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Хуан Ханьце. Творческие задания для формирования партнерских качеств личности в ансамблевом музицировании.

В статье обозначена проблема формирования партнерских качеств личности. Как мощное средство достижения такой цели рассмотрено музыкальное обучение, прежде всего потенциал ансамблевого музицирования в небольших по составу формах. Определены возможности вокального ансамбля как в собственно музыкально-развивающем векторе, так и в воспитании у личности чувства взаимодействия и взаимопонимания, межкультурной толерантности.

Предложен комплекс творческих заданий для учеников разного возраста, которые охватывают основные виды художественного творчества на уроках и во внеурочное время. Задания сгруппированы таким образом: одни используются во время восприятия-интерпретации произведений, другие – во время непосредственного их исполнения, третьи предусматривают упражнения в партнерстве вне музыкального творчества, но направлены на достижение его цели.

Ключевые слова: музыкальное творчество, партнерство, вокально-ансамблевое исполнительство, сценическое взаимодействие, комплекс творческих заданий.

Корнієнко А. В., Поджаренко А. В. Создание декоративной композиции в технике петриковской росписи.

В статье рассматриваются особенности преподавания петриковской росписи как одного из традиционных видов декоративно-прикладного искусства украинского народа в кружках внешкольных учебных заведений. Отмечено уникальность петриковской росписи в решении заданий как художественного, так и личностного развития воспитанников внешкольных учебных заведений. Раскрыты основные аспекты методики обучения петриковской росписи в ходе занятий в кружках декоративно-прикладного искусства внешкольных учебных заведений: организация и последовательность проведения занятий, их смысловое наполнение, изготовление инструментов для росписи, овладение учениками основными приемами рисования, создания декоративной композиции.

Ключевые слова: петриковская роспись, внешкольные учебные заведения, воспитанники, методика обучения петриковской росписи, декоративная композиция.

Гурич З. В. Использование опыта художников-педагогов Херсонской губернии в современной образовательной практике.

Опираясь на архивные материалы и исследования современных украинских ученых, автор статьи обнаруживает прогрессивные идеи художников-педагогов Херсонской губернии второй половины XIX – начала XX ст. относительно преподавания предметов эстетического направления в общеобразовательных учебных заведениях, рисовальной школе и художественном училище. Среди таких идей выделяет педа-

гогическое наставничество, поддержку веры ученика в себя, сочетание человечности и профессионализма в лице педагога, развитие мастерства учеников, активизацию выставочной деятельности. Предоставлено библиографические сведения о педагогах-художниках Л. Иорини, К. Костанди, Г. Ладзыженском, которые заложили основы художественного образования Херсонщины, и кратко раскрыто их подходы к художественному обучению молодежи, актуальные для внедрения в современную практику.

Ключевые слова: художественное образование, художник-педагог, педагогическая деятельность, региональное образование, рисунок, живопись.

Чепель Л. П., Запорожец Г. Н. Учебный натюрморт: живописное изображение натурной постановки акварельными красками.

Статья продолжает освещать вопросы выполнения натюрморта студентами художественных учебных заведений II уровня аккредитации в рамках освоения курса «Живопись». Раскрываются основные положения теории и практики основного этапа выполнения учебного натюрморта: решение общих тонально-цветовых соотношений в натюрморте; методы, способы построения живописной формы цветом; моделирование предметов до полного насыщения тоном и цветом в соответствии с материальностью и пространственным размещением; подчинение составляющих натюрморта целостному изображению.

Ключевые слова: учебный натюрморт, студенты колледжа прикладного искусства, акварель, живопись, моделирование, цвет.

Алексийчук Е. С. Федорчук В. В. Подготовка студентов к применению метода проектов в школе.

Статья посвящена проблеме подготовки будущих педагогов искусства к применению метода проектов в практике общеобразовательной школы, которая достигается через привлечение их к участию в различных типах проектов во время изучения специальных курсов («Методика музыкального воспитания», «Преподавания интегрированного курса, «Искусство» и др.). Описаны требования к использованию метода проектов, типологию проектов, обобщено требования к преподавателю-организатору проектной деятельности и параметры внешней оценки проекта. Предложены ориентировочные темы творческих проектов в процессе изучения курса «Искусство», 9 класс.

Ключевые слова: метод проектов, типы проектов, студенты, курс «Искусство», 9 класс.

Мурованная И. В. Современные тенденции хореографического образования Кировоградской области.

Осуществлен анализ новых форм работы и методов обучения в детских хореографических коллективах при общеобразовательных учебных и внешкольных заведениях в период конца

АННОТАЦИИ

Шуть Н. Н. Классификация музыкальных игр как педагогического инструментария формирования творческих умений младших школьников.

В статье актуализируется проблема творчества учеников начальной школы в процессе использования в школьном обучении искусству музыкальных игр. Предложена авторская классификация музыкальных игр, которые отвечают основным видам музыкальной деятельности и включают такие разновидности, как музыковедческие, интерпретационно-исполнительские и импровизационно-композиторские. В каждом подвиде автором выделены классы и подклассы музыкальных игр, систематическое использование которых на уроках в начальной школе будет способствовать формированию конкретных творческих умений младших школьников, описание которых представлено в таблицах.

Ключевые слова: младшие школьники, музыкальное творчество, музыковеды, интерпретационно-исполнительские, импровизационно-композиторские музыкальные игры.

XX – начала XXI ст. в Кировоградской области. Освещены тенденции развития хореографического образования, что свидетельствуют о его модернизации в указанный период: систематизация и структурное обновление содержательной составляющей системы хореографического образования; поиск форм и методов хореографического обучения, применение инновационных педагогических технологий в работе с детскими хореографическими коллективами; обучение по принципу непрерывности и последовательности. Проанализированы основные формы обеспечения преемственности хореографического образования.

Ключевые слова: хореографическое образование, модернизация, детские хореографические коллективы, Кировоградская область, конец XX – начало XXI века.

Гулей О. Г. Формирование иноязычной лексической компетенции будущего специалиста декоративно-прикладного искусства.

Актуализируется проблема формирования иноязычной компетенции в процессе подготовки в колледжах специалистов декоративно-прикладного искусства по специализациях «Художественная вышивка, моделирование и конструирование одежды», «Дизайн одежды». Обосновывается важность владения иноязычной лексикой профессиональной направленности и приобретения студентами коммуникативных навыков для проработки специальной литературы, презентации своих художественных изделий, выполнения творческих проектов национального и международного уровней. Освещаются методы формирования навыков использования узкопрофильной терминологии посредством чтения специализированных текстов и выполнения практических заданий.

Ключевые слова: иноязычная подготовка студентов художественных специальностей, профессиональная лексика, вышивка, формы и методы работы.

ABSTRACT

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Classification of musical games as a teaching toolkit for the formation of creative skills of primary students. The article deals with the problem of creativity of primary students in the process of using music art in school education. The author proposes classification of music games, which correspond to the leading types of musical activity. They include three subtypes: musicological, interpretive and performing, improvisational and composing musical games. In each subtype of musical games, the author distinguishes classes and subclasses of musical games.

Systematic using of these musical games in primary school will contribute to develop specific creative skills of primary students. The author offers the tables with a description of all creative skills through musicological, interpretive and performing, improvisational and composing musical games. When students fulfill the task of the game, they demonstrate a higher level of creative abilities due to possible game events, roles, functions, ways to follow the goal and making new creative products.

Keywords: primary students, musical creativity, musicological, interpretive and performing, improvisational and composing musical games.

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Creative tasks for the formation of collaborative skills of students in ensemble music. The article outlines the problem of formation of students' collaborative skills in main school through the course "Art". Teaching music is a powerful means to achieve this aim, primarily the potential of ensemble musicians in small form composition. Vocal ensemble has the following capabilities: development musical skills, educational potential for cooperation and mutual understanding, intercultural tolerance. The author offers a complex of creative tasks for students of all ages, covering the main types of artistic creativity at lessons and extracurricular activity. Creative tasks are clustered into groups. The first group helps teachers to implement them through introduction of art works. It promotes perception and interpretation of artistic works directly in the artistic and creative musical activities. The second group involves creative tasks while students develop their collaborative skills outside musical creativity, but these are aimed to achieve this goal. It helps students to feel themselves as "partners" as well as understands the need to develop collaborative skills for the success of musical creativity.

Keywords: musical creativity, collaboration, vocal ensemble performance, stage interaction, complex of creative tasks.

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Creating a Decorative Composition in the Technique of Petyrkivka Painting. The article deals with the peculiarities of teaching of Petyrkivka painting as one of the traditional types of decorative and applied art of Ukrainians in hobby clubs of institutions of out-of-school

education. The purpose of this article is to reveal some aspects of methodology of teaching Petyrkivka painting, namely: organization and sequence of lessons, their content filling, manufacture of tools for painting, mastering the main techniques of drawing, creating a decorative composition.

The main aspects of teaching method of Petyrkivka painting during lessons in decorative and applied art groups of institutions of out-of-school education have been revealed: organization and sequence of lessons, their content filling, details of the sequence and technology of making tools for Petyrkivka painting from available materials, organization of workplace, mastering of pupils the main methods of drawing, rules for creating a decorative composition, a palette of basic ornaments, selection of necessary materials. The peculiarities of using the basic tools for Petyrkivka painting have been described – a brush from cat fur and a brush from white fur, and the technique of drawing with this brushes.

The article is illustrated with visual drawings and photographs of objects of creativity that promote step-by-step acquaintance with the peculiarities of technique of Petyrkivka painting. The author emphasizes that regular lessons of Petyrkivka painting will contribute to educate children in culture of perception of the material world, develop aesthetic attitude to reality, help to understand other types of art better.

Keywords: Petyrkivka painting, institutions of out-of-school education, pupils, teaching methods of Petyrkivka painting, decorative composition.

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Perspectives of using of the progressive experience of artists-educators of the Kherson province in modern teaching practice. Based on archival materials and contemporary Ukrainian scientists study, the author reveals the progressive ideas of artists-educators of the late XIX and the early XX century about teaching aesthetic subjects in comprehensive education institutions, drawing school and art school. The author highlights such progressive ideas as teacher's mentoring, supporting student in their faith, combination of the educator's humanity and professionalism, developing student's skills, activation art exhibition activity. In addition, the author provides bibliographic information about the artists-educators L. Iorini, K. Kostandi, G. Ladyzhensky who were the founders of art education in Kherson region.

The article reveals the following approaches of artists that are relevant for modern educational practice: education of youth by the example of classical ideals (L. Iorini), fine interpretation of the artistic essence of the image, the formation of the students' ability to study the nature carefully, to disclose students' individuality (K. Kostandi), a reasonable, sensitive and caring attitude to the student's personality

(G. Ladyzhensky). combines the bright talent of a painter with a rare gifted intelligent, sensitive and caring teacher.

The study of historical and educational experience in retrospect will contribute to the development of artistic and pedagogical education based on cultural conformity, multiculturalism, ethical and aesthetic values.

Keywords: education, artist-educator, teaching activity, regional education, drawing, painting.

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Educational still life: How to draw a picturesque still life with watercolor paints. The authors continue to study the problem how to draw an educational still life by students of art educational institutions of the II level of accreditation within the framework of studying the course "Painting", started in the previous issue of this journal. The article is devoted to the aspect of drawing still life with watercolor paints. The main provisions of theory and practice of the final stage of drawing educational still life have been revealed. It includes a number of tasks: solution of general tonal-color relationships in still life; choice of methods, techniques and means of constructing a picturesque form of color; modeling objects to full saturation with tone and color according to materiality and spatial location; subordination of the components of still life to the whole image.

The authors offer the method of step-by-step drawing of the educational still life, methods and techniques of work with watercolor paints, which testifies to the mastery of students by the final stage of drawing still life. All stages are accompanied by drawings.

Keywords: educational still life, college students of applied art, watercolor, painting, modeling, color.

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Training of students how to use the project method in school. The article is devoted to the problem of training future art teachers how to use the project method in the practice of general education. It can be achieved through their involvement in various types of

projects during the study of special courses ("Methodology of Musical Education"; "Teaching Integrated Course "Art"; etc.) at universities. The author describes the essence of the project method, the purpose and basic requirements how to use it. The typology of projects has been considered. In addition, the requirements for the teacher concerning the project activity and the parameters of the external evaluation of the project have been summarized. The peculiarities of using the method of projects in the process of preparation of future art educators of art are highlighted, namely: requirements for its use, the sequence of actions of the teacher and students at different stages of work on the project.

The author presents the peculiarities how to organize the students' artistic creative projects, in particular, movie and excursion projects in the course "Art" in secondary schools. Details of using the project method at different stages of studying by students of the course "Art" have been specified. The author proposes the topics of creative projects in studying the course "Art" at 9th grade, taking into account the content of the discipline.

It is noted that the project method requires students to use their new knowledge, develop their ability to act and make decisions on their own, as well as develop critical thinking and aspiration for creativity and self-development, the desire and ability to self-education, professional competence.

Keywords: project method, types of projects, students, the course "Art", 9th grade

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Modern trends of choreographic education in Kirovohrad region. The author analyzes the forms of work and teaching methods in children's choreographic collectives in general secondary educational institutions and out-of-school educational institutions during the period of the end of the XX – the beginning of the XXI century in Kirovohrad region. The tendencies of development of choreographic education have shown its modernization in that period. They are systematization and structural updating of the content component of the system of choreographic education; search of new forms and methods of choreographic teaching, implementation of innovative pedagogical technologies in work with children's choreographic collectives; learning by the principle of continuity and consistency.

Based on the analysis of children's choreographic collectives in Kirovograd region during the period of the end of the XX – the beginning of the XXI, the author notes that children's choreographic collectives increased quantitatively and qualitatively at that time. New collectives appeared on the basis of various educational institutions and out-of-school

education institutions. Moreover, they had been changed for directions and styles. The main areas of work of children's choreographic collectives were ballroom dance, folk dance, modern dance, as well as their combination. It is explained by the need of parents and children to master the varieties of contemporary choreographic art.

The main forms of ensuring the continuity of choreographic education have been analyzed.

Keywords: choreographic education, modernization, children's choreographic collectives, Kirovograd region, the end of XX – the beginning of XXI century.

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The formation of foreign lexical competence in the training of a specialist of decorative and applied arts. The article is focused on the problem of formation of foreign language competence in the process of training of specialists in applied arts in the specialties «Artistic embroidery, modeling and designing of clothes», «Clothing Design» at art colleges.

The urgency of the article is determined by the desire for novelty in the field of study, namely, the need to find the ways of students' motivation to study the spiritual and material wealth of our people and obtaining through foreign language the access to the cultural heritage of other peoples through foreign language. The author emphasizes on the perspective of new methods of teaching professional oriented vocabulary in the context of the communicative method.

The importance of proficiency in the foreign language vocabulary of a professional direction and acquisition of students' communicative skills for presenting their artistic products at the national and world" levels, studying the peculiarities of decorative and applied art of other regions of the world during the processing of special literature and in the course of performing creative projects of the national and international level, expanding the possibilities is substantiated.

The article is an attempt to summarize the relevant approaches to teaching students of artistic specialties the lexical material, namely, the definition of the stages of formation of vocational-oriented lexical competence of students with the reference of practical material in the form of tests of different types. The stages of formation, improvement and development of students' skills of vocabulary competence are followed.

The article outlines the methods and approaches aimed at forming practical skills of using narrow-profile terminology by means of reading specialized texts.

Keywords: foreign language training of students of artistic specialties, professionally oriented vocabulary, embroidery, forms and methods of work.