



© 2020 Mankovska. This article is distributed under the terms of CC Attribution-Share Alike 4.0 International as described at <https://creativecommons.org/licenses/by-sa/4.0>

DOI 10.31499/2306-5532.2.2020.221982

UDC: 378.792/793.3(73)

## THEATRE ACTORS PROFESSIONAL TRAINING IN UKRAINE AND EUROPE: TERMINOLOGY ANALISYS

**Olena Mankovska**

*PhD student,*

*Kyiv International University, Kyiv, Ukraine,*

*<https://orcid.org/0000-0002-6022-1628>, e-mail: [ovatsiya15@gmail.com](mailto:ovatsiya15@gmail.com)*

*The article is dedicated to the analysis of the «professional training of future actors» concept, its components and characteristics. The author made an analytical review of scientific works of domestic researchers on the problem of professional training in general and professional training of future actors in particular. The author determined that the professional education of theatrical artists as well as general professional education includes stages of pre-professional training (acquisition of primary professional skills), primary professional training (professional education), retraining (professional training) and advanced training. The analysis of definitions of «professional training» and approaches to understanding the essence of the phenomenon in the Ukrainian and foreign scientific dimension allowed the author to establish the presence of such key components in its structure as: professional qualities, professional abilities, readiness, skill, competence and more.*

*Defining the features of the definition of «vocational training» in the domestic and European educational dimensions, the author singled out two approaches: differential and synonymous. The author determined that in the study devoted to the professional training of theatrical art specialists it is expedient to adhere to the synonymous interpretation of the concepts «professional» and «vocational». According to the results of theoretical research, the author states that for both domestic and foreign science vocational training is a complex multifunctional process that involves the acquisition of future specialists knowledge, skills and abilities in a particular field of human activity, involves the formation of professional orientation, competence, socially significant and professionally important qualities and their integration in the process of professional activity, readiness for professional activity and professional growth, search for optimal methods of quality and creative performance of professional activity in accordance with individual psychological characteristics of the individual.*

*Key words: professional training, professional education, theatrical art, future specialists of theatrical art.*



У статті проаналізовано сутність поняття «професійна підготовка майбутніх акторів», його складники та характеристики. Автором здійснено аналітичний огляд наукових праць вітчизняних дослідників проблеми професійної підготовки фахівців в цілому та професійної підготовки майбутніх акторів зокрема. Автором визначено, що професійна освіта фахівців театрального мистецтва як і загальна професійна освіта передбачає етапи допрофесійної підготовки (здобуття первинних професійних вмінь), первинної професійної підготовки (здобуття профосвіти), перепідготовки (професійне навчання) та підвищення кваліфікації. Здійснений аналіз дефініцій «професійної підготовки» та підходів до розуміння сутності феномена в українському та зарубіжному науковому вимірі дозволив автору встановити наявність таких ключових складників у її структурі, як: професійні якості, професійні здібності, готовність, майстерність, компетентність тощо.

Визначаючи особливості дефініції «професійна підготовка» у вітчизняному та європейському освітніх вимірах автором виокремлено два підходи: диференціальний та синонімічний. Автором визначено, що у дослідженні присвяченому професійній підготовці фахівців театрального мистецтва доцільно дотримуватися синонімічного трактування понять «professional» та «vocational». За результатами теоретичного дослідження автором констатовано, що як для вітчизняної так і для зарубіжної науки професійна підготовка – це складний багатофункціональний процес, який передбачає оволодіння майбутніми акторами знань, умінь та навичок у певній сфері людської діяльності, передбачає формування професійної спрямованості, компетентності, соціально значущих і професійно важливих якостей та їх інтеграцію у процесі професійної діяльності, готовності до професійної діяльності та професійного росту, пошук оптимальних прийомів якісного і творчого виконання професійної діяльності у відповідності до індивідуально-психологічних особливостей особистості.

**Ключові слова:** професійна підготовка, професійна освіта, театральне мистецтво, майбутні актори.

**Introduction.** The development of modern urbanized and globalized society is considered impossible without taking into account the personal and value aspects of society. The agents who influence the formation of «new values» and «worldviews» have always been art in its various manifestations. One of the most influential niches in this aspect is occupied by theatrical art, and therefore the professional training of specialists in this field acquires significant potential, given that future professionals are among the first to bring universal values to the minds of every member of society. In this context, the training of theater artists should be based on the highest moral and ethical values, and the future theater at the present stage requires not only acting skills, but also, above all, professional competence that ensures the integrity of the future art specialist.

In the home scientific theory, the problem of professional training of future specialists of theatrical art in foreign countries is given considerable attention. However, as the analysis showed, the interest of scientists is mainly focused on the



study of certain aspects of training: T. Koval studied the features of student literary theater in the context of domestic and foreign experience (Koval, 2017); The subject of M. Dergach's research is the content and directions of personality formation by means of theatrical art through the prism of the history of pedagogical thought and school of Ukraine in the XX century (Dergach, 2012). V. Abrahamyan (1996), I. Zaitseva (2001), I. Zyazyun (2011), V. Kovalev (1999), L. Limarenko (2016), and others. The problems of professional training in the field of theater and cinema in the United States were less studied. Basically, the issue of training future theater actors by means of choreographic techniques, innovative approaches and technologies, etc. was not studied.

Professional training of future theatrical art specialist is a multifaceted process aimed at providing, on the one hand, thorough knowledge of specialization, physical fitness, and on the other – a deep understanding of the essence of man as a subject of educational and cultural process, which includes personal aspects of spiritual formation. and universal values. In view of the above, it is important to outline several areas of scientific analysis of the categorical apparatus of the initiated comparative study:

✓ first – there is a need to clarify and define the essence of the key concepts «training», «future professionals» and «theatrical art» in the domestic and foreign scientific and educational dimensions in order to formulate a correct understanding of the phenomenon «training of future theater actors»;

✓ secondly – there is a need for a general description of the methodological and methods aspects of professional training of future actors and determine the structure of their professional competence in the understanding of Ukrainian and foreign researchers;

✓ thirdly – to determine the importance of choreographic training in the training of future theater actors in foreign practice.

The analysis of the research papers has shown the necessity of the terminology analysis of theatre actors professional training

**Methodology.** Realisation of the outlined goal requires the use of several groups of research methods: general scientific (analysis, synthesis, comparison, generalisation, systematisation, which made it possible to clarify the theoretical approaches underlying development of the phenomenon under study); specific scientific (the content analysis method, which allowed to characterise the state of development of the specified issue in domestic and foreign scientific thought; the method of diachronic-comparative analysis, which allowed to characterise genesis of the Bologna subjects cooperation in the formation of societal dimension of doctoral training and the method of synchronous-comparative analysis, which helped to identify trends in the phenomenon under study in modern conditions, the method of structural-logical analysis of supranational organisations and research projects in the field of reforming doctoral education in the EHEA, which allowed to outline organisational and content-procedural foundations of the studied phenomenon; empirical methods (analysis of the international organisations documents and international projects on the societal dimension of higher education).



**Results and discussion.** Many theoretical researches are devoted to the analysis of the concept of professional training in the domestic theory and practice. In general, the training of future professionals in higher education institutions (hereinafter in higher education) presupposes the presence of a formed perception of future professional activity by students while studying in higher education. The semantic bases of human existence, which determine the directions and motivation of human life and professional activity, are a set of moral, ethical, cultural, professional and other values, which are understood in the context of philosophical and methodological analysis of the essence of professional training of future professionals. Since the preparation of students in higher education is aimed at forming the readiness of future professionals for professional activities, the educational process in the free economic system should be based on philosophical and pedagogical strategy aimed at using pedagogical resources for personal development and projecting prospects for improving education based on philosophical and methodological principles understanding the essence of professional training of students (Maksymchuk, 2013). The reporting document of the International Institute for Educational Planning «Participants and Partnerships in the Vocational Training Sector» from 2018 emphasizes that vocational training is one of the main components of the concept of «lifelong learning» is one of the 4 main points of the strategy of «sustainable development». on the agenda until 2030 (UNESCO, 2019).

In the «Encyclopedia of Education» training is interpreted in the context of work: «... preparation for work – is a planned, organized activities aimed at acquiring professional knowledge, mastering skills and abilities, the formation of professionally important personality traits that meet the requirements of the profession. It is carried out in the system of continuing professional education, starting with labor education and specialized training in higher educational institutions, institutes of postgraduate education and retraining courses» (Kremen, 2008, p. 676). It should be noted that the Ukrainian educational space distinguishes two concepts related to the term «training» in the context of receiving education in a particular profile or specialty, namely: «vocational training» and «vocational education». According to the Ministry of Education and Science of Ukraine, «Vocational education (VET) is an integral part of the education system of Ukraine (Ministry of Education and Science of Ukraine, n.d.). This is a set of pedagogical and organizational and managerial measures aimed at ensuring the acquisition by citizens of knowledge, skills and abilities of a particular profession, the development of their competence and professionalism, education of general and professional culture» (Kremen, 2008). According to S. Batyshev «professional education – the process and result of professional development and development of personality, which are accompanied by the acquisition of knowledge, skills and abilities in specific professions and specialties» (Professyonalnaia pedahohyka, 1999). Vocational education involves the following stages: pre-vocational training – the acquisition of initial professional knowledge, skills of persons who previously did not have a working profession; primary vocational training – obtaining vocational education by persons who previously did not have a working profession, or a



specialty of another educational and qualification level, which provides the appropriate level of professional qualification required for productive professional activity; retraining – vocational training aimed at mastering another profession by workers who have received primary vocational training; and advanced training – professional training of workers, which provides an opportunity to expand and deepen previously acquired professional knowledge, skills and abilities at the level of production requirements or services (Pro profesiinu, 2019). At the same time, it is important to note that the term «vocational education» in accordance with the law of Ukraine «On vocational (technical) education» survives in the understanding of vocational education (Pro profesiinu, 2019), and therefore in the study we differentiate as different in «content and content training» and «vocational education».

S. Batyshev also differentiates the term, pointing out that «professional training is a set of special knowledge, skills and abilities, qualities, work experience and norms of behavior that provide the opportunity to work successfully in the relevant field of activity. Depending on the qualification, there are four main types of vocational training that require appropriate vocational education: higher, secondary special, primary vocational or elementary» (Professyonalnaia pedahohyka, 1999). The differential approach to the definitions of vocational training and vocational education is followed in his works by O. Leibovych (Leibovych, 1994), who defines «vocational training» in broad and narrow meanings. Accordingly, according to O. Leibovych, «professional training» in a broad sense is the organization of professional training, various forms of professional education; in the narrow sense – an accelerated form of acquiring professional skills. The researcher interprets «professional education» as a process and (or) result of professional formation and development of personality, which is accompanied by the acquisition of predetermined knowledge, skills and abilities in specific professions and specialties (Maksymchuk, 2013).

As for the phrase «professional training», in the works of Ukrainian researchers it is interpreted in the context of different approaches. In works on pedagogical training, the concept of «professional training» is understood as a system of organizational and pedagogical measures that ensure the formation of a person's professional orientation, system of knowledge, skills, abilities and professional readiness, which in turn is defined as a subjective state of personality. considers himself capable and prepared to perform a certain professional activity and seeks to perform it (Tanko, 2004, p. 16).

According to N. Melnyk, modern professional training is understood as a strategic complex multifunctional process of continuing professional pedagogical education, which is generally based on the competence paradigm of education, and thus involves the formation of professional competence of persons directly involved in the field (Melnyk, 2017, p. 133).

According to N. Mukan, the system of professional training is a multifaceted phenomenon that involves the development of professional knowledge, the establishment of minimum limits of competence at the stage of completion of pedagogical training, as well as the implementation of an appropriate system of



mastering competence (Mukan, 2006). The main components of the training system can be considered the purpose, functions, structure, content, forms and methods of its implementation and control. At the same time, the effectiveness of professional training depends on the level of development and interaction of these components and on the ability to apply theoretical knowledge in practice (Matviienko, 2014).

From a philosophical approach to understanding the concept of «training» – is the acquisition by students of knowledge, skills, norms of professional behavior, values, ideals, aimed at the process of professionalization of the individual through the application of a set of interrelated principles (objectivity, specificity, historicity, scientific, contradiction, determinism) and complementary approaches (epistemological, systemic, complex, personal, activity, unity of consciousness and activity, praxeological, axiological, acmeological and synergetic) (Melnychuk, 2012).

Psychological sources offer an interpretation of the concept of «training» in the context of the formation of professional orientation, competence, socially significant and professionally important qualities and their integration, readiness for continuous professional growth, search for optimal methods of quality and creative performance in accordance with individual psychological characteristics. (Zeer, 2003); concepts are interpreted as a process of personal growth of the future specialist during training, development of his professional thinking, communicative sphere, value-semantic attitude to the profession, conditions of formation of professionally significant qualities, defined role of active teaching methods and interactive methods in professional training. on the formation of his personality, features of preparation for various aspects of professional activity, etc. (Kryklya, 2012).

In the researches devoted to professional training of experts of the theatrical branch «professional training» N. Stadnichenko interprets in the context of consideration of readiness of the future actor for communicative activity: components, determines the effectiveness of future professional activity, professional development of the specialist and, accordingly, is an indicator of successful professional communication in his creative activity (Stadnichenko, 2018, p. 7).

The specifics of comparative research and the solution of formulated research problems direct the scientific search to clarify the peculiarities of understanding the concept of «training» in the foreign educational and scientific dimension, because based on the application of comparative content analysis proposed by N. Melnyk (2017) provide authentic them which will provide their authentic interpretation and understanding in Ukrainian scientific terminology. It is important to note that when researching certain concepts and terms that take place in the European and American theory of vocational training, it is advisable to refer to the definitions proposed by reputable European and American vocational training organizations, namely: European Center for Vocational Development (CEDE) the Development of Vocational Training (Cedefop); UNESCO Educational Reference Methodological Glossary, UNESCO International Standard Classification of Education, American Standard Classification of Occupations, United States Department of Labor, etc.

The concept of «training» presented in the Glossary in two English versions: «training» is interpreted as «education designed to achieve specific learning objectives, especially in vocational education» (Training, n.d.) and «education»,



which involves the process by which society consciously transmits accumulated information, knowledge, understanding, views, values, skills, competencies and behavior of generations, «education» involves communication intended for learning (Education, n.d.). According to the definition of the United States Department of Labor («United States Department of Labor») «training» also involves the transfer of the teacher's experience in a particular profession through constant communication with people, use of presentations, lectures and training. According to the British researcher M. Armstrong, «training» – the systematic development of knowledge, skills and abilities necessary for a person to adequately perform a task or work (Armstrong, 1998). According to CEDEFOP, «professional training» is education and training that aims to provide people with the knowledge, «know-how» skills and/or competencies necessary for professional activity and implementation in the labor market. In this context, the concept of «training» is understood in two senses: in the narrow – as training, and in the broad – as preparation for professional activities and is implemented in European countries and the United States in the system of higher education (CEDEFOP, 2008). According to the International Standard Classification of Education, «vocational education» is understood as «education designed for students to acquire knowledge, skills and competences specific to a particular profession or type of professional activity. Vocational education programs can provide a practice-oriented component. Successful completion of such programs leads to the fact that the relevant national authorities and/or labor market focus on the professional qualifications of the graduate of such programs» (UNESCO Institute for Statistics, 2012, p. 14).

Given the definitions presented, the concept of «training» is narrower in meaning, «education» is broader. Therefore, for the initiated research it is advisable to follow a synonymous approach to the outlined concepts [30], as education may involve the conscious transfer of information, knowledge, understanding, views, values, skills and competencies related to a particular specialty, in our study – training of future professionals of theatrical art. In connection with the introduction of the European Qualifications Framework (Mortaki, 2012) the same approach is not appropriate in the interpretation of the two English equivalents of the term «professional» – «vocational» and «professional» as «vocational» means a profession, vocation, job or occupation of a certain activity carried out at a professional level, and «professional» includes the professional degree education, which gives the right to carry out professional activities with the official qualification of full (master's) or incomplete (bachelor's) professional training. However, it should be noted that until recently, the term «vocational education and training» was used only in relation to those categories of education (Patiniotis & Stavroulakis, 1997) and persons who received only secondary education without graduating from university level. The analysis of concepts and their interpretations in home and foreign scientific sources allows us to conclude that in the study devoted to the training of theater professionals it is advisable to follow a different interpretation of the concepts of «professional» and «vocational», which will be followed in future research.

**Conclusions.** Summing up, the theoretical analysis of categories related to defining the phenomenon of «professional training» and approaches to its



understanding in the Ukrainian and foreign scientific dimensions indicates the presence of such key components in its structure as: professional qualities, professional abilities, skill, competence, etc. Regarding the essence of professional training in the context of theatrical art, according to the results of theoretical research we can state that for both home and foreign science professional training is a complex multifunctional process that involves the mastery of future specialists knowledge, skills and abilities in a particular field of human activity, involves the formation of professional orientation, competence, socially significant and professionally important qualities and their integration in the process of professional activity, readiness for professional activity and professional growth, search for optimal methods of quality and creative performance of professional activity in accordance with individual psychological characteristics.

In view of the above, the structure of professional training of future theater specialists in the context of research of the phenomenon in Ukrainian and foreign scientific works of scientists needs thorough study.

### References:

- Abramian, V. (1996). *Teatralna pedahohika* [Theatrical pedagogy]. Kyiv: Libra.
- Armstrong, M. (1998). *Handbook of personnel management practice*. London: Kogan Page.
- CEDEFOP (2008). *Terminology of European education and training policy: A selection of 100 key terms*. Luxembourg: Office for Official Publications of the European Communities. Retrieved from [https://www.cedefop.europa.eu/files/4064\\_en.pdf](https://www.cedefop.europa.eu/files/4064_en.pdf).
- Derhach, M. A. (2012). *Teatralne mystetstvo yak zasib formuvannia osobystosti v istorii pedahohichnoi dumky ta shkoly Ukrainy v 20 stolitti* [Theatrical art as a means of personality formation in the history of pedagogical thought and school of Ukraine in the 20<sup>th</sup> century]. (Doctoral dissertation, Luhansk national university named after Taras Shevchenka).
- Education (n.d.). In *UNESCO UIS Glossary*. Retrieved February 17, 2019, from <http://uis.unesco.org/en/glossary>.
- Koval, T. (2017). Studentskyi literaturnyi teatr yak osvitalia innovatsiia u konteksti vitchyznianoho ta zarubizhnoho dosvidu [Student literary theater as educational innovation in the context of domestic and foreign experience]. *Porivnialna profesiina pedahohika*. 7(2), 93-101.
- Kovalev, V. (1999). *Uchebnyi teatr kak sredstvo professyonalnoi podhotovky uchytelia russkoho yazyka* [Educational theater as a means of professional training of Russian language teachers]. (PhD dissertation, Luhansk national university named after Taras Shevchenka).
- Kremen, V. H. (Ed.). (2008). *Entsyklopediia osvity* [Encyclopedia of education]. Kyiv: Yurinkom Inter.
- Kryklya, K. P. (2012). Psykholohichni osoblyvosti profesiinoho stanovlennia maibutnoho psykholoha v umovakh suchasnoho suspilstva [Psychological peculiarities of professional formation of the future psychologist in the conditions of modern society]. *Naukovyi visnyk Lvivskoho derzhavnogo universytetu vnutrishnikh sprav. seriia psykholohichna*. 2(1), 409-417.
- Leibovych, A. N. (1994). *Struktura y sodержanye hosudar-stvennoho standarta professyonalnoho obrazovanyy*. [Structure and content of the state standard of vocational education]. Moscow: IRPO.
- Lymarenko, L. (2016). *Zahalnopedahohichni zasady diialnosti studentskoho teatru u systemi profesiinoy pidhotovky maibutnikh pedahohiv* [General pedagogical principles of student theater activity in the system of professional training of future teachers]. (Doctoral dissertation, Kherson State University).
- Maksymchuk, L. V. (2013). *Filosofsko-metodolohichniy analiz poniatiino-katehorialnoho aparatu profesiinoy pidhotovky ekonomistiv-mizhnarodnykiv v systemi vyshchoi osvity*. [Philosophical and methodological analysis of the conceptual-categorical apparatus of professional training of international economists in the higher system]. *Visnyk Natsionalnoi Akademii Derzhavnoi Prykordonnoi Sluzhby Ukrainy*, 3(17).





- Matviienko, O. V. (2014). Profesiina pidhotovka maibutnikh psykhologiv yak psykhologo-pedahohichna problema. [Professional training of future psychologists as a psychological and pedagogical problem]. *Naukovyi Visnyk Khersonskoho Derzhavnogo Universytetu. Serii: Psykholohichni Nauky*. 1(1), 215-220. Retrieved from [http://nbuv.gov.ua/UJRN/nvkhp\\_2014\\_1%281%29\\_41](http://nbuv.gov.ua/UJRN/nvkhp_2014_1%281%29_41).
- Melnyk, N. I. (2017). *Teoretychni i metodychni zasady profesiinoi pidhotovky doshkilnykh pedahohiv u krainakh zakhidnoi Yevropy* [Theoretical and methodological principles of preschool teachers professional training in the countries of Western Europe]. (Doctoral dissertation, Pavlo Tychyna Uman State Pedagogical University).
- Melnychuk, I. M. (2012). *Filosofsko-metodolohichni zasady profesiinoi pidhotovky maibutnikh fakhivtsiv sotsio-nomichnykh profesii* [Philosophical and methodological principles of professional training of future specialists of socio-economic professions] *Medychna osvita*, 3, 55-60.
- Ministry of Education and Science of Ukraine (n.d.). *Profesiino-tekhnichna osvita* [Vocational education]. Retrieved February 17, 2019 from <https://mon.gov.ua/ua/tag/profesiyno-tekhnichna-osvita>
- Mortaki, S. (2012). The contribution of vocational education and training in the preservation and diffusion of cultural heritage in Greece: The case of the specialty "Guardian of Museums and Archaeological Sites". *International Journal of Humanities and Social Science*, 2(24), 51-58.
- Mukan, N. V. (2006). *Systema profesiinoi pidhotovky maibutnikh uchyteliv zahalnoosvitnikh shkil v universytetakh Kanady* [The system of vocational training for future general education teachers at Canadian universities]. (Author's abstract of the PhD dissertation, Institute of Pedagogy and Psychology of Professional Education of APS of Ukraine, Kyiv).
- Patiniotis, N. & Stavroulakis, D. (1997). The development of vocational education policy in Greece: a critical approach. *Journal of European Industrial Training*, 21(6), 192-202.
- Pidgotovka* [Training] (2005). In V. T. Busel (Ed.), *Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy* [Large explanatory dictionary of modern Ukrainian]. Kyiv, Irpin: Perun.
- Pro profesiinu (profesiino-tekhnichnu) osvitu* [On Vocational (Vocational) Education]. Dokument 103/98-VR, chynnyi, potochna redaktsiia – Redaktsiia vid 01.01.2019, pidstava – 2443-VIII, 2300-VIII. Retrieved from <https://zakon.rada.gov.ua/laws/show/103/98-%D0%B2%D1%80>
- Profesionalnaia pedahohyka* [Professional pedagogy] (1999). Moscow: Assotsyatsiia «Profesionalnoe obrazovanye».
- Slagstad, R. (2008.) *Profesjoner og kunnskapsregimer*. In A. Molander, L.I. Terum (Eds.), *Profesjonsstudier*, 54-70, Oslo: Universitetsforlaget.
- Stadnichenko, N. V. (2018). *Orhanizatsiino-pedahohichni umovy pidhotovky maibutnoho aktora do profesiinoho spilkuvannia* [Organizational and pedagogical conditions of preparation of future actor for professional communication]. (Author's abstract of the PhD dissertation, Zaporizhzhia National University).
- Tanko, T. P. (2004). *Teoriia ta praktyka muzychno-pedahohichnoi pidhotovky maibutnikh vykhovateliv doshkilnykh zakladiv u pedahohichnykh universytetakh* [Theory and practice of musical and pedagogical training of future preschool educators in pedagogical universities]. (Author's abstract of the Doctoral dissertation, Kherson State Pedagogical University named after H. Skovoroda).
- Training* (n.d.). In UNESCO UIS Glossary. Retrieved February 17, 2019, from <http://uis.unesco.org/en/glossary>.
- UNESCO IIEP (2019). *Actors and partnerships in vocational education and training*. Dakar: Unesco IIEP. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000368988>.
- UNESCO Institute for Statistics (2012). *International Standard Classification of Education ISCED*. Montreal: UNESCO Institute for Statistics. Retrieved from <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>.
- Zaitseva, I. (2001). *Rozvytok estetychnoi kultury maibutnikh uchyteliv zasobamy teatralnoho mystetstva* [Development of the aesthetic culture of future teachers by the means of theatrical art]. (Author's abstract of the PhD dissertation, Central Institute of Postgraduate Pedagogical Education of APS of Ukraine, Kyiv).



- 
- Zeer, E. F. (2003). *Psykholohyia professyi* [Psychology of Professions]. Moscow: Akademycheskyi proekt; Ekaterynburh: Delovaiaknyha.
- Ziaziun, I. A. (2011). *Nauka i mystetstvo pedahohichnoi dii. Pedahohichna maisternist yak systema profesiino-mystetskykh kompetentnosti* [Science and art of pedagogical action. Pedagogical Skills as a System of Professional and Artistic Competences]. In I. A. Ziaziun (Ed.). *Zbirnyk materialiv 9 mizhnarodnykh pedahohichno-mystetskykh chytan pamiati profesora O. P. Rudnytskoi* [Collection of materials of the 9<sup>th</sup> international pedagogical and artistic readings in memory of professor A. P. Rudnitskaya] (pp. 21-29). Chernivtsi: Zelena Bukovyna.

*Received: October, 13*  
*Accepted: December, 1*