

Popovych, I., Lymarenko, L., Tereshenko, N., Kornisheva, T., Yevdokimova, O., Koverznieva, A., & Aleksieieva, M. Research on the effectiveness of training technologies' implementation in student theater

**ANNOTATION** The purpose of the research is to determine the effectiveness of implementation and the feasibility of using training technologies in student theater. Research methodology consisted of aesthetic, artistic and theatrical, psychological and pedagogical ideas, theories about the role of art of student theater. The expediency of training technologies' implementation of teaching as an effective practical tool of theatrical pedagogy in order to develop the stage-pedagogical action and to increase the artistic-pedagogical level of future teachers has been proved. The author's system of use and interaction of training technologies of teaching in the student theater is presented. It is stated that the successful educational process of student theater is ensured by the active use of theatrical-training technologies that develop the student's personality, his stage-pedagogical action. The research is consisted of three stages: ascertainment, formative and control. At the ascertaining stage the psychological substantive parameters of the investigated phenomenon were determined by the questionnaire *"Investigation of the effectiveness of training theatrical technologies in the vocational training of future teachers"* and with the help of the questionnaire *"LPS"*. Each student completed a questionnaire, a questionnaire form, and an information sheet with socio-demographic characteristics. Participation in the research was voluntary and confidential. Students were told that there were no good or bad answers and that the answers should be truthful and reflect their own experiences. Particular attention was paid to ensuring the confidentiality of the data received and avoiding random responses. At the stage of the forming experiment, a training cycle program was created and implemented. Experimental (n=17) and control groups (n=19) were groups of students-choreographers of the third year of study. The training was implemented at KSU, during the academic semester (2018-2019 academic years). At the end of the semester, a psychodiagnostic control phase was conducted and the results of the two groups of

the experiment were compared. The research is conducted according to ethical standards of committee on the rights of experiments of Helsinki declaration.

The study of the effectiveness of the implementation of training technologies in *the student theater* required us to create an actual situation of development, psycho-correction and the need for its realization. It is established that the implementation of training technologies in the activities of *student theater* significantly complements the traditional educational and professional training of specialists and affects the psychological content parameters of their motivational sphere ( $p \leq .05$ ;  $p \leq .01$ ). It is substantiated that the use of training technologies allows to develop the psychophysical apparatus of the teacher, his communicative, kinesthetic and spatial-organizational actions and to increase the level of *artistic and pedagogical activity*. Our hypotheses have found experimental confirmation and theoretical justification.

The results of the research were presented at the methodological seminar of the KSU Faculty of Culture and Arts. Experimental confirmation of the effectiveness of the program of *theatrical training technologies* indicates the expediency of its implementation into the educational process of higher education institutions at the faculties of culture and arts.

The research was conducted within the framework of the fundamental scientific and practical theme of the Department of General and Social Psychology and Department of Cultural Studies of Kherson State University and Department of Cultural Studies of Ivan Franko National University of Lviv, the state registration number is 0119U101096.

Key words: training, professional teacher training, stage and pedagogical action.