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BROAD CONTEXT OF GENERAL EDUCATIONAL TRAINING OF CHOREOGRAPHY TEACHERS IN THE USA

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The article deals with the peculiarities of general educational training of choreography teachers in the US universities. The aim of the article is to analyze the content of choreography teachers' training in the USA, in particular general education program as its component. The content of choreography teachers' training in the USA on bachelor's level is examined. The detailed characteristics of education courses of foundation area of general education background, in particular: analytical reading and writing, intellectual heritage, quantitative literacy, is given. The results of education foreseen as consequences of mastering of these courses, are analyzed. The educational courses offered to students by the general education breadth background are considered in detail: arts, human behavior, race and diversity, science and technology, U.S. society, world society. The mechanism of creation of student's own educational trajectory, which is individual to every student, is found out. The brief description of the foundation courses of general educational training, that are practically-oriented and prepare students for the real-life and professional situations by mastering a series of competences has been made. The matrix of the correspondence of study results according to the foundation courses of general educational training to general competences of future choreography teachers in the USA has been presented.

Key words: choreography teachers' training in the USA, general educational training, general education program, foundation courses, breadth courses, creation of student's own educational trajectory, choreography teacher's general competencies, key students' competencies.

У статті розглянуто особливості підготовки вчителів хореографії в університетах США. Розглядається зміст підготовки вчителів хореографії в США на рівні бакалавра. Наведено детальні характеристики освітніх курсів фундаментальної сфери загальноосвітньої освіти, зокрема: аналітичне читання

та письмо, інтелектуальна спадщина, кількісна грамотність. Проаналізовано результати освоєння цих курсів. Навчальні курси, які пропонуються студентам детально розглядаються: мистецтво, людська поведінка, раса та різноманітність, наука і технології, суспільство США, світове суспільство. З'ясовано механізм створення власної навчальної траєкторії студента, яка є індивідуальною для кожного.

Ключові слова: підготовка вчителів хореографії в США, загальноосвітня підготовка, загальноосвітня програма, фундаментні курси, створення власної навчальної траєкторії студента, загальні компетенції вчителя хореографії, ключові компетенції студентів.

Introduction.

The priority task of higher educational establishments at the stage of Ukraine's integration to the European educational sphere is the training of the new generation teacher, which is impossible without studying other countries' experience in this sphere. The "New Ukrainian School" reform pays particular attention to the development of young generation creativity, which can be implemented by means of self-expression through movement and dance, thus the choreography teachers' training demands significant attention. US choreography school is one of the best in the world as the problem of training of qualified teachers, including choreography teachers, has always been paid great attention to. So in our opinion, the learning of US experience of choreography teachers' training can promote understanding of main educational challenges in Ukraine.

Analysis of recent research and publications. The problem of choreography teachers' training has become the subject of study for such researchers as L. Androshchuk, O. Burlia, S. Zabredovskyi, O. Martynenko, Yu. Rostovska etc. The specific features of professional training of future choreography teachers in the system of pedagogical education of Ukraine are considered in the works by T. Blahova, T. Serdiuk, O. Yefimchuk. The development of choreographic-pedagogical education in Russian Federation is characterized in the research by Yu. Horskykh. The problem of choreographic education in Poland is revealed in the works of T. Povalii.

But the complex investigation of choreography teachers' training in the USA remains under-researched in Ukrainian pedagogical field.

Thus, the aim of the article is to analyze the content of choreography teachers' training in the USA, in particular general education program as its component.

Research Methodology. The aim may be realized by the applying of corresponding methods: method of comparative analyses (to compare the curricula) and analyses of curriculum content.

The main material of the study. Choreography teacher in the USA should meet a number of requirements, the first of which is proper professional training. Having considered that bachelor's degree in education enables to teach choreography in different educational establishments (public and private schools, out-of-school educational institutions and choreography schools and studios), we examine the content of training at this very level as basic. As a rule, it is the combination of general educational and professional program supplemented by the practical component of curricula. We'll describe the former in details [2]. The General Education Program serves as liberal education requirements for all undergraduate students and provides a foundation for learning and development practices that help students succeed academically and

professionally. The analyses of curricula of choreography specialists' training, offered in 2014-2015 by 8 higher educational establishments making top ten in the USA under the version of the National Association of Schools of Dance [4], revealed that general educational courses occupy 25 - 30 % of the curriculum.

The General Education curriculum introduces students to nine areas of learning and totally of eleven courses, divided into Foundation courses and Breadth courses. The first group is aimed at mastering competencies which should be inherent to every graduate-degree specialist regardless of his/her field. Foundation courses include Analytical Reading & Writing (4 credit hours), Intellectual Heritage (2x3 credit hours), Quantitative Literacy (4 credit hours) etc.

The goal of the second group of courses is to provide students with the opportunities and competences they will need in different spheres of their lives, both in academic and professional. They have an opportunity to choose between such areas as: Arts (3 or 4 credit hours), Human Behavior (3 credit hours), Race & Diversity (3 credit hours), Science & Technology (2x3 credit hours), U.S. Society (3 credit hours), World Society (3 credit hours) etc. Each of mentioned areas sets educational and developmental goals and achieving them provides for the developing of specialist's competencies in every sphere [1].

The general educational program attempts to foster the development of such skills through its curriculum by providing students with multiple opportunities to exercise, in multiple contexts and settings, their communication, critical thinking, and problem-solving skills and we try to help students in making connections between academic knowledge to experience.

Examined the mentioned foundation courses of general educational training (see table 1).

Table 1

**Foundation courses
of general educational training**

	Area	Foundation courses
1.	Analytical Reading & Writing	English; English: ESL
2.	Intellectual Heritage	Intellectual Heritage I; Intellectual Heritage II
3.	Quantitative Literacy	Critical Reasoning and Problem Solving; Digital Mapping: From Mercator to Mashups; Societal and Territory Planning; Investing for the Future; Math for a Digital World; Mathematical Patterns; Quantitative Methods in the Social Sciences; Statistical Reasoning & Games of Chance; Statistics in the News

To correlate the courses presented in the table with the competences of future choreography teacher we give more detailed characteristics of these courses [3].

While studying the academic course "English" a student explores a single theme from the point of multiple disciplines. Early in the semester students work on research and the evaluation of sources, moving through a sequence of papers that develop argumentation and the synthesis of materials. Library research is required, and sessions with librarians are part of the course. Individual and small group conferences are held during the semester. Evaluation is grounded on a passing final portfolio of at least four assignments that are developed through multiple revisions.

The course "English: ESL" is designed to accommodate the needs of the ESL learner. There are cross-cultural implications both of how to do academic work and also how to share historical and cultural knowledge. Oral participation is encouraged as a way of developing fluency and enhancing comfort with participation in American academic settings. As in the previous course, sessions with librarians and small group conferences are provided.

While studying the course "Intellectual Heritage" students read important works of world literature, philosophy, and religion, from ancient epics to graphic novels, with a focus on individual well-being. The topics discussed are travelling, individuals and others, society, faith.

The course "Critical Reasoning and Problem Solving (Mathematics)" teaches students how to deal with and solve complex problems by confronting them with critical analysis. These issues are viewed both from an historical perspective and the practical view of how and when these types of problems affect the students' everyday lives. The course takes students through several key mathematical disciplines, including probability and statistics, the hallmark of probability - reasoning under uncertainty - as well as set theory and counting techniques and graphing.

The courses "Digital Mapping: From Mercator to Mashups" and "Societal and territory planning (Geography and Urban studies)" unmask the underlying technologies used for computer-based mapping, including Global Positioning Systems (GPS), satellite remote sensing, and Geographic Information Systems (GIS). Students investigate how computers store and analyze digital maps, and see how mapping technologies can be used to address a variety of societal problems.

The course "Investing for the Future (Electrotechnics, Finance)" teaches about seemingly complicated financial topics in a very comprehensible manner that helps students make informed financial decisions to ensure a secure financial future.

The course "Math for a Digital World (Information science, Mathematics)" investigates the practical application of mathematic issues. "Mathematical Patterns (Mathematics)" introduces basic mathematical concepts on examples of simple stories and every-day situations.

While studying "Quantitative Methods in the Social Sciences (Anthropology, Political Science, Psychology, Sociology)" and using examples from psychology, sociology, political science, and economics, students examine how social science methods and statistics help us understand the social world. The goal is to become critical consumers of quantitative material that appears in scholarship, the media, and everyday life.

The course "Statistical Reasoning & Games of Chance (Statistics)" introduces probability and statistics while looking at real-life applications such as blackjack and poker, sports betting, lotteries, pari-mutuels, and the stock market. Students better understand betting systems and their drawbacks, and investigate the social and ethical impact of legalized gambling.

The course "Statistics in the News (Statistics)" offers the study of basic statistics principles. The course focuses on the relevance, interpretation and usage of statistics in the news media.

As can be seen from the brief description of the foundation courses of general educational training, they are practically-oriented and prepare students for the real-life and professional situations by mastering a series of competences. The analyses of the study results foreseen as consequences of mastering of these courses found out that they are directly related to the formation of choreography teacher's competences: critical,

interdisciplinary, contextualizing, communicative, scientific & quantitative, civic, information and lifelong learning, that is shown in colour on the matrix of the correspondence of study results according to the foundation courses of general educational training to general competences of future choreography teachers in the USA (see table 2).

Table 2

The matrix of the correspondence of study results according to the foundation courses of general educational training to general competences of future choreography teachers in the USA

№	The course	Basic competences							
		Critical	Contextualizing	Interdisciplinary	Communicative	Scientific & quantitative	Civic	Information	Lifelong learning
1.	English	✓	✓	✓	✓	✓	✓	✓	✓
2.	English: ESL	✓	✓	✓	✓	✓	✓	✓	✓
3.	Intellectual Heritage	✓	✓	✓	✓	✓	✓	✓	✓
4.	Critical Reasoning and Problem Solving	✓	✓	✓	✓	✓	✓	✓	✓
5.	Digital Mapping: From Mercator to Mashups	✓	✓	✓	✓	✓	✓	✓	✓
6.	Societal and territory planning	✓	✓	✓	✓	✓	✓	✓	✓
7.	Investing for the Future	✓	✓	✓	✓	✓	✓	✓	✓
8.	Math for a Digital World	✓	✓	✓	✓	✓	✓	✓	✓
9.	Mathematical Patterns	✓	✓	✓	✓	✓	✓	✓	✓
10.	Quantitative Methods in the Social Sciences	✓	✓	✓	✓	✓	✓	✓	✓
11.	Statistical Reasoning & Games of Chance	✓	✓	✓	✓	✓	✓	✓	✓
12.	Statistics in the News	✓	✓	✓	✓	✓	✓	✓	✓

To understand the specifics of general educational training of choreography teachers' training in the USA it is important to explore the breadth courses of general educational training offered to students (see table 3).

Table 3

Breadth courses of general educational training

№	Area	Breadth courses
1.	Arts	Arts in Cultural Context; The Art of Acting; The Art of Listening; Arts of the Western World: The Visual Experience; Creative Acts;

		The Creative Spirit: A Multidisciplinary View; Dramatic Imagination: The Performing Arts in Society; Exploring Music; The Future of Your TV; Greek Theater & Society; The History of Art in Rome; Jazz Century in America; The Meaning of the Arts; Philadelphia Arts & Culture; Shakespeare in the Movies; Shakespeare and Music; The Art of Sacred Space; Dance as Narrative in American Film; Transnational cinema; World Musics & Cultures
2.	Human Behaviour	Asian Behavior & Thought; Bilingual Communities; Creativity and Organizational Innovation; Criminal Behaviour; Disability Identity in Contemporary Society; Eating Cultures; Emotional perception and Leadership; Guerrilla Altruism: A Mini-Manual of Subversive Activism; Human Ecology; Human Sexuality; Self-identification and crisis; Interpersonal Communication: Critical Competencies for Professional and Personal Success; Children, Society and Controversy; Language in Society Sexual Orientation, Gender Identity and the Law; Philosophy of the Human; Human Behavior and the Photographic Image; The Quest for Utopia; The Quest for Utopia; Workings of the Mind; Youth Cultures
3.	Race & Diversity	African Americans, Equality and the Law: Weapon or Tool?; Classics of African American Theater; Dimensions of Diversity: What's Brewing in the Melting Pot?; Embodying Pluralism; Ethnicity and the Immigrant Experience in the U.S.; The History & Significance of Race in America; Immigration and the American Dream; Politics of Identity in America; Race & Ethnicity in American Cinema; Race & Identity in Judaism; Race & Poverty in the Americas; Race, Identity and Experience in American Art; Race in the Ancient Mediterranean; Race on the Stage; Representing Race
4.	Science & Technology	Brain Matters; Chemistry of Wine; Cyberspace & Society; Data Science; Digital World 2020; Disasters: Geology vs Hollywood; DNA: Friend or Foe; The Environment; Evolution & Extinctions; Gender Issues in Science and Technics; Green vs Gray: Improving and Sustaining Urban Ecosystems; How Things Work: The Physics of Everyday Life; Nature Has No Reverse; Powering the Future; The Science of Sound; Sustainable Design; Sustainable Environments; Technology Transformations; Exploring the Cosmos
5.	U.S. Society	The American Economy; American Military Culture; American Revolutions; Contemporary American Social Movements; Dissent in America; Doing Justice; Education in the Global City; First Person America; Founding Philadelphia; Gender in America; Why Care About College: Higher Education in American Life; Justice in America; Landscape of American Thought; Law and American Society; Living for Change; The Making of American Society: Melting Pot or Culture Wars?; People, Places and The Environment; Religion in Philadelphia; Sounds of a Revolution; Sport & Leisure in American Society; Urban Dynamics: Global,

		Regional, and Local Connections
6.	World Society	Advertising and Globalization; Border Crossings: Gendered Dimensions of Globalization; Confronting Empires: Voices of Resistance; The Detective Novel; Development & Globalization; Education for Liberation Here and Abroad; Evolution of Culture; Gender and World Societies; Global Cities; The Global Crisis: Power, Politics and the Making of Our Times; Global Slavery; Imaginary Cities; Latin American Media; Latino Immigration; Philadelphia Dance Experience; Religion in the World Turning Points in Human History: The Ancient World; Turning Points in Human History: The Modern World; War and Peace; Women in Modern Bengali Film; World Affairs; World Performances; World Regions and Cultures: Diversity & Interconnections; World Society in Literature and Film

Having analyzed the list and characteristics of the courses offered to future choreography teachers we want to find out the mechanism of creation of student's own educational trajectory that is individual to every student. For every foundation and breadth area of general educational training the certain number of credit hours is defined. With the objective of making a conscious choice, except the detailed course description, the web-page of the university states the opportunity of having individual conferences with the advisers, the task of which is to help students while creating their own educational trajectory. Furthermore, there is the possibility of electronic communication with the teachers of these courses.

A broad spectrum of the courses gives an opportunity of the complete satisfaction of students' intellectual needs, and the real variability of the curriculum provides the opportunity to choose the courses serving the interests of students (see table 4).

Table 4

**Educational offer for students' choice
(general education breadth courses)**

	Area	Number of courses	Number of credit hours	Number of courses per 1 credit hour
1.	Arts	17	3-4	4,25
2	Human Behavior	16	3	5,33
3.	Race & Diversity	12	3	4
4.	Science & Technology	15	2 X 3	2,5
5.	U.S. Society	19	3	6,33
6.	World Society	20	3	6,67
	Total	99	22	4,5

As can be seen from the table above, just in the general education breadth areas the university offers 99 courses, meanwhile future choreography teachers have the widest choice in the areas "World Society" and "U.S. Society" (see figure 1).

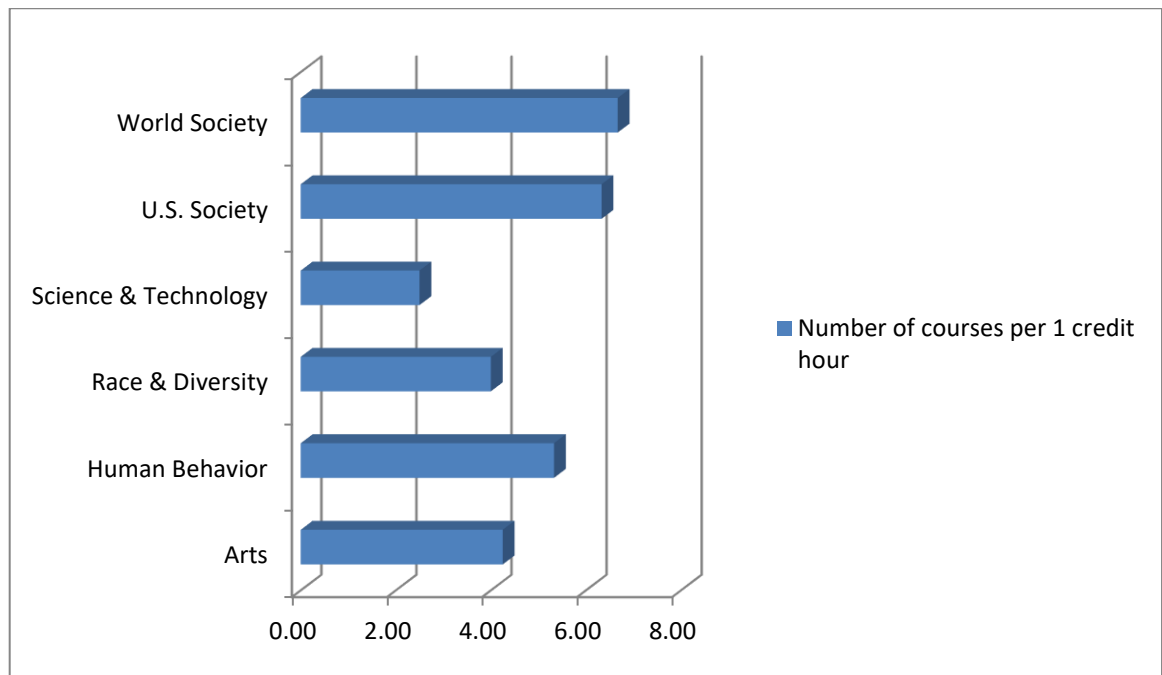


Figure 1. Educational offer of general education breadth courses for future choreography teachers.

We should note that the offered courses are studied in the context of different subjects, so students of different fields may be united into a single flow to study a certain subject. It creates additional opportunities for students to create their educational trajectory. Furthermore, the same course given in the list may be offered in the context of different academic disciplines. For example, a student may choose the academic course "The Making of American Society: Melting Pot or Culture Wars?" in the context of American Studies, History, Philosophy, Political Science, Sociology. We analyzed the frequency of academic disciplines, in the context of which the general education breadth courses may be presented: Theater, Music Studies, History, Mass Media, Languages, Greek and Roman Classics, Philosophy, American Studies, Management, Asian Studies, Law, Political Science, Geography and Urban Studies, Religion, Physical Training, Communication, Architecture, Anthropology, Psychology and Neuroscience, Economics, Sociology, Education, Tourism, Women Studies (see figure 2).

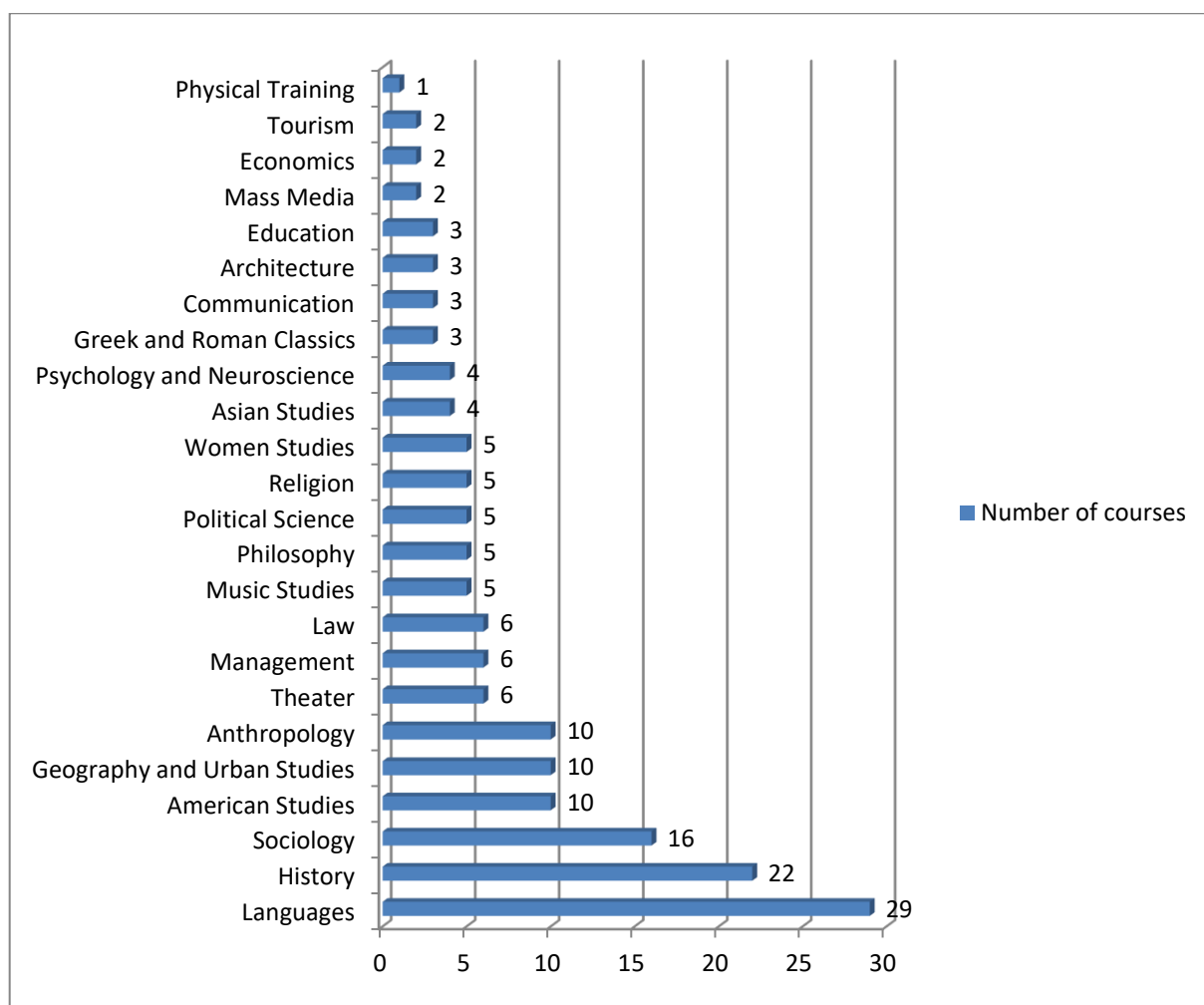


Figure 2. Presentation of the courses of general educational training of choreography teachers' training in the USA in the context of academic disciplines

As seen from the figure, the biggest is the proportion of the general education breadth courses in the linguistic context (29 courses), which provides the discourse of information presentation and creates conditions to the multicultural approach in the educational process. We should state that the educational offer of the university is extended, except English, to 34 languages, including both modern languages and dead Latin. In this case we do not mean mastering the language as the aim of the course – the language is used as the tool for better understanding of the phenomena, which is the subject of course study. Except the linguistic discourse, in general educational training of choreography teachers' training in the USA much attention is paid to the historical (22 courses) and sociological (16 courses) contexts.

However, we can't claim the strict disciplinary approach to choreography teachers' training in the USA – interdisciplinarity remains one of the fundamental principles of academic training, which also affects one of the key competences – interdisciplinary. Such an approach provides consistency and integrity of general educational training with the maintenance of individual interests and specifics of perception of academic material.

Conclusions. Regardless of the chosen way of choreography teachers' training, the general education program is its mandatory element, as it gives future teachers an opportunity to gain critical, interdisciplinary, contextualizing, communicative, scientific & quantitative, civic, information competences and skills of lifelong learning. Academic courses offered in the general education program are given in the context of different

academic disciplines, the majority of which is occupied by Languages, History and Sociology. The opportunity of students' free choice is provided by the open organization structure of the university, that gives students the opportunity to study subjects in their structural subdivision (department, college, school etc). The approaches described above create conditions for the corresponding training of comprehensively competent unbiased creative personality, who will provide quality education in the field of teaching choreography in pre-school, secondary school and out-of-school educational institutions.

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