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email: oksana.vasylieva@hnpu.edu.ua<https://orcid.org/0000-0002-8918-4357>**THE ACMEOLOGICAL PARADIGM OF THE PROFESSIONAL DEVELOPMENT OF A CHORAL CONDUCTOR WITHIN THE SYSTEM OF ARTS EDUCATION**

The purpose of the article is to determine the specifics of implementing the acmeological paradigm in the professional development of a choral conductor within the system of music and arts education. The study reveals the acmeological potential of conductor and choral training, outlines the pedagogical conditions that ensure professional growth, and substantiates the interdisciplinary nature of conductor's education. The article provides a comprehensive characterization of the acmeological approach as a methodological basis for achieving artistic and pedagogical excellence. The main components of choral conductor's professional mastery are identified as technical precision, emotional expressiveness, and interpretive depth. The study highlights the importance of developing pedagogical intuition, cultural competence, and professional tact, which define the quality of the conductor's interaction with student choirs and educational collectives. Particular attention is given to the formation of a holistic artistic personality, capable of cultural and educational leadership and scientific initiative. It is argued that the integration of musicology, pedagogy, psychology, and cultural studies ensures effective preparation of conductors for creative, instructional, and community-oriented activity. The research results justify the need to align the content of conductor-choral disciplines with the acmeological principles of lifelong professional and personal development.

Keywords: *acmeological approach, professional development, choral conductor, arts education, pedagogical competence.*

Problem statement and its connection with important scientific or practical tasks.

In contemporary conditions of the integration of Ukrainian art education into the European and global educational and cultural space, the issue of professional development of specialists, particularly choral conductors, who are capable not only of a high level of artistic and creative activity but also of pedagogical influence, leadership, and the preservation and transmission of national and professional traditions, gains particular relevance. A modern conductor-choirmaster must demonstrate a high level of personal maturity, artistic leadership, reflectivity, and creativity – characteristics that are key within the framework of the acmeological approach.

There is a need for a systemic re-evaluation of the training of a choral conductor as a personality capable of self-development, reaching professional «acme» throughout life, which is especially important in light of new challenges of our time. The acmeological paradigm allows for the integration of pedagogical, psychological, and artistic dimensions, defining the conditions, factors, and dynamics of the choirmaster's professional mastery growth.

Analysis of basic research and publications.

The state of scientific development concerning the professional development of a choral conductor within the acmeological paradigm is defined by a series of contemporary scientific and methodological approaches. Collectively, these

approaches form a holistic understanding of the multifaceted nature of this process.

In light of the chosen research theme, publications by O. Batovska (2020), N. Bielik (2021), Y. Bondar (2021), I. Shatova (2021), T. Smyrnova (2021), and H. Shpak (2021) are particularly significant. These works are devoted to studying professional formation through personality, focusing on the analysis of individual growth trajectories of choral conductors, their creative paths, and pedagogical contributions. Among the prominent figures explored are Zh. Kosynskyi, S. Kryzhanivskyi, Yu. Kulyk, H. Lioznov, V. Palkin, and K. Pigrov. Furthermore, I. Shatova (2021), Y. Bondar (2021), and H. Shpak (2021) examine pedagogical continuity, specifically the traditions of choral schools that ensure the ongoing acmeological development.

The challenges of developing a choral conductor from the perspective of the competency-based approach, emphasizing the formation of a modern specialist capable of interpersonal interaction, leadership, and pedagogical influence, are reflected in the works of Ya. Kyrylenko (2021), N. Mykhailova (2024), and L. Shumska (2020). Methodological foundations and educational approaches, encompassing the development of methods and technologies for conductor training, are covered in the works of A. Martyniuk (2020), A. Hryshyna, and L. Shumska (2020). The axiological vector, which highlights the significance of spiritual and ethical values, moral principles, and worldview culture in a choirmaster's professional activity, is revealed in publications by H. Shpak (2021) and V. Lysenko (2021).

Despite numerous studies dedicated to the development of conductor-choral education, questions regarding the acmeological dimension of a conductor's professional development in the context of art education remain insufficiently explored. Specifically, aspects such as the mechanisms for achieving «professional peak», the manifestations of leadership qualities in conducting activities, and the interrelation between pedagogical reflection and performance experience require further theoretical conceptualization.

The article goals and objectives formulation.

The purpose of the article is to substantiate the acmeological paradigm as a conceptual basis for the professional formation and creative self-

realization of a choral conductor within the context of modern art education.

Presentation of the main material. The acmeological paradigm is a key approach to understanding and optimizing an individual's professional development, particularly in such a specific and multifaceted field as choral conducting. It focuses on the attainment of acme – the highest point of professional and personal excellence. In the monograph «Theory and Practice of Professional Acmeology», the authors argue that acmeology is not merely a theoretical concept but an effective tool for achieving individual and collective peaks in one's profession (Voznyuk, Dubaseniuk, 2020).

Elaborating on the essence of the acmeological approach, researchers O. Ognevyyuk and M. Hladkova emphasize that acmeology enables us to view professional development as a continuous process of self-improvement. This path involves not only the accumulation of knowledge and experience but also the formation of unique professional competencies (Ognevyyuk, Hladkova, 2019).

For a choral conductor working within the system of arts education, this means not only mastering technical skills but also striving for excellence, creative self-realization, and pedagogical mastery. From this perspective, modern arts education-specifically in the domain of choral conducting-possesses, as A. Hryshyna notes, a necessary source-critical component. This underscores the need for a deep study of theoretical foundations and historical experience to ensure effective professional growth and the development of distinctive competencies that empower the conductor to elevate the performance level of the ensemble (Hryshyna, 2021).

The professional development of a choral conductor within the acmeological paradigm is inextricably linked with the formation and continuous enhancement of their competencies. Ya. Kyrylenko emphasizes the transformation of a conductor-choirmaster's pedagogical competencies in response to contemporary challenges. This points to the dynamic nature of the profession and the necessity of ongoing adaptation to new demands (Kyrylenko, 2021).

Shumska L. examines the technology of developing professional competencies in future choral conductors through a systemic-integrative

approach. This means that the formation of mastery occurs not in isolation but comprehensively, taking into account the interrelation of all aspects of professional activity. These, according to the researcher, include: Musical-theoretical (deep knowledge in the field of music), Performative (work with the choir, interpretation, conducting technique), Pedagogical (teaching, motivation, organization of the educational process), Creative (innovative solutions, original ideas, artistic taste), and Personal (leadership, communication, emotional intelligence, resilience) (Shumska, 2020).

The acmeological dimension of a choral conductor's performing mastery is a multidimensional process, centered on the pursuit of acme – the highest level of performing excellence. This entails not only flawless command of conducting techniques – from delicate baton work and clear gesture articulation to masterful choir management in complex metrorhythmic and tempo structures. A fundamental aspect of the acmeological approach is the development of the conductor's emotional intelligence, which allows for deep immersion in the score, understanding the composer's intent, and authentically conveying the musical work's emotional content. This also includes the ability for insightful interpretation – not merely reproducing the notes, but creating a unique, personally colored artistic image that resonates with listeners.

Achieving acme in performing activity correlates with principles like continuous self-development, which involves ongoing study of new choral literature, analysis of various performing traditions, and expanding one's own interpretive capabilities. This is supported by research into conducting and choral schools, particularly the phenomenon of Yu. Kulyk (Smyrnova, 2021), and the study of the historical and stylistic foundations of the Odesa choral tradition (Shatova, 2021), where the continuity of spiritual, ethical, and performance traditions, as seen with K. Pigrov and S. Kryzhanivskiy, played a significant role (Shpak, 2021). Purposefulness in achieving mastery is manifested in methodical work on refining the conducting apparatus, the vocal-choral apparatus of the choir, and the acoustic characteristics of the ensemble, as discussed in works dedicated to the methodology of P. Muravskiy's work (Lysenko,

2021). The conductor's creative initiative is realized through seeking new interpretive solutions, unconventional programs, and non-standard approaches to the rehearsal process. This initiative is inextricably linked with leadership qualities, which are a key component of a conductor-choirmaster's professional activity (Mykhailova, 2024). The study of the path to professional heights of masters like V. Palkin (Bielik, 2021), as well as the analysis of professional choral performance and education in Ukraine (Bondar, 2021), confirm that acmeological self-realization in performance is a permanent process of self-improvement, leading to the achievement of the highest standards of choral art.

In the field of a choral conductor's pedagogical activity, the acmeological paradigm focuses on the formation of pedagogical mastery as the ability to effectively transmit knowledge and skills, inspire students toward professional growth, and develop their creative potential. Among the key acme-characteristics of the conductor-pedagogue is pedagogical intuition, which allows for the quick and accurate assessment of students' psychological states, individual traits, and the most effective methods of influence. This intuition is harmoniously complemented by cultural competence, which ensures a profound understanding of choral music within the context of world culture and the ability to convey it meaningfully. Equally important is pedagogical tact, which facilitates the establishment of trusting relationships with students and ensures effective interaction during the learning process.

Strategies of the acmeological approach in training future choral conductors involve encouraging their independence in learning and fostering creative initiative in conducting, arranging, and composition. It also includes the development of a stable internal motivation for professional improvement. Such approaches are reflected in the pedagogical principles of prominent conductors. In particular, the experience of V. Palkin (Batovska, 2020) is valuable for the formation of future professionals, demonstrating the practical application of acmeological principles. The importance of a systemic approach to the cultivation of mastery is also thoroughly emphasized in the research by A. Martyniuk on the choral-conducting pedagogy of S. Prokopov, which

developed within the artistic and educational space of the Kharkiv region (Martyniuk, 2020). A vivid example of the holistic formation of a conductor's personality is presented in the artistic and educational legacy of Anatolii Avdiievskiyi (Artistic and Educational Horizons of Anatolii Avdiievskiyi's Work, 2017), who, in his aesthetic-pedagogical principles, advocated for harmony with the times. His approach emphasized teaching musical art as the foundation of personal development and reflected the pedagogical orientation of his public activity.

Contemporary pedagogy also actively integrates historical and stylistic foundations, including the in-depth study of the Odesa choral tradition (Shatova, 2021), which enables the effective synthesis of past experience with modern methodologies. Thus, a conductor's pedagogical acme is revealed in their ability to cultivate not only skilled performers but also creatively thinking, initiative-driven, and independent musicians, who possess the potential for continuous professional development and self-realization in the dynamic world of choral art.

The professional self-realization of a choral conductor as an educator occurs through active cultural and educational engagement aimed at promoting choral culture, shaping aesthetic tastes, and raising the general level of musical literacy among a broad audience. The acmeological approach in this field involves effective interaction with various social groups and the use of diverse formats of music education: from concert-lectures and interactive masterclasses to the development of comprehensive educational programs for different age groups. The formation of aesthetic taste and intellectual culture through music education requires the conductor-educator not only to possess deep knowledge, high performance skills, and teaching methodology, but also to demonstrate strong communication abilities, empathy, and the capacity to inspire listeners, awakening their interest in choral art.

Acme in this role lies in the ability to significantly influence the cultural development of society, attract new audiences to choral art, and build an educated, engaged, and active choral community. It is important to note that educational activity is rooted in rich experience and traditions, as confirmed by numerous studies.

In this context, V. Lysenko analyzes the unique choral methodology of Pavlo Muravskiyi, which serves as a vivid example of the acmeological approach to the development of a conductor's professional mastery (Lysenko, 2021). His in-depth methodological work, aimed at nurturing conscious and highly qualified performers, simultaneously served as a tool of enlightenment, since it was through high-quality and inspired performance that choral music became accessible and appealing to the general public.

The educational mission of the conductor is also reflected in the work of A. Avdiievskiyi, whose legacy establishes the axiological foundation of conductor training. His approach went beyond professional instruction to include a deep conviction that music education is fundamental to personal development. Avdiievskiyi viewed choral art as a powerful tool for shaping not only qualified musicians but also harmoniously developed, spiritually enriched members of society. His educational mission was to convey the beauty and depth of choral music to the wider public, broadening their horizons and cultivating aesthetic taste through active pedagogical and civic engagement.

The foundation of the conductor's educational mission – aimed at spreading choral culture and shaping the audience's aesthetic taste – is built upon decades of historical experience and well-established traditions. The research of I. Shatova on the Odesa choral tradition, particularly the work of H. Lioznov, highlights the key role of regional schools in developing educational approaches that nurtured not only musicians but also engaged audiences in the arts (Shatova, 2021). The analysis by Ye. Bondar of choral performance and education in early 20th-century Ukraine, including the activities of Zh. Kosynskiyi, underscores the extensive educational work that connected the conductor's mastery with his role as a cultural leader (Bondar, 2021). Furthermore, H. Shpak explores the continuity of the spiritual-ethical and performance traditions of the Odesa choral school through the examples of K. Pihrov and S. Kryzhanivskiyi, illustrating how the value-based core of the art was transmitted and became the foundation for educational efforts. These studies affirm the deep roots and diversity of educational initiatives, which constitute the basis for achieving

acme in this significant field (Shpak, 2021).

Conclusions. Thus, the acmeological paradigm serves as a theoretical and methodological foundation for the holistic comprehension and effective support of the professional development of a choral conductor within the context of contemporary arts education. It is oriented toward achieving both professional and personal excellence (acme), which implies a harmonious integration of technical, pedagogical, creative, emotional, and personal mastery. Based on the analysis of current research, it can be stated that the professional growth of a conductor-educator is a continuous process of self-improvement that encompasses not only the acquisition of professional knowledge and skills but also the development of pedagogical intuition, cultural competence, creative initiative, and leadership qualities. Therefore, the acmeological approach to the training of future choral conductors aims at shaping a multidimensional professional identity, enabling the specialist to act not only as a performer or educator but also as a cultural leader capable of influencing the aesthetic development of society and preserving and enhancing the traditions of choral art.

Prospects for Further Research. The further exploration of the acmeological paradigm in the context of the professional development of choral conductors holds considerable potential. It is important to deepen the study of individual trajectories toward achieving acme, taking into account psychological and sociocultural factors.

A pressing task is the development of diagnostic tools for assessing the level of acmeological maturity of conductors at various stages of their careers. Equally promising is research into the impact of digital technologies and new media on teaching methodologies and the conductor's educational outreach. There is also a need to expand interdisciplinary connections by integrating acmeology with cognitive psychology, neuro-pedagogy, and art studies.

The investigation of acmeological aspects of leadership in the art of conducting and their influence on the formation of choral ensembles is likewise a priority direction. Finally, the systematization and generalization of best international practices of the acmeological approach in conducting education will open new horizons for improving the system of arts education in Ukraine.

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АКМЕОЛОГІЧНА ПАРАДИГМА ПРОФЕСІЙНОГО РОЗВИТКУ ХОРОВОГО ДИРИГЕНТА В СИСТЕМІ МИСТЕЦЬКОЇ ОСВІТИ

Мета статті полягає в обґрунтуванні акмеологічної парадигми як концептуальної основи професійного становлення та творчої самореалізації хорового диригента в умовах сучасної мистецької освіти. Основна увага зосереджена на виявленні потенціалу акмеології як інтегративної галузі знань, що спрямована на дослідження механізмів досягнення вершин професійної майстерності, особистісної зрілості та педагогічної інтуїції майбутніх хормейстерів.

Методологія. Методологічну основу дослідження становлять системно-діяльнісний, аксіологічний, акмеологічний, культурологічний та когнітивний підходи. Використано загальнонаукові методи: аналіз, синтез, класифікацію, узагальнення, а також прогностичні та емпіричні методи, зокрема спостереження за професійною діяльністю диригентів, аналіз навчальних програм і репертуарів.

Наукова новизна. У дослідженні конкретизовано характеристику акмеологічного підходу як концептуальної основи професійного становлення хорового диригента, що охоплює інтеграцію особистісного, діяльнісного та культурного вимірів фахової підготовки. На відміну від традиційних психологічних або педагогічних моделей, акмеологічний підхід розглядається як система, зорієнтована на досягнення індивідом вищого рівня професійної самореалізації, що ґрунтується на поєднанні внутрішньої мотивації, художнього мислення, педагогічного чуття та морально-етичних переконань.

Результати. Виокремлено акмеологічні характеристики виконавської майстерності: технічна досконалість, емоційна виразність, інтерпретаційна глибина. Розкрито акмеологічний зміст педагогічної інтуїції, культурної компетентності та професійної складової.

Обґрунтовано значення міждисциплінарного підходу (поєднання музикознавства, психології, педагогіки, акмеології, культурології) як чинника формування цілісної особистості хормейстера, здатної не лише до високого рівня виконавської діяльності, але й до науково-дослідницької роботи, мистецького продюсування, культурно-просвітницької ініціативи в різних соціокультурних середовищах.

Висновки. У ході дослідження доведено, що акмеологічна стратегія професійної підготовки диригента дозволяє сформуванню рефлексивну, творчу, соціально відповідальну особистість, здатну до педагогічного лідерства й самовдосконалення. Акмеологічна парадигма відкриває нові можливості для гармонізації освітнього процесу в мистецькій вищій школі, сприяючи формуванню високопрофесійних хормейстерів нового покоління.

Ключові слова: акмеологічний підхід, професійний розвиток, хоровий диригент, мистецька освіта, педагогічна компетентність.