**Taranenko Julia Petrivna. Professional Training of Future Teachers-Choreographers within the Context of Development of Art’s Pedagogics.**

The author within the article determines main four periods of development of professional training of future teachers-choreographers in Ukraine:

1. *During the historical period* (antiquity - to the 19th century) the dance’s nascence was considered as the method of aesthetic and physical education of the personality. The forming of the theoretical canons of choreography took place. First books and treatises appeared. They became the foundation for the pedagogical potential of the choreography art. педагогічного потенціалу хореографічного мистецтва; there were carried out research od dance-masters on the determining of the role of the dance’s teacher’s profession.
2. *The amateur period ( the beginning of the 20th century – to the 50s of the 20th century)* was characterized by the incipience and popularization of the dance art during the process of the artistic amateur performance’s development. It is also characterized by the elaboration of the theoretical foundations of the amateur choreographic education and by the creation of the professional dance collectives in Ukraine, which lately had the significant influence on the level of the professional training of the future pedagogues-choreographers. This period is characterized by the incipience of the first choreography college, which trained ballet’s actors for the theatres and dance collectives.
3. The cultural-educational period (50s – to the beginning of 90s of the 20th century) had as the goal the incipience of the system of training cultural-educational staff, forming of the theoretical foundation of their choreography education. During this period there were opened: departments of choreography art (director-choreography departments), first chairs of folk choreography. Due to the requirements of time schools of aesthetic education began to work.
4. The determination of the *art-pedagogical period* (90s of the 2-th century – to the beginning of the 21st century) was connected with the creation of the system of professional training future pedagogues-choreographers on specialty “Pedagogics and Method of secondary education. Choreography”; with forming of the scientific foundations of the art pedagogics (choreography); with the elaboration of educational-professional programs and educational-professional characteristics of future teachers-choreographers.

The author states that at different historical periods the professional training of future teachers-choreographers is considered (basing on the interconnection and interdependence of cultural-art and educational processes within the branch of Choreography) as the art-pedagogical phenomenon. This idea has been proved by certain facts. Firstly, the formation of the theoretical canons of choreography began in the antiquity, within the society, which considered the dance the way of expression of human feelings; the dance art was the way of education of young people. This art passed the way to the incipience of scientific foundations of art pedagogics (choreography). Secondly, this art passed the way from the determination of the role of the teacher od dances within first treatises on Choreography (which were created by famous Italian dance-masters) to the creation of standards of training highly-qualified specialists due to the initiative of different pedagogical high educational establishments of Ukraine at modern period.