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Self-determination of Personality of Creative Beginning in Choreographic Context

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Abstract

The article analyses the structure of personality self-esteem of representatives of art professions. As an object of the art profession, this research considers the choreographer profession. A feature of the choreographic artist's profession is the directivity on the plastic expression of a given artistic image. This research analyses the process of self-determination of a creative individual in the process of becoming a future professional. The novelty of the research is that choreography is understood not as an innate characteristic of a person, but as an acquired quality. In this research, the researcher shows the methodological techniques, functions and general parameters of the model, which can contribute to the disclosure of creative initiative on the part of the representative of the creative profession. The researchers considered a professional environment that allows the formation of professional qualities in an individual who is in a creative search. A correlation model is presented, which allows speaking about the readiness of an individual for professional self-realisation.

Keywords: Personality, Self-Appraisal, Creativity, Choreography, Conditions for Implementation.

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Introduction

Modern social conditions make special demands to the character of the professional activity of choreography specialist and the professional structure of his/her work in general (Kretov & Kretova, 2018). One of the ways of achieving this is by carrying out the tasks at the level of high samples from everyday professional activity. Besides, the experience of self-realisation can be gained via:

- the enrichment of basic knowledge and expansion of professional competence general and unique abilities reveal;
- the motivation of one's achievements increases;
- focus on professional self-development activates and adequate self-esteem forms.

Specifics of choreographic activity and its theatrical effectiveness determine non-standard professional activity. Therefore, for self-realisation, it is necessary to possess special psychological qualities (Portnova, 2018a; Portnova, 2018b). Among professional personal qualities it can be distinguished empathicism, a need for communication, benevolence and disinterestedness, a sense of tact and respect for the audience, low anxiety feeling and confidence in the correctness of one's own actions, stress resistance, diligence, high efficiency, activity and professional competence (Muto, 2016; Portnova, 2018c).

In the field of choreography, professional responsibilities are complemented by a number of features that cannot always be expressed quantitatively or predicted. Such qualities are the ability to transform the art of music in a plastic performance and ability to identify new movements, as well as the elements of expression in the choreographic performance the emotions of a person and the author of the opus (Dekalov et al., 2017; Ivanov, 2018). One should also remember that the choreographic type of art is also characterised by the need to follow a particular type of physical activity which is primarily the basis for the psychological state (Zholmakhanova et al., 2018). In this research, it has been important to single out four interrelated components in the structure of the studied readiness: motivational, cognitive, operating, and reflexive (Verdugo-Perona et al., 2018).

The author attempts to analyse the following: to analyse literary sources which studied the issues of self-determination of a creative personality in the choreographic context and identified interrelated components: motivational, cognitive, operational and reflexive;

- to examine criteria and indicators of readiness of choreographic college specialists;
- to diagnose readiness of choreographic college employees in experimental and control groups of professional self-realisation (motivational and value criterion);
- to study the particularities of the formation of the investigated quality of readiness of choreographic college specialists for professional self-realisation in the experimental group according to the reflexive-regulatory criterion in comparison before and after the forming stage of the experiment;
- to carry out statistical processing of the experiment's results on the basis of the Statistica 10 computer programme.
- to conclude the need for the introduction of methods in the professional training of choreographic college employees.

In the backdrop of these objectives, the research begins with a brief review of the relevant literature. Following this, the research discusses the materials and methods applied for this research, and finally, it critically discusses the results.

Literature Review

In this research, it has been important to single out four interrelated components in the structure of the studied readiness: motivational, cognitive, operating, and reflexive. According to

the selected components, the criteria (motivational-value, cognitive-personal, creative-activity, reflexive-regulatory) have been determined and the indicators of readiness of the choreographic college employees for professional self-realisation (Hamida et al., 2012).

Motivational and value criteria. Its indicators are motives, goals, interests, value orientations, attitude to the profession of choreographic college employees towards professional self-realisation; the presence of the need for professional self-realisation, the attitude of self-fulfilment (Zhang et al., 2006). At the heart of the aspirations are goals – attitudes(constitutive aspect). The subject is going through and regulates such an aspiration (emotional and organisational parameters) providing an intermediate and final result (Chapman & Mann, 2008). Thus, the self-realisation of the individual, according to this approach, encompasses dynamic, emotional, organisational, motivational, cognitive, competent-personality, constitutive-targeted and reflexive-evaluative components (Barros et al., 2006; Sharma, 2017; Chudnovskaya & Lipatova, 2018; Koryahin et al., 2019).

The motives of professional self-realisation proceed from the need in it, become conscious and turn into motives – goals that determine the direction of the activity of the self-realisation subject – they represent the future that individuals need to turn into the reality of their life paths through the means of their activity (Mahoney et al., 2017; Parrish, 2007). Values and interests in the process of self-realisation allow a person not only to direct his activity in a certain way but also to make choices and measurements of his life position as well as to organise self-preservation, self-enrichment and self-development of an individual throughout his life journey (Bird, 2016). For the activity of the choreographic college employees, the following are the characteristics:

- values reflecting the specifics of the activity, its altruistic nature (rendering help to another person);
- values of ethical responsibility to the chosen profession;
- values related to the need for self-realisation self-assertion and self-improvement.

The last characteristic is especially crucial in the context of this research (Golani, 1976). Also, in author opinion, the value attitude to the results of one's own activities, the value attitude to one's own development and the professional self-realisation are significant (Picart, 2013a). It is worth noting that self-realisation of the individual is carried out in the process of personality-oriented learning at the condition of support (Hopwood, 2016). The need for professional self-realisation envisages organising the process of acquiring professional knowledge and skills, the formation of professionally significant personal qualities with their subsequent realisation (Genné & Anderson, 2011). Analysis of different views on the characteristics of the need for self-realisation of the individual allowed to identify the main ones:

- the desire and pursuit to learn the sum of the necessary competencies of the future profession;
- social activity of the individual as a basis for improving the need for self-realisation;
- high moral position and creativity as significant values of the future professional (El Raheb & Ioannidis, 2012).

Indeed, professional directivity is defined as a holistic phenomenon with specific characteristics and a component of the direction of one's personality which is manifested in the presence of professionally significant ideals and interests that ensure the purposeful activity of choreographic college employees on the acquisition of knowledge and skills necessary for maintaining the image (Yaari, 2003).

Identification appears as one of the conditions for the formation and implementation of the semantic attitudes of the individual. A sign of identification is the presence of an emotional

component, the experience of one's personality and the appropriation, interiorisation of specific characteristics of the object of identification (Hopwood, 2016). Identification allows not only to build an aggregate of social relations but also to create one's self (Cortes-Cornax et al., 2013). In the basis of a person's tendency to empathy lies the process of emotional identification, which appears as a necessary condition of the successful empathicalism (Malling, 2013).

Empathy is the highest level of communicative-ontological skills of interaction, and, therefore, it expresses an integrative professional feature. The successful building of relationship depends on the level of development of communication skills and personality traits, which, in general, determine the communicative-ontological competence (Balmer et al., 2016). That is why empathy should be considered not only as a professionally important trait but also as a criterion of professionalism (Picart, 2013b).

The structure of empathy consists of three interrelated components:

- cognitive (mental operations, factual knowledge);
- affective (emotional reactions to an object or face);
- conative (motor reactions, behavioural manifestations of a person) (Hahn et al., 2018).

The professional activity of choreographic college employees should cover a moral-ethical dominant. (Muto, 2016; Lee, 2014).

Materials and Methods

The components of the readiness of the choreographic college employees for professional self-realisation are motivational, cognitive, operation and reflective. They are interrelated and interdependent (Ellis, 1999).

Following the selected components, I defined the criteria and indicators of the readiness of choreographic college employees to the professional self-realisation: motives; goals; interests; value orientations; attitude to the profession and the professional self-realisation; presence of the need for professional self-realisation; the attitude of self-fulfilment; the directivity to the perfect mastery of professional knowledge and professional self-realisation; awareness of the importance of one's activity; the need for professional self-realisation; level of assimilation of the professional knowledge; independence of thinking; and empathy (tendency to empathy).

In the process of analysing the psychological and pedagogical literature, the conditions for effective professional training of choreographic college employees to professional self-realisation were distinguished which reflect general educational trends in training choreographic college employees in their professional activity.

Experimental methods of implementing the conditions of formation of readiness of choreographic college employees to professional self-realisation involve the development of the studied quality of students according to the following stages: orientation-value, cognitive-based, constructive-procedural and generalising-correctional. Effective methods of forming the readiness of specialists of the choreographic college for professional self-realisation are problem tasks. After the experiment, diagnostics of the readiness of choreographic college employees to the professional self-realisation was carried out.

The data obtained allow us to assert significant qualitative and quantitative changes regarding the readiness of choreographic college employees in the experimental group to professional self-realisation. Students, the listeners of advanced training courses and educators-theoreticians of the Kazan choreographic college, took part in the study.

Results and Discussion

The results of the diagnostics of readiness of choreographic college employees to professional self-realisation according to the motivational and value criterion in the experimental group are presented in Table 1. The results of the control group are presented in Table 2.

Table 1: Results of Diagnostics of Readiness of Workers of the Choreographic College in the Experimental Group to Professional Self-Realisation (Motivational and Value Criterion)						
Levels	**High**		**Average**		**Low**	
Indicators:	n	%	n	%	n	%
motives, goals, attitude to the profession	27	13.63	131	66.16	40	20.2
presence of the need of professional self-realisation	26	13.13	129	65.15	43	21.72
directivity to the professional self-realisation	30	15.15	135	68.18	33	16.67
awareness of the need for professional self-realisation	33	16.67	133	67.17	32	16.16
Average value:	29	14.64	132	66.67	37	18.69
Source: Hopwood, 2016						

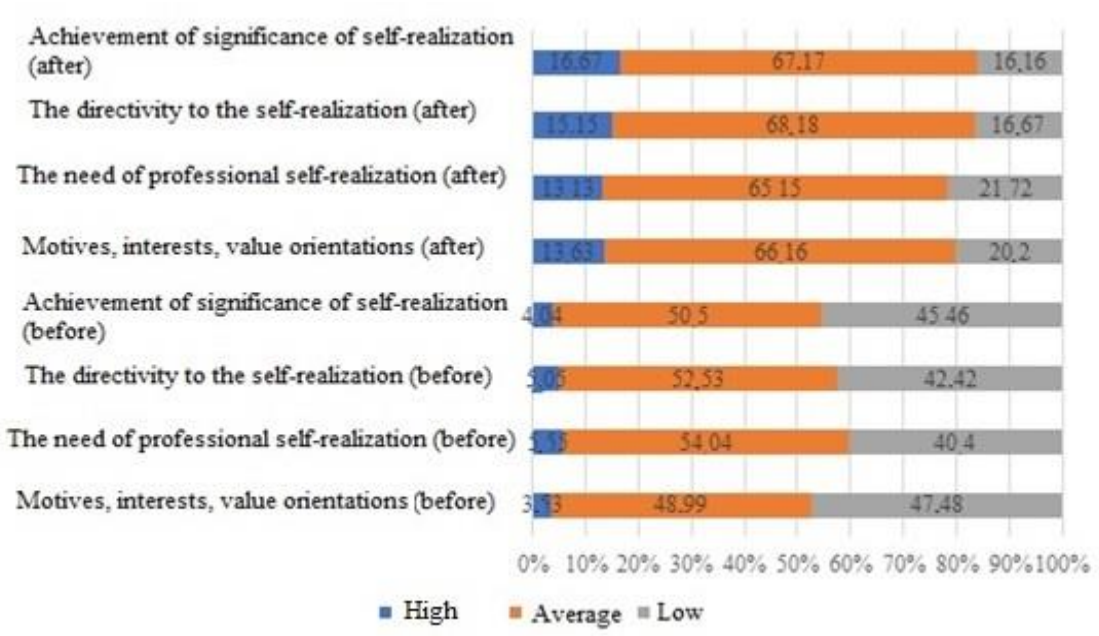

Figure 1: **Dynamics of Indicators Development of Motivational and Value Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation**

As can be seen from Table 1, in the experimental group, on average, 18.69% (there were 43.94%) of employees have a low level of readiness for professional self-realisation (37 people) according to the motivational and value criterion; 66.67% (there were 51.52%) have an average level (132employees); 14.64% (4.54%) showed high results (29 respondents) on the results of the final survey. Figure 1 shows the dynamics of the formation of the investigated quality according to the motivational and value criterion.

Table 2: Results of the Final Diagnostics of the Readiness of Choreographic College Employees for Professional Self-Realisation (Motivational and Value Criterion)						
Levels	**High**		**Average**		**Low**	
Indicators:	n	%	n	%	n	%
motives, goals, attitude to the profession	9	4.64	112	57.73	73	37.63
presence of the need for professional self-realisation	10	5.15	110	56.7	74	38.14
directivity to the professional self-realisation	12	6.19	112	57.73	70	36.08
awareness of the need for professional self-realisation	9	4.64	110	56.7	75	38.66

Average value:	10	5.15	111	57.22	73	37.63

According to the results of Table 2, 37.63% of employees have a low level (73 people); 57.22% of employees have an average level (111 people), and 5.15% of employees have a high level (10 people). Figure 2 shows the dynamics of quality according to the motivation and value criterion.

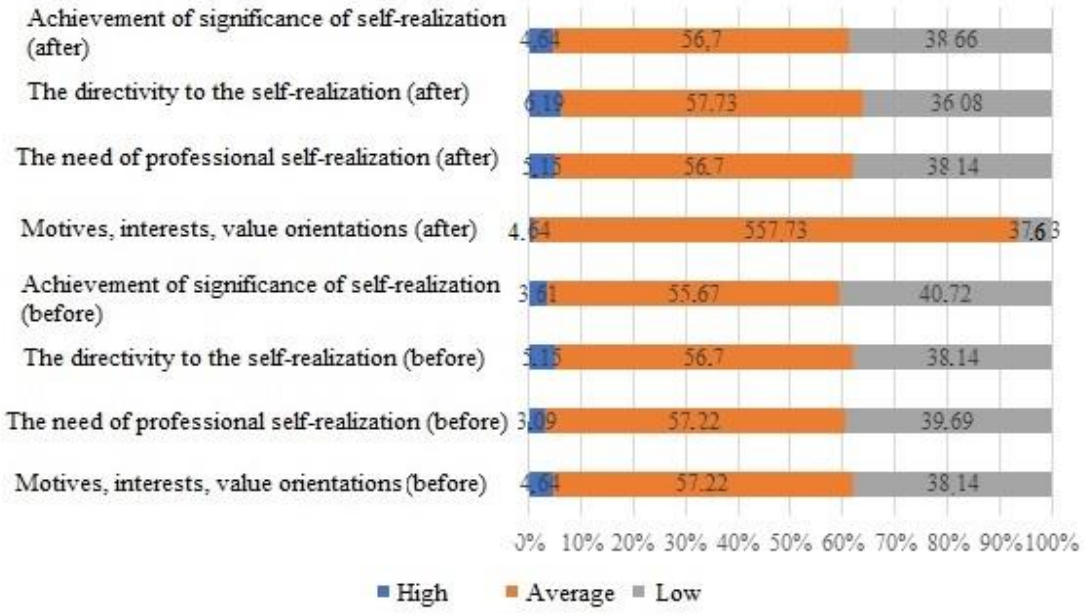

Figure 2: **Dynamics of the Development of the Indicators of Motivational and Value Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation in the Control Group**
Source: Compiled by the Author

The results of the final diagnostics of the readiness of choreographic college employees for professional self-realisation by cognitive-personal criterion in the experimental group are presented in Table 3.

Table 3: Results of the Final Diagnostics of the Readiness of Choreographic College Employees in the Experimental Group to Professional Self-Realisation (Cognitive-Personal Criterion)

Levels	High		Average		Low	
Indicators:	n	%	n	%	n	%
level of mastering the professional knowledges	29	14.64	130	65.66	39	19.7
independence of thinking	30	15.15	128	64.65	40	20.2
empathicism (tendency to empathy)	33	16.67	124	62.63	41	20.7
development of personality qualities	32	16.16	126	63.64	40	20.2
Average value:	31	15.66	127	64.14	40	20.2
Source: Compiled by the Author						

According to the results of Table 3, in the experimental group 20.2% (45.96% of those who participated) of employees have a low level (40 people); 64.14% (50% of those who participated) of employees have an average level (127 people), and 15.66% (4.04% of those who participated) of employees have a high level (31 people).

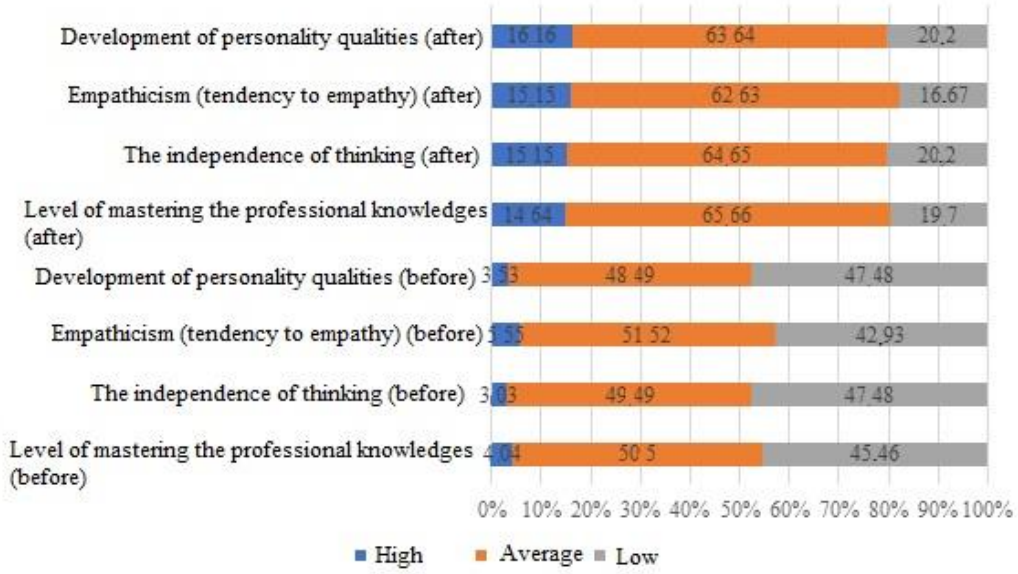

Figure 3: Dynamics of Development of Indicators of the Cognitive-Personal Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation in the Experimental Group
Source: Compiled by the Author

Figure 3 shows the dynamics of the quality studied in the control group by the cognitive-personal criterion. The results of the final diagnostics on the cognitive-personal criterion in the control group are presented in Table 4.

Table 4: Results of the Final Diagnostics of the Readiness of Choreographic College Employees in the Control Group to Professional Self-Realisation (Cognitive-Personal Criterion)

Levels	High		Average		Low	
Indicators:	n	%	n	%	n	%
level of mastering the professional knowledges	13	6.7	112	57.73	69	35.57
independence of thinking	9	4.64	108	55.67	77	39.69
empathicism (tendency to empathy)	12	6.19	109	56.18	73	37.63
development of personality qualities	10	5.15	111	57.22	73	37.63
Average value:	11	5.67	110	56.7	73	37.63

Source: Compiled by the Author

According to the results of Table 4, in the control group, on average, 37.63% of employees have a low level of readiness for professional self-realisation (73 people); 56.7% of employees have an average level (110 employees), and 5.67% of employees showed rather high results (11 respondents).

Figure 4 shows the dynamics of development of the investigated quality in the control group according to the cognitive-personal criterion.

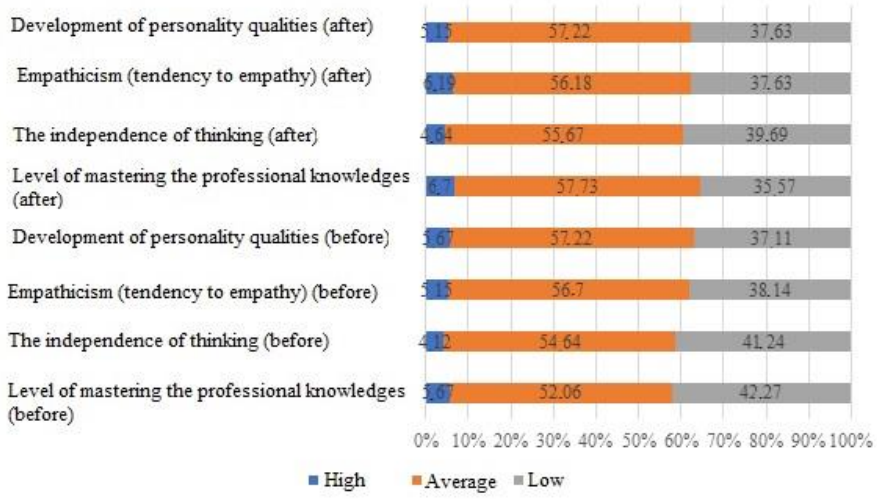

Figure 4: Dynamics of the Development of Indicators of the Cognitive-Personal Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation in the Control Group
Source: Compiled by the Author

Table 5: The Results of the Final Diagnostics of the Readiness of the Choreographic College Employees in the Experimental Group to Professional Self-Realisation (Creative Activity Criteria)

Levels	High		Average		Low	
Indicators:	n	%	n	%	n	%
the development of practical professional skills	33	16,67	135	68,18	30	15,15
the ability to creatively solve the professional problems	30	15.15	131	66.16	37	18.69
the ability to interoperability with spectator	33	16.67	134	67.68	31	15.66
independence in quasi-professional activity	32	16.16	132	66.67	34	17.17
Average value:	32	16.16	133	67.17	33	16.67
Source: Compiled by the Author						

The results of the final diagnostics of the readiness of choreographic college employees for professional self-realisation according to the creative activity criterion in the experimental group are presented in Table 5. Figure 5 shows the dynamics of the studied quality in the control group by the cognitive-personal criterion.

According to Table 6, in the experimental group, after applying the methods of implementation of the conditions for the formation of readiness of choreographic college employees to professional self-realisation, 16.67% (41.92%) of employees have a low level of readiness for professional self-realisation (33 people); 67.17% (54.55%) of employees have an average level (133 employees), and 16.16% (3.53%) of employees showed high results (32 respondents).

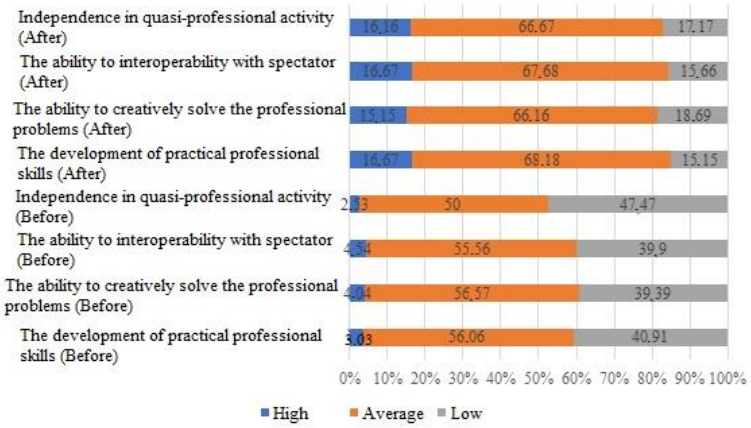

Figure 5: Dynamics of Indicators of Development of Cognitive-Personal Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation in the Experimental Group
Source: Compiled by the Author

Table 6: Results of the Final Diagnostics of the Readiness of Choreographic College Employees of the Control Group to Professional Self-Realisation (Cognitive-Personal Criterion)

Levels	High		Average		Low	
Indicators:	n	%	n	%	n	%
development of practical professional skills	13	6.7	105	54.12	76	39.18
ability to creatively solve the professional problems	14	7.22	110	56.7	70	36.08
ability to interoperability with spectator	10	5.15	109	56.18	75	38.66
independence in quasi-professional activity	11	5.67	104	53.61	79	40.72
Average value:	12	6.19	107	55.15	75	38.66

Source: Compiled by the Author

Figure 6 shows the dynamics of development of the studied quality in the control group according to the creative activity criterion in comparison before and after the experiment.

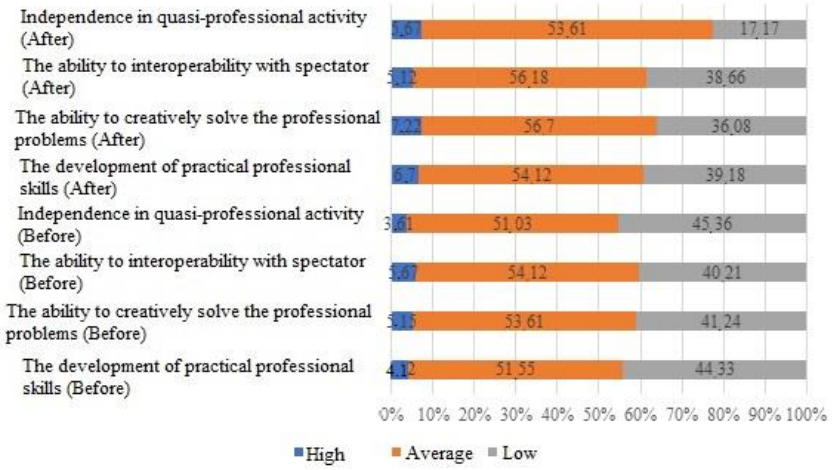

Figure 6: Dynamics of Indicators Development of the Creative Activity Criterion of the Readiness of Choreographic College Employees to Professional Self-Realisation in the Control Group
Source: Compiled by the Author

Table 7: Results of the Final Diagnostics of the Readiness of Workers of the Choreographic College in the Experimental Group for Professional Self-Realisation (Reflexive-Regulatory Criterion)						
Levels	**High**		**Average**		**Low**	
Indicators:	n	%	n	%	n	%
ability to self-formation of the professional qualities	30	15.15	134	67.68	34	17.17
ability to reflection	29	14.64	129	65.15	40	20.2
ability to self-regulation	32	16.16	135	68.18	31	15.66
ability to evaluate and adjust the results of one's own professional training	29	14.64	130	65.66	39	19.7
Average value:	30	15.15	132	66.67	36	18.18
Source: Compiled by the Author						

As can be seen from Table 7, in the experimental group, on average, 18.18% (37.88%) of employees have a low level of readiness for professional self-realisation (36 people); 66.67% (58.08%) have an average level (132 employees); 15.15% (4.04%) showed high results (30 respondents). Figure 7 shows the dynamics of the development of the studied quality of readiness of choreographic college employees for professional self-realisation in the experimental group according to the reflexive-regulatory criterion in comparison before and after carrying out the formative stage of the experiment.

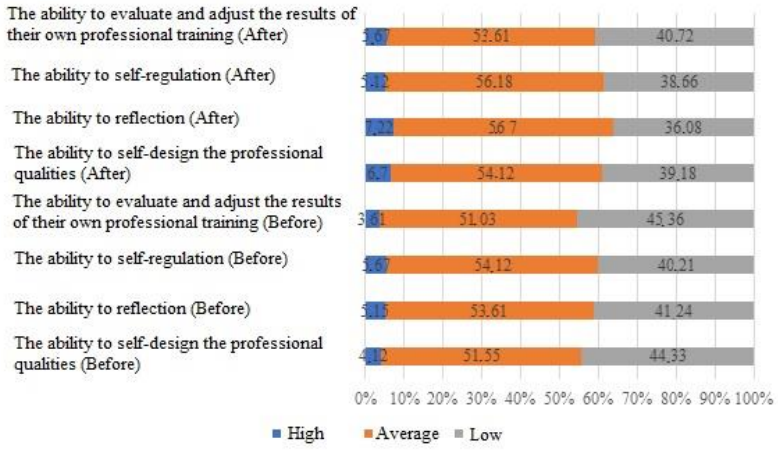

Figure 7: Dynamics of Development Indicators of the Reflexive-Regulatory Criterion of Readiness for Professional Self-Realisation in the Experimental Group
Source: Compiled by the Author

Table 8: Results of the Final Diagnostics of the Readiness of Choreographic College Employees of the Control Group for Professional Self-Realisation (Reflexive-Regulatory Criterion)						
Levels	**High**		**Average**		**Low**	
Indicators:	n	%	n	%	n	%
ability to self-formation the professional qualities	13	6.7	117	60.31	64	32.99
ability to reflection	9	4.64	118	60.82	67	34.54
ability to self-regulation	12	6.19	115	59.27	67	34.54
ability to evaluate and adjust the results of their own professional training	10	5.15	114	58.76	70	36.08
Average value:	11	5.67	116	59.79	67	34.54
Source: Compiled by the Author						

As can be seen from Table 8, in the control group, on average, 34.54% of employees have a low level of readiness for professional self-realisation (67 people); 59.79% of employees have an average level (116 specialists); 5.67% of employees showed rather high results (11 respondents). Figure 8 shows the dynamics of development of the studied quality of the control group according to the reflexive-regulatory criterion. The results of the final diagnostics of the readiness of choreographic college employees for professional self-realisation of the specialists of the experimental and control groups are presented in Table 9.

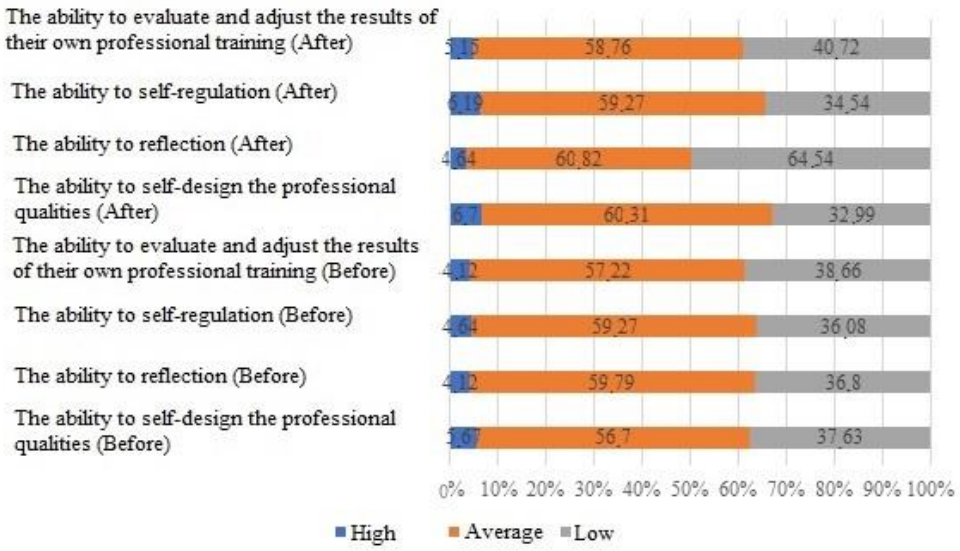

Figure 8: Dynamics of the Development of the Indicators of the Reflexive-Regulatory Criterion of Readiness of Choreographic College Employees for Professional Self-Realisation in the Control Group

Table 9: Results of the Final Diagnostics of the Readiness of Choreographic College Employees for Professional Self-Realisation (by the Sum of Four Criteria)

Groups	Criterion	Levels of readiness					
		High		Average		Low	
		Abs.	%	Abs.	%	Abs.	%
EG (198)	Motivational and value	29	14.64	132	66.67	37	18.69
	Cognitive-personal	31	15.66	127	64.14	40	20.2
	Creatively-activity	32	16.16	133	67.17	33	16.67
	Reflexively-regulative	30	15.15	132	66.67	36	18.18
	Total:	30	15.15	131	66.16	37	18.69
CG (194)	Motivational and value	10	5.15	111	57.22	73	37.63
	Cognitive-personal	11	5.67	110	56.7	73	37.63
	Creatively-activity	12	6.19	107	55.15	75	38.66
	Reflexively-regulative	11	5.67	116	59.79	67	34.54
	Total:	11	5.67	111	57.22	72	37.11

Source: Compiled by the Author

Table 10 presents the dynamics of the readiness of choreographic college employees for professional self-realisation.

Table 10: Dynamics of Readiness of Choreographic College Employees for Professional Self-Realisation

n	Group	The levels of readiness					
		High		Average		Low	
		n	%	n	%	n	%
198	Experimental group after the experiment	30	15.15	131	66.16	37	18.69
194	The control group after the experiment	11	5.67	111	57.22	72	37.11
198	Experimental group before the experiment	8	4.04	106	53.54	84	42.42
194	The control group before the experiment	9	4.64	108	55.67	77	39.69
Source: Compiled by the Author							

To implement the statistical processing of the results of the formative stage of the experiment, the Pearson χ^2agreement criterion was used. We present the results of calculations of the criterion of agreement χ^2 for the experimental group before and after the experiment:

$$\chi^2_{EG} = \frac{(15.5 - 4.04)^2}{4.04} + \frac{(66.16 - 53.54)^2}{53.54} + \frac{(18.69 - 42.42)^2}{42.44} = 51.758$$

We present the results of calculations of the criterion of agreementχ2for the control group before and after the experiment:

$$\chi^2_{KG} = \frac{(5.67 - 4.64)^2}{4.64} + \frac{(57.12 - 55.67)^2}{55.67} + \frac{(37.11 - 39.69)^2}{39.69} = 0.44$$

The calculated value of the χ^2-criterion criterion for comparison of the control group (0.44) was less than the corresponding table value (5.99). The calculated value of theχ^2-criterion for comparison of the experimental group (51.758) turned out to be bigger than the corresponding table value (5.99).

Also, for statistical processing of the results of the experiment, it was used Statistica 10 Computer Program. The results of the experiment are shown in Table 11.

Table 11: Results of Processing the Primary Data

	T-criterion of the independent samplings									
	Av. EG	Av. CG	t value	p	n 1	n 2	Mean deviation 1	Mean deviation 2	F	P
1	1.606	1.649	0.758	0.449	198	194	0.577	0.558	1.063	0.671
2	1.581	1.654	1.275	0.203	198	194	0.571	0.575	1.015	0.916
3	1.616	1.618	0.042	0.967	198	194	0.556	0.575	1.070	0.636
4	1.662	1.675	0.243	0.808	198	194	0.553	0.560	1.024	0.867
Total	1.623	1.649	0.459	0.647	198	194	9.571	0.567	1.015	0.917
Source: Compiled by the Author										

In Table 11, the results of statistical data processing of the initial diagnostics of readiness of choreographic college employees for professional self-realisation according to the motivational and value criterion are presented in the first tape (1); further cognitive-personal (2); creative activity (3); reflexive-regulative (4) and in the bottom line – the generalised results. From Table 11, we see that p is 0.647, t = 0.459; therefore, there is no reason to refute the null hypothesis of equality of average values. The

results of the statistical processing after the experiment are shown in Table 12.

Table 12: Results of Processing the Final Data

Criteria	T-criterion of the independent samplings									
	Av. EG	Av. CG	t value	p	n 1	n 2	Mean deviation 1	Mean deviation 2	F	P
1	1.959	1.675	4.909	0.000	198	194	0.578	0.569	1.029	0.843
2	1.954	1.680	4.616	0.000	198	194	0.598	0.576	1.077	0.603
3	1.995	1.675	5.449	0.000	198	194	0.573	0.587	1.045	0.758
4	1.969	1.711	4.470	0.000	198	194	0.578	0.566	1.042	0.770
Total	1.965	1.685	4.774	0.000	198	194	0.582	0.575	1.025	0.865

As can be seen from Table 12, p is 0.000, t = 4.774, therefore, there is a reason to refute the null hypothesis of equality of the average values of the EG and CG after the experiment. The dynamics of the EG results before and after the experiment (processed using the Statistica 10 program) are shown in Table 13. From Table 13 we see that p is 0.000, t = 6.046, therefore, there is a reason to refute the null hypothesis of equality of the average values of the EG before and after the experiment.

Table 13: Dynamics of EG Data

	T- criterion of the independent samplings									
	Av. EG	Av. CG	t value	p	n 1	n 2	Mean deviation 1	Mean deviation 2	F	P
EG	1,616	1,964	6,046	0,000	198	194	0,565	0,582	1,062	0,671

Table 14: Dynamics Of CG Data

	T- criterion of the independent samplings									
	Av. EG	Av. CG	t value	p	n 1	n 2	Mean deviation 1	Mean deviation 2	F	P
CG	1.649	1.685	0.622	0.534	194	194	0.567	0.575	1.027	0.855

From Table 14, we see that p is 0.534, t = 0.622; therefore, there is no reason to refute the null hypothesis of equality of average values of CG before and after the experiment.

Conclusion

Experimental research confirmed the assumption about the fact that the level of readiness of choreographic college employees for professional self-realisation would increase on condition of the focus of their professional training on professional self-realisation which is ensured by the formation of the motivational attitudes of choreographic college employees.

As our study showed, the methodology for forming the readiness of choreographic college employees for professional self-realisation adequately reflects the justified conditions that ensure the continuity and succession of this process taking into account the possibilities of maintaining the training choreographic college

employees as well as the forms and methods of their training. The introduction of the methodology in the professional training of choreographic college employees improves its quality and makes it possible to prepare specialists for future work activity by the modern requirements of the society to the employees of the choreographic college.

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