization. In larger configurations, such as piano quintets, pianists must attune to a broader range of instrumental voices, interpreting and blending with string or wind instruments. In these contexts, communicative abilities enable pianists to navigate these relationships effectively, ensuring the ensemble maintains both technical precision and expressive depth.

Effective communication within an ensemble not only enhances technical aspects, such as timing and balance, but also elevates the overall quality of musical interpretation. Through clear and responsive communication, ensemble members can achieve a level of synchronicity that makes the performance feel natural and fluid, as if performed by a single musical mind. For pianists, this means not only being able to lead or follow as needed but also being aware of how their musical expressions contribute to the ensemble's collective artistry.

Moreover, communication allows ensemble members to address interpretive nuances, achieving an expressive depth that is only possible through shared understanding. For example, in a piano-violin duo, the pianist's subtle adjustments in tempo or dynamics can mirror the phrasing of the violinist, creating a sense of unity that enhances the emotional impact of the performance. Such nuances often arise through silent, instinctive communication, underscoring the role of communicative abilities in achieving artistic expression.

Communicative abilities are foundational for ensemble performance, fostering the cohesion and interpretive depth that define successful musical collaboration. For pianists, these abilities are particularly significant, enabling them to integrate their sound within diverse ensemble configurations and respond intuitively to their partners' musical cues. By developing communicative skills, ensemble musicians not only improve technical precision but also achieve expressive synergy, transforming individual contributions into a cohesive and compelling musical experience. As music education increasingly emphasizes ensemble performance, fostering communicative abilities becomes essential for aspiring professionals, equipping them to excel in collaborative and interpretive roles across the field of music.

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## **INTERPRETIVE EXPERIENCE AS THE FOUNDATION OF PROFESSIONAL TRAINING FOR FUTURE PIANO TEACHERS**

Interpretive experience plays a crucial role in the professional training of future piano teachers, serving as the foundation upon which expressive and pedagogical skills are built. In music education, where technical proficiency and expressive depth must coexist, interpretive experience enables teachers to guide students beyond technical mastery into the realm of meaningful musical expression. As future piano teachers learn to dissect and convey the emotional and structural layers of music, they cultivate the skills needed to inspire similar interpretive awareness in their students. Recognizing the central role of interpretive experience in teacher preparation is thus essential for building a robust framework for effective piano pedagogy.

Interpretive experience encompasses a blend of analytical insight, emotional engagement, and pedagogical communication, enabling piano teachers to understand and express the unique character of each piece they perform or teach. This type of experience is rooted in the broader concepts of “experience” and “interpretation.” Experience, in the context of piano teaching, involves accumulated practice and exposure to various musical styles and techniques, which informs a teacher’s ability to analyze and perform music. Interpretation refers to the individualized process of ascribing meaning to music, encompassing decisions about phrasing, dynamics, and emotional emphasis that bring the music to life.

For piano teachers, interpretive experience bridges these two aspects, combining an intellectual understanding of a composition with a personal connection to its emotional and artistic qualities. Through interpretive experience, teachers learn to guide students in their journey toward expressive freedom, helping them to perceive music as more than a series of notes. It becomes an immersive process, connecting each piece to its cultural, historical, and emotional context, which future piano teachers can use to enhance their students' musical development.

In the context of training piano teachers, interpretive experience can be broken down into three essential components: analytical skills, emotional sensitivity, and pedagogical communication. Each of these elements contributes to a teacher’s overall ability to interpret music deeply and share that understanding with students.

**Analytical Skills:** Analytical skills form the foundation of interpretive experience. They involve the capacity to dissect a musical piece, identifying its structure, harmonic progressions, thematic elements, and stylistic features. By developing these skills, future piano teachers gain a solid intellectual

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