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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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interpretation culture and expands the possibilities of creative dialogue between cultures.

In modern conditions, cultural hermeneutics is especially relevant, helping to overcome cultural alienation, restore traditions and develop musical art as a means of unity. Interpretation of vocal works based on hermeneutics not only enriches performers and listeners, but also contributes to the preservation of cultural heritage.

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PERSONALITY-ORIENTED APPROACH AS A METHODOLOGICAL BASIS FOR PREPARING APPLICANTS FOR ARTEDUCATION FOR INDEPENDENT WORK OVER CHAMBER VOCAL REPERTOIRE

Personality-oriented approach and personality-oriented education are concepts that have recently appeared in Ukrainian pedagogical science, but have quickly gained a large number of followers among scientists and practitioners. The essence of a personality-oriented approach lies in its focus on the development of professional qualities of a specialist on the basis of his personal properties (according to S. Sysoeva), as well as in the formation of the ability of applicants for independent work, readiness for constant professional self-development (according to A. Orishchuk).

In the field of higher education, the problem of preparing students for independent work while studying in higher education occupies an important place, because the latter is of great importance for future professional activity. Independent

work of students is foreseen and planned in work programs in all academic disciplines. In the studies of A. Vashchenko, V. Marshitskaya, S. Furmanyuk, the importance of independent work is emphasized as a means of optimizing the educational process. In particular, V. Marshitskaya substantiates the urgency of the student's individual learning trajectory, taking into account... "his individual characteristics, abilities, level of preparedness" (Marshitskaya, 2011, p. 59). The opinion of O. Vashchenko is consistent, who believes that the independent work of students... "should cover both external organizational and internal mental characteristics" (Vashchenko, 2018, p. 212).

According to the well-known German musician, composer, singer and teacher G. Panofka, teaching singing is a very individualized process, therefore it is impossible to develop a single effective and publicly accessible method of teaching singing for all, because it would be necessary to write as many methods of singing as there are students. Indeed, based on the understanding of all the difficulties of the proper operation of the voice apparatus and vocal sound, scientists insist on careful (especially in the first years of study) and selective implementation of independent work for vocal students, taking into account their personal qualities, abilities and level of training. Scientists and teachers-practitioners recommend to introduce independent work of students-vocalists in the educational process depending on their vocal training and abilities and in a very limited amount (only some specific types of independent work) according to specific instructions of the teacher.

According to prominent vocal teachers P. Golubev, M. Mikisha, O. Shulyar, S. Bedakova and others, the key to successful learning the art of singing is the conscious activity of the student, which is manifested through a strong-willed, meaningful and purposeful performance of all actions recommended by the singing teacher. Such activity should be shown by the student both during classroom classes and during independent work. Without this, all the aspirations and efforts of the teacher may be in vain. We are impressed by this position of scientists, because we foresee that the developed motivation to master the performing techniques of vocal art is the starting point for the formation of skills of the student-vocalist's independent work on the repertoire and for its self-realization in future professional activity. In turn, the formation of motivation takes place against the background of such personal qualities of the student-vocalist as: conscious responsibility for their actions, the desire to know the artistic content of the content, the purposefulness of the result – all this should ensure the effectiveness and effectiveness of the independent work of students over the vocal repertoire. Along with this, the emotional and intellectual basis of the student-vocalist's independent work on the work is his ability to consciously use the accumulated theoretical and methodological knowledge in the field of vocal pedagogy,

as well as the presence of vocal-performing auditory experience and an expanded musical thesaurus.

Therefore, on the basis of the above, it can be argued that in order to increase the effectiveness of preparing vocal students for independent work on the vocal repertoire, it is necessary to build an educational process according to a personality-oriented approach. Within which it is necessary to take into account the personal qualities of the student, his level of development of psycho-emotional intelligence, the degree of vocal-performing and methodological training, the degree of formation of motivation and ability to self-control (with the identification of errors in his performance and the ability to correct and further prevent them), the formation of a wide vocal thesaurus, etc. In our opinion, through the organization of independent work of students according to a personality-oriented approach, the latter not only deepen professional-sectoral and necessary general competencies, knowledge and skills, but also develop the ability to self-organization and self-regulation, responsibility for their actions and results of educational activities, acquire experience in independent effective solution of professional problems, lay the foundation for successful professional self-realization in the future.

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