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

**Матеріали і тези X Міжнародної конференції
молодих учених та студентів
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Рецензенти:

Мартинюк Тетяна Володимирівна, доктор мистецтвознавства, професор, завідувач кафедри-професор кафедри мистецьких дисциплін і методик навчання Університету Григорія Сковороди в Переяславі;

Білова Наталія Костянтинівна, кандидат педагогічних наук, професор, професор кафедри музично-інструментальної підготовки Державний заклад «Південноукраїнський національний педагогічний університет імені К.Д.Ушинського».

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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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XIN LIN
(СІН ЛІН)

second (master's) level of education
 State institution «South Ukrainian National
 Pedagogical University named after K. D. Ushynsky»
 Supervisor: Candidate of Pedagogical Sciences,
 Professor Natalia BILOVA,

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

understanding of the pieces they study, which informs their interpretive choices. Analytical skills also enable teachers to explain musical concepts to students in a way that deepens their comprehension, allowing them to approach interpretation with greater precision and awareness.

Emotional Sensitivity: Emotional sensitivity refers to the teacher's ability to engage with the emotional dimensions of music. This sensitivity is essential for interpreting a piece authentically, as it enables teachers to convey the underlying emotional intent of a composition. For future piano teachers, developing emotional sensitivity involves exploring their own responses to music and learning to channel these feelings in a way that enhances the piece's expressive quality. This component of interpretive experience is particularly important in helping students connect with music on a personal level, fostering a more holistic and fulfilling learning experience.

Pedagogical Communication: Pedagogical communication is the skill of effectively conveying interpretive insights to students. For piano teachers, it involves translating complex musical ideas into language and demonstrations that students can understand and apply. Through clear and inspiring communication, teachers can guide students in exploring the nuances of interpretation, encouraging them to develop their unique voice while respecting the composer's intentions. This aspect of interpretive experience is invaluable for creating an environment in which students feel supported and inspired in their interpretive efforts.

Interpretive experience is a foundational element in the professional training of future piano teachers, as it enables them to combine technical expertise with expressive depth. By developing analytical skills, emotional sensitivity, and pedagogical communication, piano teachers can enrich their understanding of music and pass that knowledge on to their students. This well-rounded interpretive experience not only improves the quality of instruction but also instills in students an appreciation for the emotional and artistic power of music. Ultimately, fostering interpretive experience in teacher preparation programs equips future piano teachers with the tools they need to inspire the next generation of musicians, guiding them toward both technical proficiency and meaningful musical expression.

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HUANG YANFEN
(ХУАН ЯНЬФЕНЬ)

second (master's) level of education
State institution «South Ukrainian National
Pedagogical University named after K. D. Ushynsky»

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