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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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Технічний редактор Ганна РЕБРОВА

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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»

Supervisor: Candidate of Pedagogical Sciences,
Professor Natalia BILOVA

THE DEVELOPMENT OF ACCOMPANIST SKILLS IN FUTURE BACHELORS OF MUSIC ARTS

The role of the accompanist is essential in music performance, requiring a unique combination of technical skill, musical sensitivity, and adaptability. In higher music education, developing accompanist skills in future bachelors of music arts is vital, as it prepares students for diverse collaborative roles in professional music settings. Unlike solo performance, accompaniment demands the ability to harmonize with another musician, adapting to their style, tempo, and expression. These skills are fundamental in ensemble settings, rehearsals, and live performances, where the accompanist's role is to enhance and support the primary musician's artistic vision. Thus, the training of accompanist skills is indispensable in music education, providing students with the flexibility and proficiency needed to succeed in professional collaborative environments.

Accompanist skills encompass a wide range of abilities that enable musicians to perform in harmony with soloists or ensembles. At their core, these skills involve musical responsiveness, technical precision, and an understanding of the accompanist's supportive role. Unlike soloists, accompanists must develop a heightened sense of musical awareness, continually monitoring the lead musician's dynamics, phrasing, and interpretive choices. This requires a strong foundation in rhythm, timing, and interpretative flexibility, allowing accompanists to synchronize their performance seamlessly with the lead.

In the context of music arts education, accompanist skills hold significant importance as they build a musician's versatility. These skills prepare students to perform with singers, instrumentalists, and even dancers, making them valuable in various musical and interdisciplinary settings. For future bachelors in music arts, the ability to accompany enhances their employability and prepares them for collaborative roles in choirs, chamber music, and other professional ensembles. Additionally, accompanist skills foster adaptability, as musicians must adjust to various musical styles, tempos, and emotional expressions. This adaptability is essential in today's dynamic music industry, where versatility is often a prerequisite for career advancement.

To effectively develop accompanist skills, music arts programs must integrate specific methods and strategies that emphasize technical skill, musical sensitivity, and collaborative ability. The following elements are integral to accompanist training:

Practical Techniques: Technical proficiency is the foundation of effective accompaniment. Students must master scales, arpeggios, and chord progressions, which are crucial for creating a supportive harmonic structure. Repertoire that requires fast adaptability, such as classical accompaniments or jazz standards, can help students build the flexibility needed to respond quickly to a lead musician's

changes in tempo or style. Furthermore, sight-reading exercises are invaluable in developing quick interpretative decisions, as accompanists often need to perform unfamiliar pieces with minimal preparation.

Musical Sensitivity: Musical sensitivity is critical in understanding and adapting to the soloist's or ensemble's interpretive nuances. Exercises that focus on listening skills, such as playing along with recordings of soloists or practicing in ensembles, help students refine their ability to respond to dynamic shifts and phrasing. Instructors can use reflective discussions on interpretive choices to deepen students' understanding of their role, fostering an intuitive sense of how to best support the primary musician's interpretation.

Collaborative Abilities: Accompanists must possess strong interpersonal skills, enabling them to communicate effectively with other musicians. Ensemble classes, collaborative projects, and rehearsals with soloists are excellent methods for fostering this aspect of accompaniment training. Students learn to negotiate artistic ideas, provide constructive feedback, and adjust their playing to enhance ensemble cohesion. These experiences reinforce the accompanist's role as an active, responsive participant in the musical process, ensuring that their contribution complements rather than overshadows the soloist.

The development of accompanist skills is a vital component of music arts education, equipping future professionals with the abilities needed for collaborative success. By focusing on practical techniques, musical sensitivity, and collaborative abilities, higher education programs can prepare students to excel in the diverse and demanding role of an accompanist. These skills not only improve technical proficiency but also foster adaptability, artistic responsiveness, and interpersonal communication, all of which are essential for ensemble and accompaniment work. Ultimately, accompanist training enables future bachelors in music arts to embrace a supportive yet dynamic role within musical settings, enriching both their professional capabilities and their contribution to the field of music arts.

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**YAO XINHAN
(ЯО СІНЬХАНЬ)**

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

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