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FORMATION OF AESTHETIC TASTE OF SCHOOLCHILDREN: LOW-LEVEL CHARACTERISTICS

The formation of the aesthetic taste of schoolchildren using dance in out-of-school educational institutions can be considered successful if the child has an advance to a higher level of aesthetic taste. Therefore, following Yu. Honcharenko [1], the main criterion for the effectiveness of pedagogical influence (teaching model, pedagogical conditions, innovative methods, etc.), we consider the promotion (positive dynamics) from the low level of formation of the aesthetic taste of schoolchildren using dance in institutions out-of-school education to higher education. What level should be considered low?

The low level of formation of aesthetic taste in schoolchildren is characterized by a lack of motivation for aesthetics, the need for constant choreography classes, and mastering various types of dances. Such children may often miss classes, they do not have aspirations for aesthetic improvement and self-development in educational and performing activities. Such children do not show interest in the assimilation of aesthetic knowledge, or interest in the art of choreography. A pet that is characterized by low-level, participation in performing activities but does not take the initiative to improvisational and creative dance activities.

The low level of formation of the aesthetic taste of schoolchildren is characterized by the lack of the child's ability to independently set a goal, detail it, independently set aesthetic tasks, and need constant help from a teacher (choreographer). Such children do not imagine the future difficulties that may arise in mastering the art of choreography, and the conditions for performing the tasks. They do not have aesthetic knowledge at all about the techniques, means, and ways to achieve the goal of mastering the art of choreography.

The low level of formation of the aesthetic taste of schoolchildren is inherent in children who have acquired certain aesthetic skills and abilities of aesthetically correct and expressive movement in the field of classical and folk choreography, reproduce movements, but cannot be distinguished by bright artistic performance and conveying the created aesthetic image in dance to the audience. Such children are afraid to demonstrate their performing skills in front of different audiences, they are very shy. They lack cognitive and creative activity, and independence, they are not capable of manifesting aesthetic feelings during dance. Children have no desire for

improvisation, acting skills are not manifested in dancing. Such children are not characterized by creativity and leadership qualities in education, staging, creative and festival-competitive activities.

The low level of formation of aesthetic taste in schoolchildren is characterized by the lack of ability for aesthetic self-assessment and self-control. Such pupils are not aware of themselves as a subject of choreographic activity and are not able to adequately assess their level of aesthetic taste, dancing skills, their qualities, and their activity. For the most part, they do not know how to control themselves, their mood, facial expressions, or gestures (self-regulation), analyze, explain, and evaluate their actions, correct aesthetic mistakes, and are not at all able to predict the result of activities (educational, staging, creative and festival-competition).

At the same time, it is worth emphasizing that such differentiation according to the levels of formation of the aesthetic taste of schoolchildren can be considered quite conditional and generalized, because each of the criteria, according to certain generalized indicators, requires differentiation according to the age parameters of pupils and taking into account the content of training depending on the year of mastering the art of dance. It should be emphasized that each mentor, based on the generalized criteria and indicators defined by us, has the opportunity to independently clarify the high, medium, and low levels of formation of the aesthetic taste of schoolchildren as the acquired experience of mastering a choreographic artistic model (invariant, canon, sample, option), taking into account the content of choreography training in their program.

However, differentiation by the levels of formation of students' aesthetic taste can be considered rather conditional and generalized, because each of the criteria, according to the defined generalized indicators, requires differentiation by the age parameters of students and taking into account the content of training depending on the year of mastering the art of dance. It should be emphasized that each mentor, based on the generalized criteria and indicators we have identified, has the opportunity to independently refine the high, medium, and low levels of formation of students' aesthetic taste as the acquired experience of mastering a choreographic artistic pattern (invariant, canon, sample, variant), taking into account the content of choreography in their program.

Information sources

1. Honcharenko Yu.V. Formation of aesthetic attitude of younger school students towards choreographic activities and motivation to the aesthetic implementation of body manifestations. *Bulletin of Zaporizhzhya National University. Pedagogical sciences*, 2010. No. 2(13). P. 42-45.