

## **Peculiarities of Training Choreographers by Applying Information Technologies in Conditions of Distance Learning**

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*The most important challenge of modern society is quality education/ sound academic background. The aim of the paper is to study the main aspects of distance learning for choreographers using the latest information technologies, to determine the advantages and disadvantages of distance learning for choreographic specialties and to identify the main areas of the most effective use of the latest information tools in choreography. The analytical method was used to study the works of scholars on distance learning and the application of the latest communication tools in the training of choreographers. The research has resulted in systematization of the existing scientific achievements on the use of modern approaches to the organization of training choreographers with the help of the latest information tools. In addition, the tendencies of the distance learning process of this type of specialists were identified. This work also allowed to determine the position of applicants for higher education in choreography and scientists in the field of choreography on certain aspects of the latest training systems application in higher education institutions for choreographic specialties.*

*Keywords: information technology, higher education, choreographic art, distance education, training choreographers*

## INTRODUCTION

Modern society puts forward new requirements for the professional training of artistic and pedagogical specialists. It is the consequence of the formation and development of a spiritual culture of the young generation. Furthermore, modernization of higher art and pedagogical education, which provides for the development and implementation of innovative strategies for the professional training of future teachers of choreographic art, is required. All of the above contribute to the development of their creative abilities, qualifications for artistic and aesthetic mastering of the world, and their reflection in professional activities (Xiaofei, Korobeinik & Kozina, 2021).

The learning process in the world is changing, improving, and evolving every year due to the emergence and introduction of new technologies, Internet resources, engaging content, and new scientific studies in this professional field (Papp-Danka & Lanszki, 2020).

At present, the traditional form of education in the classrooms of an educational institution has remained almost unchanged. However, the distance form of education has been an integral part of the educational process for more than a decade, becoming a dominant one this year during the pandemic and the destabilization of the political situation in the world (Zhou, 2022).

The distance form differs from the traditional face-to-face and correspondence form by the fact that it involves the systematic presence of interactive communication. It is one of the youngest forms of learning, but at the same time, it cannot be considered an autonomous system for more than 10 years, forasmuch as it is an integral part of educational institutions around the world (Jiang & Wang, 2019).

In this context, it should be emphasized that professional maturity is a consequential indicator of the professional readiness of a modern specialist in choreography, especially a choreography teacher. Professional maturity formation is characterized by the ability to solve complex pedagogical and professional challenges and quickly adapt to the specifics of professional activity through the introduction of information and communication technologies (ICTs), which greenlights creative work, increasing access to information and optimizing the learning process.

The theoretical part of the present research introduces scholars' viewpoints on the priorities of educational development, the role of distance learning in the formation of highly skilled dancers, the advantages of interactive tools, and their use in the classroom.

The practical part of the research includes an evaluation of the effectiveness of using information technologies for certain types of educational activities in the field of choreography. The reasons for teachers' rejection of the introduction of the latest information teaching tools into the educational process, as well as analysis of the advantages of information and communication technologies in the process of training choreography students under conditions of distance learning, are also subject to consideration. In addition, an overview of the training tasks of choreography education, for which it is the most expedient to apply the information technologies, as well as searching for the skills and competencies, the development of which contributes to the use of information technology in the education of choreography specialists, is carried out.

According to the results of the research, it has been revealed that information technologies are required to be used in such learning activities as special exercises, the study of dance patterns, and the basics of using scenery. The survey has demonstrated that the negative perception of the latest information tools is most common when teachers face certain difficulties in teaching computer skills. At the same time, they do not perceive the distance learning form as appropriate for teaching choreography and are afraid of disorienting students in a large array of Internet information and misperceiving the data they receive. From the respondents' perspective, the vast majority of educators assess the introduction of information and communication technologies in the educational process of students positively, noting the undeniable benefits of the informatization of education. They comprehend that modern audiovisual and multimedia have the greatest impact on students, taking into account their age and psychological characteristics, providing the opportunity for multimedia to convey more information. The research has made it possible to identify the most effective challenges of choreographic education. The use of information technology is the most effective way to solve these issues. According to the survey results, respondents believe that

information and communication technologies are particularly important in acquiring knowledge about modern systems, methods, and technologies that contribute to the formation of high information and communication skills of students, composition, and staging of dance in the context of optimizing the process of their creative development. The results of the survey also show that the use of information and ICTs allows students to add the following skills to the list that will subsequently determine success in any field of activity, namely: skills to plan the work independently; the ability to make decisions and take responsibility for them; the ability to work in information space; the competence to present the results of activities using information technology; development of self-education skills.

## LITERATURE REVIEW

The analysis of scientific and pedagogical literature on the research topic has demonstrated a considerable theoretical base of materials on the use of the latest information technologies in the professional training of specialists in artistic and pedagogical specialties, including specialists in choreography (Chu & Feng, 2021), (Liu, 2022).

The review of scientific works has proven that informatization is an important feature of modern society and, accordingly, higher education. The priority of educational development is the introduction of information and communication technologies that expand the perception of complex information. This can be achieved through the construction of educational programs and complexes of varying complexity depending on specific needs, the use of the Internet, the introduction of distance learning, and the production of electronic learning tools (Gao & Xu, 2021).

When teaching choreography, an informational approach to learning new material should be intensively developed (Tian, Zhu. & Li, 2021).

The objective requirements of modern society determine the implementation of distance learning. Its strategic goal is to give citizens the right to receive all levels of education according to their place of residence and occupation (Chen, 2021).

Indeed, distance learning plays a positive role in the formation of highly qualified professionals, creates conditions for obtaining a wide range of knowledge, skills, and abilities, and becomes the basis for training a professional, disciplined, and responsible specialist (Thomas, 2018).

Taking into account the fact that information and communication tools are widely used in professional choreography, learning without their use in distance learning is also impossible (Jiao, 2020).

The introduction of information technology into the process of teaching choreography involves developing the ability to skillfully and flexibly use the available information resources, as well as the formation of knowledge and skills required for further professional activities (Wu, 2021).

Creative choreographic works made with the help of interactive technologies create conditions for a holistic perception of information, especially if they are completed at a high technical and creative level, with deep content and perceptibility (Sambamurthy, Venkataraman & DeSanctis, 2017).

To improve the quality of education of future choreography teachers' readiness to use information and communication technologies, it is necessary to enhance the theoretical and methodological foundations of the educational process, paying attention to detailing (approaches, principles, functions). An update of the criteria for evaluating the training of future teachers of choreography to use information and communication tools is also needed (Weng, Zheng, Wu, Wang & Gong, 2021).

The issue of modern dissemination of information about the dance structure, its component, etc. lies in the lack of modern equipment and teaching staff in most educational institutions, which can be used to explain materials to students.

Authors J. Chen, F. Ling, Y. Zhang, T. You, Y. Liu & X. Du indicate the need for information pedagogy methods that can be most effectively put into practice with multimedia technology, combining audio and video components to create interactive applications that incorporate text, sound, and use graphics (Chen, Ling, Zhang, You, Liu.& Du, 2022).

## AIMS

The aim of the research lies in clarifying the point of view of choreography students and scholars conducting studies in the field of choreography education regarding certain aspects of applying the latest information technologies in the process of training choreography specialists under conditions of distance learning.

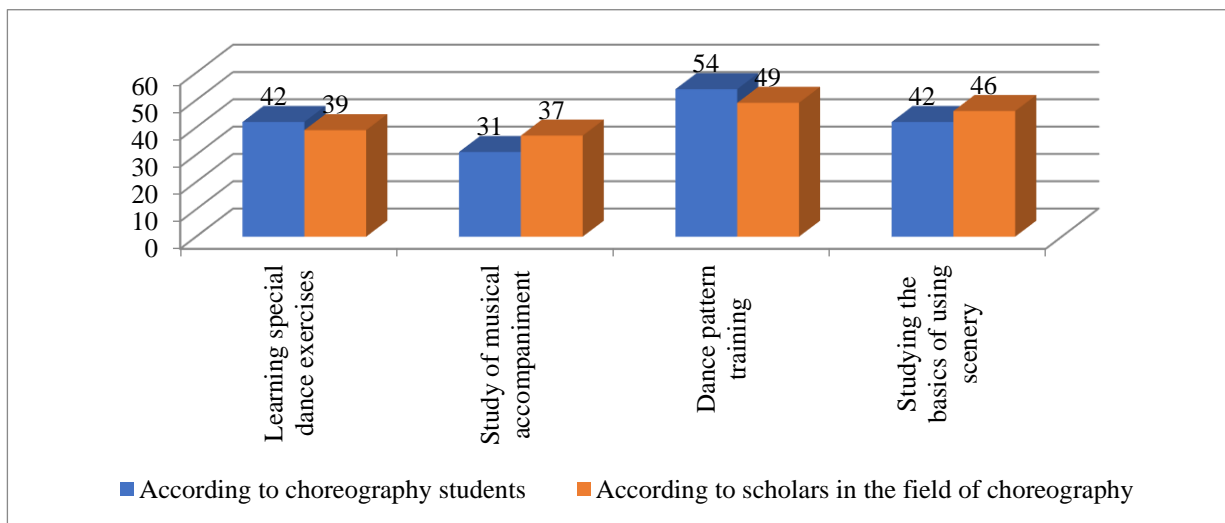
## MATERIALS AND METHODS

The study of practical aspects of the use of modern information technologies in the process of distance education of choreographers was carried out by interviewing 109 students and 46 scientists studying and conducting research activities at higher educational institutions in Ukraine. The following institutions were selected for the research, namely: Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Kyiv Municipal Academy of Circus and Performing Arts, Kyiv National University of Culture and Arts, and Lesya Ukrainka Volyn National University. The survey was conducted through an online questionnaire using the Quizizz platform.

## RESULTS AND DISCUSSION

During the research, first of all, the respondents' viewpoints regarding the feasibility and effectiveness of information technologies in terms of their application for certain types of educational activities in the field of choreographic art were determined (Figure 1).

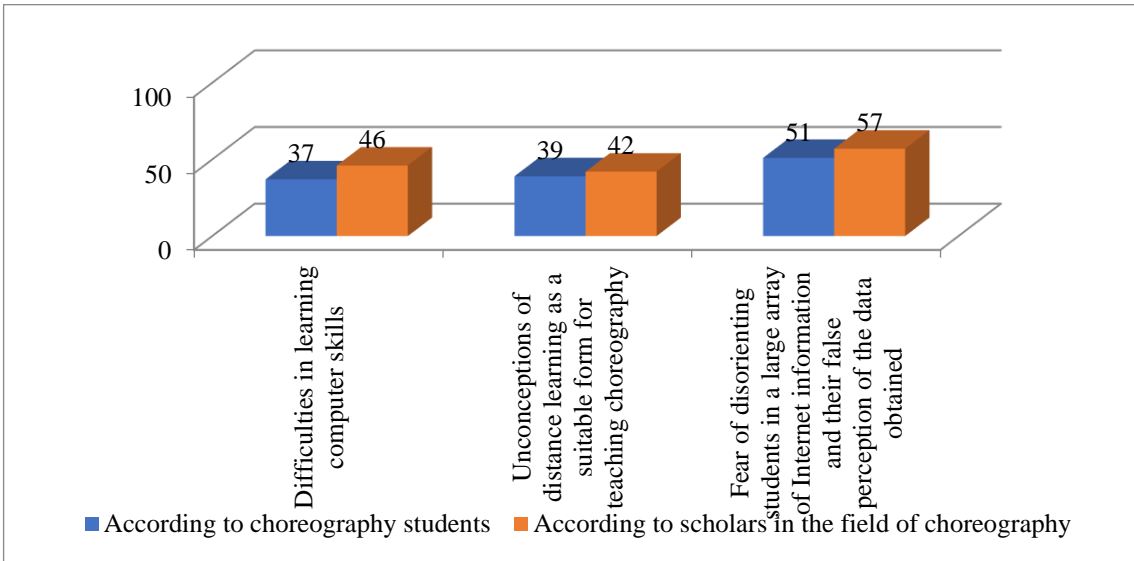
**FIGURE 1**  
**EFFICIENCY OF USING INFORMATION TECHNOLOGIES FOR CERTAIN TYPES OF EDUCATIONAL ACTIVITIES IN THE FIELD OF CHOREOGRAPHY, %**



*Source: compiled by the authors*

The answers to this question showed that from the perspective of the needs of the learning process and the possibilities of better information transfer, the greatest use of information technology requires teaching special choreography exercises, learning dance patterns, and the basics of using scenery.

**FIGURE 2**  
**THE MAIN REASONS FOR THE PERCEPTION OF THE INTRODUCTION OF THE LATEST INFORMATION TOOLS IN THE EDUCATIONAL PROCESS AS A NEGATIVE TREND IN THE DEVELOPMENT OF CHOREOGRAPHIC EDUCATION, %**

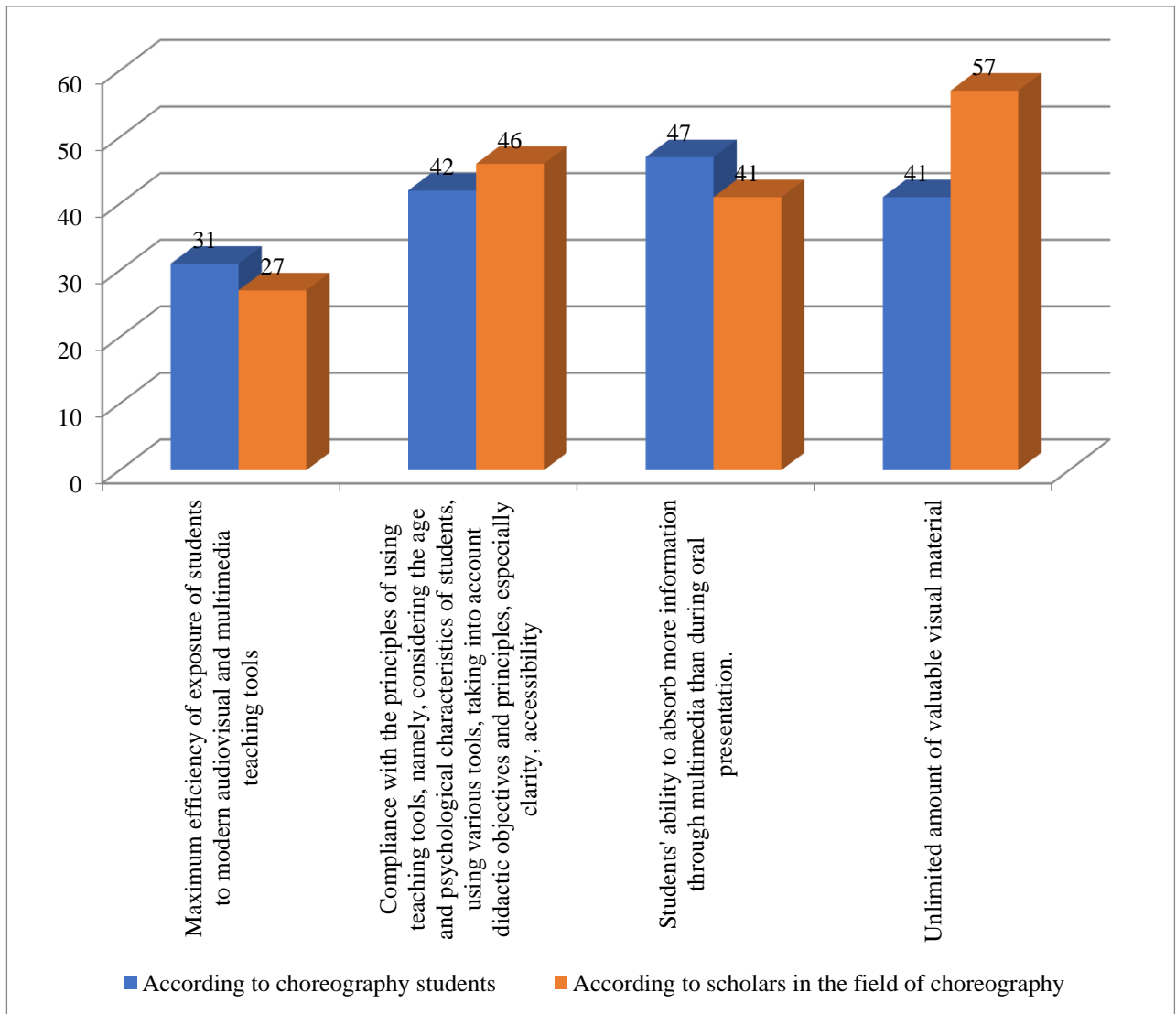


*Source: compiled by the authors*

The study has demonstrated that sometimes choreography teachers, and more often experienced teachers, perceive the introduction of the latest teaching tools into the educational process as a negative factor (Figure 2).

As can be observed from Figure 2, negative perceptions of the latest information tools occur most often when educators encounter certain difficulties in learning computer skills. At the same time, they sometimes worry that their students are more proficient in such technologies than they are. There are also reasons for negative attitudes on the part of pedagogical workers toward modern information tools, as well as for not accepting distance learning as a suitable form for dance teaching. In addition, there are fears of students' disorientation in the large array of Internet information and of their misperception of the data obtained.

**FIGURE 3**  
**ADVANTAGES OF INTRODUCING ICT IN THE PROCESS OF DISTANCE LEARNING FOR**  
**CHOREOGRAPHY STUDENTS, %**



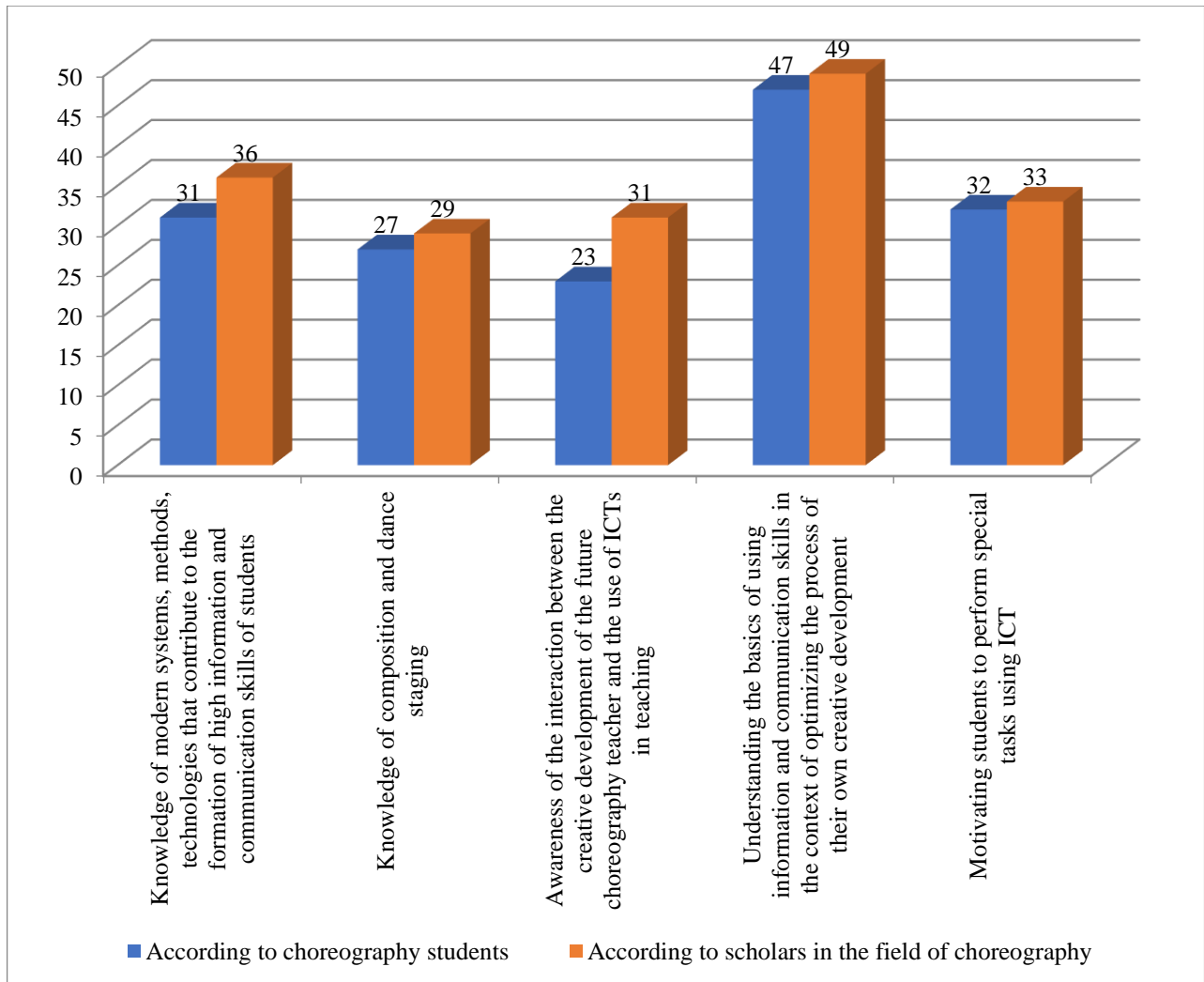
*Source: compiled by the authors*

At the same time, from the perspective of respondents, the vast majority of educators have a positive attitude towards the introduction of ICT in the educational process of students, noting the undeniable advantages of informatization of education, which are as follows (Figure 3):

- modern audiovisual and multimedia teaching tools have the greatest impact on students;
- given that an important principle of using teaching tools is to take into account the age and psychological characteristics of students, the application of the whole variety of means, considering didactic objectives (clarity, accessibility), new information tools comply with this principle;
- observation of students during classes showed that they can perceive more information with multimedia than with oral presentations;
- availability of a considerable amount of material available for classes.

The research has revealed the most effective tasks of choreographic education, for which the most effective solution is the use of information technologies (Figure 4).

**FIGURE 4**  
**TRAINING TASKS OF CHOREOGRAPHY EDUCATION, FOR WHICH THE USE OF INFORMATION TECHNOLOGY IS MOST EFFECTIVE, %**



Source: compiled by the authors

As the analysis of the survey results has demonstrated, according to the respondents, information technology is of particular importance in the acquisition of knowledge of modern systems, methods, technologies that contribute to the formation of high information and communication skills of students, knowledge of the construction of composition and staging of dance, in the context of optimizing the process of their creative development.

The use of information and communication technologies provides an opportunity for students to complement the list of skills that will be crucial in achieving success in any field of endeavor (Figure 5).

These skills include:

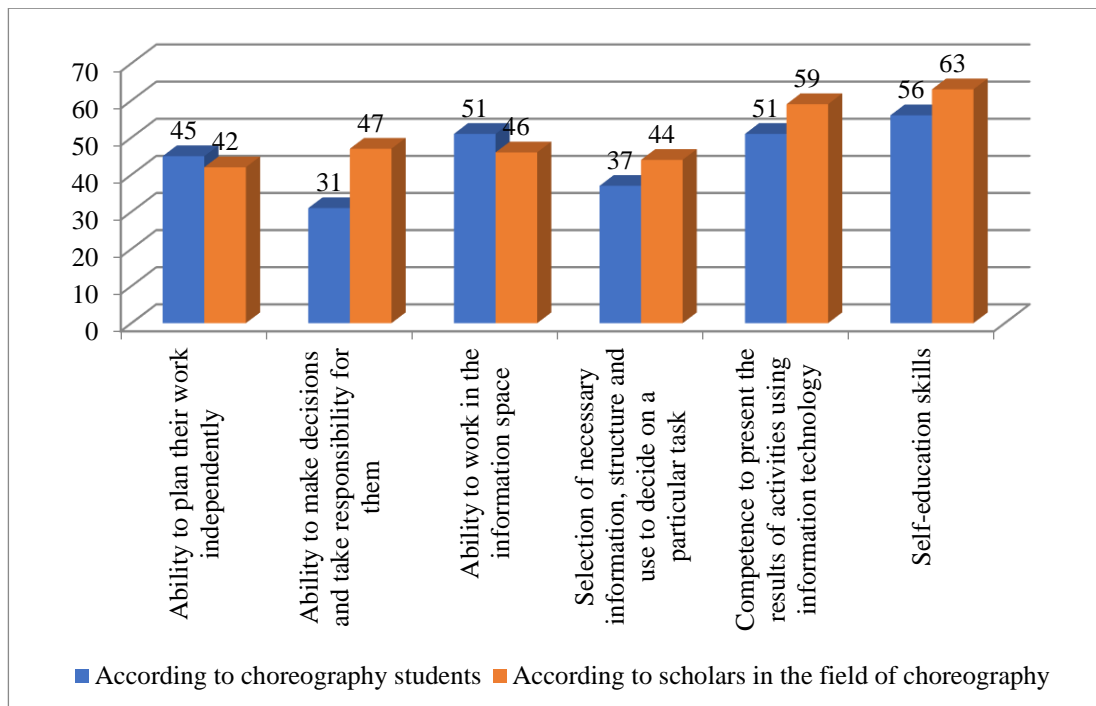
- skills to plan one's work independently;
- the ability to make decisions and take responsibility for them;

- the ability to work in information space (selection of necessary information, structure, and use to decide on a particular task);
- competence to present the results of activities using information technology
- self-education skills.

Interactive technologies used in professional choreography training include modern video technology using computer programs to produce and create sound, video, etc. (Cai, Gao & Jiang et, 2022).

As noted by J. Chen, Y. He, Y. Zhang, P. Han, and C. Du, choreography teachers, more often experienced ones, follow the traditional system and rarely resort to modern technology. It is quite difficult to change the established rules and stereotypes by which adults do not always perceive information adequately. Choreography teachers who have already had considerable professional experience and have built a fairly stable personal teaching methodology that they are confident in, that they have acquired over many years and have invested a lot of effort, often refuse to teach something new (Chen, He, Zhang, Han & Du, 2022).

**FIGURE 5**  
**LIST OF SKILLS AND COMPETENCIES, THE DEVELOPMENT OF WHICH CONTRIBUTES**  
**TO THE USE OF INFORMATION TECHNOLOGY IN THE EDUCATION OF**  
**CHOREOGRAPHERS, %**



*Source: compiled by the authors*

The reason for not accepting modern technology may be a trivial desire to avoid additional burdens. We have found that one of the reasons for the non-acceptance of ICT is the reluctance to admit that teachers with less experience can teach more experienced ones (Wang, 2020).

The modern choreography teacher, first of all, performs the function of organizing the cognitive process.

Visualization of the elements of techniques and tactics, and their modeling, simplifies understanding and accelerates the learning of the material.

An important advantage of interactive tools in their use during classes is the possibility of visual demonstration of difficult-to-perceive technical elements, dance patterns, general compositions,



choreographic design (costumes, scenery, props, etc.) successfully implemented with the help of modern computer technologies, which allows more extensive development of quality intuitive visual representations (Liu, Jiang, Wang, Li & Sun, 2020).

Considering the pace of computerization development, it is conceivable that in the near future, the use of multimedia technologies will become an integral and basic part of the educational process for training higher education seekers in choreography direction. Given the above, the urgent task of modern theory and practice of choreography education is to develop new approaches and methods of intensifying the perception of educational information with the help of interactive technologies (Merlianova, 2021).

The emergence and spread of ICTs require expansion and improvement of methods, tools, and forms of learning. Its application in the learning process allows for more effective cognitive activities to expand the professional qualities of a teacher of the choreographic disciplines.

Any learning process is aimed at achieving a quality result. It requires a continuous search and focuses on the development of personal and professional educational achievements. Modern information and communication technologies used in choreographic practice serve to solve these problems.

Interactive technologies include the use of visual communication, audio and video technology, Internet platforms, and specialized professional resources (Chen, He, Zhang, Han & Du, 2022).

Having considered the positive and negative aspects of distance learning for dance students, scientists C. Jiang and R. Wang have concluded that this form of learning is effective, but only in a mixed format along with traditional training to acquire additional knowledge, skills, and competencies (Jiang. & Wang, 2019).

Art professions are obtained through group and individual practice, systematic training, and under the guidance of a teacher. This contributes to the formation and training of the highly professional specialists that the field of art needs. The dance art is striking, emotional, and unsurpassed by synchronized mass, acrobatic elements, and collective rhythmic sound. All of the above can be achieved only by systematic group classes under the strict control of the teacher, gradual achievement of results, and distance learning helps to train concentration, attention, stability, technique, determination, systematic, quality, and performance of individual lessons, to expand the outlook, to train persistence in acquiring qualities (Merlianova, 2021).

## CONCLUSIONS

In the course of studying theoretical and practical aspects of using ICTs in the process of professional training of dancers, it has been determined that the effectiveness of the educational process using information and communication technologies depends on the awareness and positive attitude of the teacher in the actualization of their competencies and educational level.

The quality of the multifunctional educational environment, its heterogeneity, complexity, interconnection of components, and the formation of various links depend on the knowledge and skills of the teacher to work with ICTs.

For the effective use of ICTs in the training of future teachers of choreography, it is crucial to know the capabilities of information tools and conditions of use in the learning process.

Analysis of the content of scientific-methodical and scientific literature, modern scientific research on the training of future teachers of choreography proves that the works of scientists are mainly aimed at improving the process of professional training through the use of appropriate pedagogical technologies.

The study of the scientific works on this issue has established that the traditional system of vocational training does not guarantee sufficient readiness of graduates for practical work in the field of choreography.

Taking into consideration the fact that the process of transferring and assimilating knowledge and skills should be based on the principles of mobility, accessibility, speed of acquisition and transmission of information and processing by different systems, the professional training of choreographers requires improvement to prepare professionals for future professional activities with modern information education tools.

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