

## COMPONENTS OF AESTHETIC PROFESSIONAL TRAINING OF ART SPECIALISTS

### COMPONENTES DA FORMAÇÃO PROFISSIONAL ESTÉTICA DE ESPECIALISTAS EM ARTE

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**Abstract.** The development of the teacher's aesthetic competence takes place during the professional activity. It involves the acquisition of professional qualities and opportunities for further improvement in the process of educational and teaching activities. Postmodernism and the philosophy of the rhizome have significantly influenced the aesthetic qualities, characteristics and approaches to the professional work of a teacher. It requires contemporary reconsideration for further implementation in educational institutions and for the improvement of one's own competence. The purpose of this article is to analyze the peculiarities of the formation of the aesthetic competence of an educator in the postmodern era, aspects of the application of the philosophy of the rhizome in practical activities, and the subsequent transformation of the consequences of this era into the present. The main principles of the study include: moral and ethical values; the characteristics of their construction and analysis of the nature of their origin; assessment of the complexity of pedagogical work; the application of conceptual principles of the rhizome. The paper analyzes the structural elements of the aesthetic competence of a teacher. It also reveals the content and compares the basic values with those inherent in the postmodern era.

**Keywords:** aesthetic competence, moral and ethical values, cultural guidelines, musical and choreographic arts, postmodern era.

**Resumo.** O desenvolvimento da competência estética do professor ocorre durante a atividade profissional. Envolve a aquisição de qualidades profissionais e oportunidades de aperfeiçoamento no processo de atividades educativas e pedagógicas. O pós-modernismo e a filosofia do rizoma influenciaram significativamente as qualidades estéticas, características e abordagens do trabalho profissional de um professor. Requer uma reconsideração contemporânea para uma maior implementação nas instituições educativas e para a melhoria da própria competência. O objetivo deste artigo é analisar as peculiaridades da formação da competência estética de um educador na era pós-moderna, aspectos da aplicação da filosofia do rizoma nas atividades práticas e a posterior transformação das consequências desta época em o presente. Os princípios fundamentais do estudo incluem: valores morais e éticos; as características da sua construção e análise da natureza da sua origem; avaliação da complexidade do trabalho pedagógico; a aplicação dos princípios conceituais do rizoma. O artigo analisa os elementos estruturais da competência estética de um professor. Também revela o conteúdo e compara os valores básicos com aqueles inerentes à era pós-moderna.

**Palavras-chave:** competência estética, valores morais e éticos, diretrizes culturais, artes musicais e coreográficas, era pós-moderna.

## INTRODUCTION

Nowadays, the formation of the aesthetic competence of a teacher plays a vital role in professional pedagogical work. It helps to improve the teacher's skills and ability to transmit moral and ethical values to future generations of artists in the field of music and choreography. The postmodern era is characterized by cultural and socio-cultural peculiarities, increased development of the arts and heightened sensitivity to the world. All these have permeated almost all aspects of human life. The development of an educator's

aesthetic competence is based on personal and acquired qualities. These, in turn, are shaped by one's worldview, approach to professional work, and relationship to the world.

When examining contemporary pedagogical practices, it is worth noting that most of them are based on the teachings of the postmodern era and a number of intellectual products created during this period. In addition, issues of humanity, cultural values, and a person's participation in global social processes are relevant factors in the current geopolitical transformations. Therefore, pedagogical activities based on the possession of aesthetic competence of the postmodern era can serve as a model for many educational institutions and transform existing pedagogical practices, methods and means of education. Through the analysis conducted, we have explored the influence of rhizome philosophy and its combination with a pedagogical approach.

Furthermore, the aesthetic competence formed based on the principles of the postmodern era includes broader aesthetic values and sensitivity to global processes. An important issue remains the cause-and-effect relationships of pedagogical activities in the context of strengthening the role of moral education. Therefore, research on the application of philosophical materials, such as the rhizome, combined with creative approaches of the postmodern era, can enhance the professional and aesthetic competence of educators in the modern world. Moreover, it can have an impact on the quality of the material taught and the conduct of educational work. The issue of aesthetic competence remains a topic of discussion due to the cultural development of humanity and the attention paid to moral-ethical and philosophical issues. All of this has led to the choice of the subject and the conduct of analytical research.

## LITERATURE REVIEW

The aesthetic competence of an educator is an essential topic of discussion among the scientists who study the specifics of the pedagogical activity, the ways of its improvement and the peculiarities of its formation. In particular, the issue of the aesthetic competence of a postmodern educator was addressed by Morris (2018). The author noted that the postmodern era greatly influenced the arts and cultural and ethical education processes. According to Bryant (2019), the issue of aesthetic competence is the most important for any teacher since the ability to provide moral and value-based skills is the most challenging process in educational activities. Kowalik (2022) believes that the components of aesthetic competence are professional components of teachers who use them in their own professional activities to improve and enhance the quality of the educational process. According to Kondratska (2022), the postmodern era is marked by increased attention to the world's integrity, heterogeneity of processes, and complex moral and ethical issues. Karam (2019) also agrees with this view, noting that in the postmodern era, there are creative ways of pedagogical practice, and much attention is paid to social values. In addition, they often intertwine with classical philosophy about human life and existence.

It is essential to note the opinion of Vodiani (2022) about the use of professional teaching methods based on the education of a cultural center, which is built on critical analysis and abstract thinking and is introduced into modern music and choreography. According to Nerubasska (2020), the aesthetic competence of an educator is a factor of acquired professional traits during their own professional activity and aims to develop moral values and form patriotic education. In addition, according to Tomashevskiy (2022), the key principles of postmodern pedagogy include the identification of authoritative views and the search for personal truths, the protection of individualism, and increased sensitivity to cultural and ethical issues. Vider (2022) argues that the rhizome philosophy is the most inherent in the aesthetic competence of a teacher, as it directly relates to the postmodern era. In addition, the rhizome philosophy involves the search for complex truth, heterogeneity and discontinuity of natural and scientific processes.

According to Mayrhofer (2021), the rhizome philosophy had the most significant influence on the entire period of postmodernism. In teaching, it contributed to the increase of teachers' creativity and their ability to self-organize and search for cultural values. Malytska (2022) studied the features of the rhizome concept and the key principles that correspond to this stream of philosophy. The author noted that rhizome is seen as a continuous process, without beginning and end, which is constantly improving and developing. Kostiuk (2016) believes that the multifactorial nature of this philosophy is caused by the increased demand for sensitivity to the world's cultural centers and the rise of culture. The use of this philosophy in pedagogy, according to Zakaryan (2023), can be a means to improve the quality of teaching and educational activities and become a major factor in the formation of personality. Therefore, most educators should have knowledge of the practice of using this concept in their professional activities and use it following the educational goals.

Thus, the issue of aesthetic competence of the postmodern educator remains important and controversial. It has influenced the entire pedagogical practice and requires additional analytical research.

## **AIMS**

The study aims to analyze the specifics of forming a postmodern educator's aesthetic competence with elements of rhizome's philosophical direction, which affects professional work and educational activities. The main tasks of this research include:

- an analysis of the conceptual components of an educator's aesthetic competence in the postmodern period;
- the specifics of the formation of professional skills and approaches to professional activity given the use of postmodern aesthetics;
- the use of a range of philosophical concepts to improve the quality of moral and ethical education.

An important direction of the study is to outline the key principles of the rhizome philosophy. These principles can be applied in pedagogical activities and become a constructive element of the teacher's aesthetic competence. Achieving this goal involves:

- conducting a theoretical and analytical study of the specifics of the formation, education and conduction of the pedagogical work of a teacher;
- the acquisition of aesthetic competence qualities;
- the prospects for further development.

The article pays attention to the prospects for the development of educators' aesthetic competence in the modern world based on the principles of building a postmodern worldview.

## **MATERIALS AND METHODS**

During the study, the authors applied a series of scientific research methods. They helped to reveal the principles of educator's aesthetic competence inherent in the postmodern period. The means of analysis were used to outline the key principles of the rhizome philosophy and the peculiarities of its application to pedagogical activity. In particular, based on the use of the search method, the scientific concepts of the components of the teacher's aesthetic competence were analyzed. Special attention was paid to each element and the specifics of their application as per the tasks. The analytical method was implemented to explore the specific features of implementing pedagogical activities of the postmodern era using the rhizome philosophy and integrating it into pedagogical practice.

The paper studies the cause-and-effect basis of pedagogical activity in the conceptual meaning of postmodernism and focuses on cultural, moral and ethical issues. Based on the method of comparative analysis, the authors compare the value orientations of the postmodern period with social values and socio-political processes, along with the period of cultural transformation and growth. The aesthetic competence is analyzed from the standpoint of abstraction of professional activity, educational and further application prospects in educational institutions.

Based on the abstraction method, the concept of the rhizome philosophy is analyzed in the context of the educator's aesthetic competence, the peculiarities of its integration, application and further influence on the world's pedagogy. It explores the prospects and consequences of using this approach from a cultural and applied scientific perspective. The article presents a methodological approach to examining educators' aesthetic competence in the postmodern era, built on the principles of professional competence, possession of valuable traits, and socially significant qualities.

Approaches to aesthetic competence are considered in terms of didactic and epistemological analysis of issues related to existence and cultural values. The proposed methodology allows for the presentation of the research results obtained.

## **RESULTS**

The evolution of the postmodern era significantly impacted art, cultural trends, and pedagogy as a separate form of science and art. The formation of aesthetic competence and a professional approach to pedagogical activities have become new challenges for every teacher and educator in the postmodern era. The

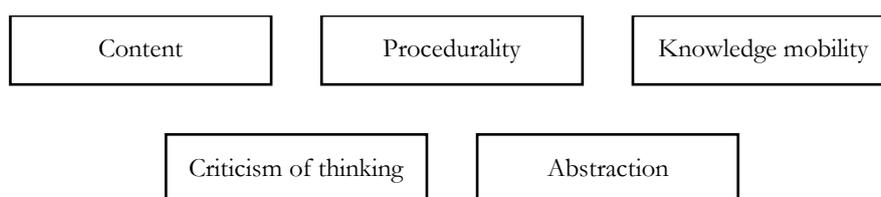
transformation of approaches to pedagogical activities affects the nuances of the world's abstraction and the possibilities of conveying aesthetic understanding to students through the teacher's perception. The importance of the postmodern era is difficult to overestimate. It has influenced not only the directions of art, creativity, and science but also educational and upbringing activities. This era served as a powerful catalyst for the further development of pedagogical science. In the modern age of postmodernism, there is a marked elevation of human values. It is an era poised on the cusp of the greatest scientific and technological revolution. It focuses on ideology and the identification of global human issues. During this period, pedagogy has evolved as a science by implementing educational experiments and using various tools for moral and ethical education.

Aesthetic competence, by its essence, lies in the ability to comprehend the aesthetic features of objects, natural phenomena, and the embodiment of human values and societal life. The importance of forming aesthetic competence, regardless of the era of human culture, remains relevant due to the significance of shaping and developing a person's moral consciousness. In the context of implementing the aesthetic competence of a postmodern-era educator, this issue takes on the utmost importance as the cultural trend that emerged in Western Europe and the United States developed rapidly. It requires the transmission of human values and the characteristics of social processes. Therefore, the aesthetic competence of the educator held a prominent role. This competence enables the incorporation of moral and ethical questions not only into the study of academic subjects but also their application in moral and educational contexts. The XX century is also characterized by major societal movements, struggles for peoples' rights, shifts in values, and ethical revolutions. All these contributed to the fight for ideologies and the formation of a new worldview.

The specifics of the formation of the aesthetic competence of a postmodern educator are based on socio-political processes, attention to art and analysis of many works and ideas that had a significant impact on the evolution of this period. For future specialists in music and choreography, the most significant influence included:

- the separation from influencers;
- an opportunity for their own creativity in teaching;
- the use of game-based methods in teaching.

The importance of the aesthetic competence of a postmodern-era educator is closely intertwined with the style of pedagogical work and the implementation of such principles into daily life. The most typical features that have contributed to the formation of the aesthetic competence of a postmodern-era educator can be depicted in Figure 1.



**Figure 1.** The components of aesthetic competence of a postmodern educator.

Source: compiled by the author.

Figure 1 shows the structural elements of aesthetic competence that are most important for a postmodern educator. They affect pedagogical activity and the ability to convey cultural aspects to students. Content is a crucial element in rationally reflecting human values and approaching world sensibility. It involves the transmission of specific events, views and attitudes towards a cultural or natural phenomenon. Proceduralism is aimed at creating an order in the study of the subject, eliminating the limits of curiosity and the potential development of unique scientific points of view, using procedural teaching and aesthetic education techniques. The issue of proceduralism in the aesthetic competence of an educator should be considered from the perspective of forming a plan for mastering scientific disciplines and the potential creativity characteristic of the postmodern era, as implemented in the arts of music, choreography, etc. Therefore, this factor will be significant in shaping the sensory worldview of artists and fostering a sense of involvement in socio-political value movements.

Knowledge mobility means the ability to use a large amount of information and consider the existing scientific and educational achievements of humanity. The implementation of knowledge mobility can also be seen through the principles of aesthetic education for students and teachers. These principles are characterized by the diversity of perspectives on various issues and the elimination of boundaries in their study, which is typical of the postmodern era.

The question of the quality of critical thinking and analysis cannot be solved during the educational process. The combination of sensitivity to human values and the global problems of humanity is possible only if there is critical thinking and the use of personal pedagogical resources and opportunities to shape the educational process. In addition, critical thinking can be used to reflect on scientific processes related to human and societal values.

The final component of the educator's aesthetic competence is the ability to use abstraction and potential transformation according to the needs of scientific and educational activities. The fundamental principles of using abstraction involve the following:

- the ability to transfer features from one phenomenon to another;
- detachment and abstraction from the limits of a specific phenomenon;
- the search for a broader meaning and the possibility of projecting onto other scientific, aesthetic, or natural processes.

Table 1 shows the main aspects of using the rhizome concept of the postmodern era in pedagogical activity with more details. The discussed components of the aesthetic competence of the postmodern educator played a vital role in the personal pedagogical activity. They are inherent in most educational institutions that have formed the next generations raised on this worldview culture and the perception of human values. The concept of the rhizome gained a special significance during the studied period. It created an additional space for thinking, abstraction, the search for truth, and isolation from the limits of human world perception and existence. The educational process based on the concept of exiting the rhizome and its implementation in pedagogical activities has become a key aspect of improving the quality of pedagogical science. This concept also became the possibility of its further development in the context of transformation and the potential principles of its formation.

The concept of rhizome is a philosophical approach that involves rejecting clear order, principles of constancy, and the centrality of human existence. By its construction principle, the rhizome resembles a complex system. This system is similar to a root system with many nodes and points of connection. The use of such a multifactorial and heterogeneous structure is essential in terms of the multifaceted understanding of worldviews, world processes, and their further transformation following the key features of the development of this philosophical trend. The rhizome approach in philosophical understanding and analysis of moral, ethical, and cultural concepts is formed from the perspective of construction and the possibility of flexible analysis, which is inherent in the postmodern era. Gilles Deleuze and Félix Guattari, the founders of the rhizome philosophical movement, believed that the key characteristics of rhizome are infinity and the juxtaposition of heterogeneous processes, which generate others through comparison.

The development of the rhizome philosophical concept, particularly within the context of forming aesthetic competence, involves several peculiarities that distinguish it from more traditional and linear approaches. The rhizome offers a non-hierarchical and interconnected framework that is well-suited for the complexities of aesthetic understanding and expression.

Given the peculiarities of the development of the rhizome philosophical concept, it was widely used in pedagogy. It allowed for an innovative approach to pedagogical activity and the use of personalized approaches to education and scientific work with students. Therefore, the use of these features has become a key means for the further development and improvement of pedagogical practices, methods and techniques used by teachers to get closer to the truth and reject authoritativeness, established norms and cultural values on a mass scale. Searching for features of natural, scientific, and cultural phenomena has become a paradigm for using the rhizome concept in pedagogical activities. The peculiarities of its implementation in the pedagogical sphere also required full awareness of the functioning of an infinite system. This system requires flexibility and openness to the modern world. Therefore, this concept, despite its complexity for practical implementation, has taken a relatively strong position in pedagogical practice. Table 1 shows the main aspects of using the rhizome concept of the postmodern era in pedagogical activity with more details.

**Table 1.** The rhizome concept of the postmodern era in pedagogical activity.

Principles	Description
Connection and Heterogeneity	The ability to analyze information, to link sciences together, to convey the asynchrony and interconnectedness of natural phenomena and the uniqueness of the pedagogical approach.
Multiplicity	The pedagogical skill of focusing attention on the multiple details of a particular subject, the ability to apply variable approaches to solving a problem or task.
Insignificant Discontinuities	The ability to form a new approach based on existing pedagogical practices, to apply alternative approaches to pedagogical practice, to form breakpoints from ineffective practical tasks, and the ability to build new strategies, decision-making, etc.
Decalomania	The ability to modernize and transform pedagogical practice, to use a flexible approach, the absence of a specific unified structure, and the ability to perceive new pedagogical practices, methods, and tools.
Abstraction	This approach to pedagogical practice is based on the possibility of improving the understanding of the subject matter through its abstraction, the use of abstract objects, and affiliations.
Self-Organization and Creativity	The personal qualities of an educator, both in terms of self-organization and time management skills, as well as self-discipline, are essential for applying a creative approach to pedagogical activities and, consequently, for implementing innovative approaches to education.

Source: compiled by the author.

The principles depicted in Table 1 clearly reflect an educator's specific skills and abilities in their practical activities aimed at improving pedagogical practices and the potential application of this philosophical concept in real-life scenarios. The implementation of these approaches can be likened to educational activities. Any philosophical doctrine seeks to create and share a philosophical worldview and adjust it according to the direction of science. Therefore, educators relying on the principles of the rhizome concept enabled students to conduct their own research, approach various ethical and moral issues from a wide range of perspectives, and develop their own understanding.

The comprehensiveness and heterogeneity of approaches to pedagogical activities positively influenced the formation of a personal worldview. They enhanced the quality of pedagogical practice, thereby improving students' ability to perceive, analyze, and apply acquired knowledge in their creative, scientific, or everyday endeavors. The rhizome philosophy aspects also influenced students' aesthetic and cultural education. The comparison of heterogeneous approaches to the quality of awareness of certain phenomena and processes made it possible to understand the world's processes more broadly and form an individual attitude towards them.

Building a philosophy of pedagogical practice based on the structural elements of the postmodern era and the principles of rhizome philosophy allows not only to immerse oneself in the world of multifactoriality and opposition but also to create one's own vision of the course of natural and scientific processes. The use of creative elements in pedagogical practice and game-based learning, which became popular in Western Europe, played a significant role in this regard. The game-based practice revealed the features typical for the rhizome philosophy. These included the introduction of an extraordinary approach to learning, a focus on personal feelings, and arousal of sensitivity to the world's social values. This approach became helpful for the majority of people. Additionally, the aesthetic competence of educators plays a significant role in drawing students' attention to specific aspects of cultural or scientific phenomena.

Studying history as a separate discipline covering cultural and societal phenomena and the unconventional approach to interpreting historical figures gained significant scholarly and philosophical importance in every developed country's university during the postmodern period. The significance of historical processes influenced the formation of the modern world and the presence of natural culture and human existence. Therefore, the emphasis on historical folklore, music, choreographic arts, and their study became crucial for most people worldwide. Following this principle, the aesthetic competence of educators allowed to capture students' attention to specific issues. It highlights the most heterogeneous phenomena, the intersection of cultural values and interests, and the peculiarities of transformation during those periods. Such practices became an influential aspect in developing rhizome philosophy during the postmodern era.

Using rhizomatic principles as multiplicity plays a pivotal role, as it entails adopting a multifactorial approach and a holistic perspective on pedagogical activities. In pedagogical practice, the use of multiplicity can be motivated by enhancing the quality of the educational process and implementing versatile methods of pedagogical activity. The principle of discontinuities is quite unique. It highlights specific issues and is considered from different perspectives, often completely opposed to each other. Employing such a practice allows for a more precise and detailed portrayal of the essence of a given concept and the formation of an individualized perception of the world, a phenomenon, or a socio-cultural process. Additionally, the principles of self-organization and creativity should be present in pedagogical activities based on Rhizome's philosophical direction. Despite the separation from the structuring of information and belonging to the rhizome, the self-organization of pedagogical activity should be at a high level to get closer to the most inherent pedagogical practice of this trend.

Therefore, the aesthetic competence of the postmodern educator had a significant impact on the development of socio-political processes. Moreover, it had significant cultural and scientific significance for future generations of music and choreographic artists. The application of rhizome principles and the philosophical approach in pedagogical activities made it possible to develop applied skills of analysis, art and creativity. Also, it enabled the formation of a holistic individual picture of the world, unrestricted by specific authoritarian opinions. The pedagogical practice is based on the teacher's own aesthetic competence. It played the most significant role in the further methods and techniques of teaching, which can be used to this day. The flourishing of the postmodern era was caused by the cultural and intellectual upsurge, the desire to understand the heterogeneity and complexity of life, to explore the connections of processes in the world and to apply a pedagogical approach to education and knowledge formation. The teacher's aesthetic competence has become a means of developing their own professional qualities, improving their teaching skills, and becoming a springboard for building their own creative approaches. All these had a positive impact on the formation of the new generation. The rhizome concept is widely implemented in modern pedagogical practices. In addition, the aesthetic competence of the teacher is essential for the development of the moral and ethical components of individualism and multifactoriality.

Forming the aesthetic competence of the postmodern educator through the lens of the rhizome concept involves embracing a decentralized and interconnected approach to education. The rhizome concept challenges traditional hierarchical structures and promotes a more fluid, non-linear, and networked understanding of knowledge. Applying this concept to the development of aesthetic competence in postmodern teachers involves several key principles that we dwell on more detail.

One of them is creating non-hierarchical learning spaces where educators and learners collaborate as interconnected nodes in a rhizomatic network. This approach encourages the exchange of ideas, experiences, and diverse perspectives.

Next one is embracing diversity and multiplicity of aesthetic perspectives and cultural influences. The rhizome concept encourages educators to explore diverse artistic forms, styles, and cultural expressions, fostering a rich and varied understanding of aesthetics.

One of useful directions of forming the aesthetic competence is encouraging educators to explore interdisciplinary connections between aesthetics and various fields. The rhizome concept rejects disciplinary boundaries, promoting the integration of artistic, scientific, and philosophical perspectives in the development of aesthetic competence.

The other way to develop the aesthetic competence is cultivating an attitude of adaptability and flexibility in educators. The rhizome thrives in unpredictable environments, and educators should be encouraged to adapt their teaching methods and aesthetic approaches to the evolving needs of learners and the dynamic nature of art.

Useful way to build the aesthetic competence of the postmodern educator is collaborative learning networks. Facilitating networked collaboration among educators and learners. The rhizome concept emphasizes the importance of connections, and educators can form collaborative networks to share resources, ideas, and innovative approaches to teaching aesthetics.

Important means of developing the aesthetic competence is de-centering authority of the expert. Challenging the traditional role of the expert by de-centering authority in the learning process. The rhizome concept encourages a more egalitarian approach to knowledge, where educators and learners co-construct meaning and contribute to the development of aesthetic competence.

Another important way to form the aesthetic competence of the postmodern teacher is nomadic exploration of aesthetics. Encouraging educators to engage in nomadic explorations of aesthetics, moving beyond fixed definitions and exploring the ever-changing landscape of artistic expressions. This involves

embracing experimentation, playfulness, and a willingness to venture into new territories of aesthetic inquiry.

Rhizomatic assessment is one more topical means of forming the aesthetic competence. Rethinking assessment methods to align with the rhizome concept. Instead of linear evaluations, it should be considered non-linear and holistic approaches that capture the multifaceted nature of aesthetic competence, including self-reflection, peer assessment, and portfolio-based assessments.

Embracing emergence and becoming is momentous. Emphasizing the concept of emergence, where aesthetic competence is not predetermined but continually unfolds through dynamic interactions. Educators can guide learners in recognizing and embracing the ongoing process of becoming aesthetically competent. Nowadays it is very important to use open educational resources.

Embracing open educational resources and platforms that facilitate the free flow of information. The rhizome concept aligns with the idea of open access, allowing educators and learners to access diverse aesthetic materials and contribute to a shared pool of resources. Moreover it is useful to have teachers' reflective practice.

Encouraging reflective practices that involve rhizomatic thinking is important. Educators can engage in continuous reflection on their teaching methods, the evolving nature of aesthetics, and the impact of their pedagogical choices on learners.

By applying the rhizome concept to the formation of aesthetic competence, postmodern educators can create dynamic and interconnected learning environments that celebrate diversity, encourage exploration, and foster a continual process of becoming in the realm of aesthetics. This approach aligns with the postmodern emphasis on deconstruction, plurality, and the rejection of rigid structures in favor of a more fluid and adaptive educational experience.

## DISCUSSION

The research shows that the importance of a teacher's aesthetic competence plays a significant role in the formation of students' worldviews and can be a qualitative factor in the development of their professionalism and competence. The era of postmodernism has created conditions for further development of pedagogical tools and opportunities for improving moral and ethical education. In addition, applying teachers' aesthetic competence can serve as a means for the potential development of future generations, and the gained experience can be refined and used in modern pedagogical practice.

A promising direction for further discussion could be an analysis of the impact on modern pedagogical practice in the era of postmodernism and the specifics of its application in the context of shaping cultural and social values. The personal characteristics of educators who follow the principles of postmodernism and their connection with contemporary pedagogical methods, which can be implemented in most educational institutions, remain an essential analysis factor. The study of the formation of critical thinking in students based on the concept of postmodernism in pedagogical practice can be of great value to modern education. It allows the improvement of certain educational, learning and individual development processes.

Another promising direction for further research could be the analysis of methods of integrating the rhizome philosophy into pedagogical work with artists in music and choreography, considering the practical application and possible implementation options in pedagogical activities. Analyzing the specific methods and structured principles of applying rhizome principles in pedagogical activities can improve the quality of a teacher's professional competence, develop abstract thinking, and increase awareness of scientific, cultural, and natural processes according to the set goals and pedagogical tasks.

In addition, given the multifaceted and heterogeneous nature of the rhizome in pedagogical practice, it opens opportunities for creative teaching approaches, the use of games, creative lessons, and the enhancement of creativity in students studying within the framework of this philosophical concept.

A promising direction for further analysis regarding the aesthetic competence of teachers in the postmodern era could be the practice of applying a modernized approach based on a similar concept. The combination of several approaches to pedagogical work and the variability of their practical implementation can serve as a means of developing one's own pedagogical methodology. As a result, such an approach should provide a unique methodology based on historical data, experience, and the specifics of implementing pedagogical practice according to the cultural spirit of a particular time, considering current trends and practices.

In addition, the analysis of foreign pedagogical principles, the identification of common features and the formation of a unified system of pedagogy with rhizome elements can provide a critical approach to scientific activity, the ability to analyze information, work ambiguous conclusions, etc. Therefore, the issue of aesthetic competence of the teacher remains essential for further analytical research.

In summary, the peculiarities of the rhizome philosophical concept in forming aesthetic competence lie in its rejection of linearity, emphasis on interconnectedness, challenge to traditional authority structures, and promotion of adaptability and flexibility. This conceptual framework offers a dynamic and non-prescriptive approach to the development of aesthetic competence, aligning well with the complexities and multiplicities inherent in the realm of aesthetics.

## CONCLUSION

The aesthetic competence of an educator in the postmodern era embodies professional pedagogical skills, personal cultural features, and acquired values typical for this period. First and foremost, aesthetic competence is characterized by the presence of professional qualities and the ability to present material that will be used for scientific and moral-ethical education. A modern teacher possesses skills related to critical thinking, information analysis, and a philosophical approach to understanding existence and human values. They are primarily based on the philosophy of rhizome. These professional qualities can also be used to stimulate awareness of the development of cultural values, individualism, and the formation of a perception of the societal significance of people, thereby strengthening social values.

The research shows that the main structural elements of a teacher's aesthetic competence include meaningfulness, process-oriented ness, knowledge mobility, critical thinking, and abstraction. Each of these components plays a significant role in the process of pedagogical work. Each element can be used to enhance the quality of the educational process and the moral-ethical aspects of students. The development of the postmodern era has caused a cultural uplift, resulting in significant social movements, the restructuring of politics, and mass transformation. Pedagogical practice and corresponding education played an important role in this. The latter ones were based on the rejection of authoritative views, the search for truth, sensitivity to the world, and a broad worldview.

An important factor in the component of a teacher's aesthetic competence is the implementation of the rhizome philosophy. It is aimed at improving one's own perception of most natural, cultural, and scientific processes, which function independently of each other, are not homogeneous, and form a multifactorial model of the world. Applying such a perspective in pedagogical practice enables the development of one's professional competence by enhancing critical thinking and improving the quality of teaching materials using creative methods and techniques. Furthermore, introducing the rhizome concept allows for the application of factors of value education, addresses the issue of morality and philosophy and considers scientific, natural and other issues in more depth, which trains critical and abstract thinking. In this case, the professional aesthetic competence of a teacher should be based on a set of professional, moral and ethical qualities.

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