



S odbornou podporou mezinárodního kolegia vysokoškolských pedagogů vydává Ing. Jan Chromý, Ph.D., Praha.

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Ing. Jan Chromý, Ph.D.
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VZDĚLÁVACÍ-METODICKÉ ZAJIŠTĚNÍ TECHNOLOGIÍ PRO PŘÍPRAVU BUDOUCÍCH UČITELŮ HUDEBNÍHO UMĚNÍ PRO INTEGROVANOU VÝUKU STUDENTŮ

EDUCATIONAL-METHODICAL PROVISION OF TECHNOLOGY FOR THE PREPARATION OF FUTURE MUSICAL ART TEACHERS TO INTEGRATED TEACHING OF STUDENTS

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Abstrakt: V článku jsou prezentovány etapy vzdělávací-metodické zajištění autoroské technologie přípravy budoucích učitelů hudebního umění pro integrovanou výuku studentů. Důraz je kladen na formy, metody, prostředky, které jsou nejúčinnější pro vytváření připravenosti studentů na určitý typ výuky.

Abstract: The article presents the educational-methodical provision stages of the author's technology of the preparation the future musical art teachers to integrated teaching of students. The emphasis is put on the forms, methods, means which are the most effective for forming the readiness of students for the specified type of teaching.

Klíčová slova: budoucí učitel hudebního umění, příprava, technologie, vzdělávací-metodické zajištění.

Key words: future musical art teacher, preparation, technology, educational-methodical provision.

1 PROBLEM DEFINITION

Nowadays, when the problem of despiritualization is especially acute, when cultural level of the younger generation has lowered, the role of the musical art teacher, who should combine the features of a teacher and musician, culturologist and art critic, is raised in solving these problems. It is important to combine the efforts of musical art teachers with the efforts of teachers of fine arts and other subject cycles, especially humanitarian ones (foreign literature, world history, history of Ukraine, English language, etc.), which greatly influence emotional and sensory sphere of students, contribute to the formation of their proactive approach to life and their ideological position, development of moral qualities, understanding of the meaning of life through development of cultural and spiritual values, cultural traditions, models of desired behavior [8]. Thus, the question arises about organization of integrated teaching, which is able to ensure formation of a holistic broad perspective on the world and life in general, the development of their creative abilities and potential opportunities, which in turn requires special training of the future musical art teachers to implement the specified kinds of student training, development of scientific and edu-

cational and methodological support for this training.

2 ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

Methodological problems of the integration of scientific knowledge in general were considered by Ukrainian and foreign philosophers (Anisimova, Afanasyev, Bech, Volkov, Gontarovska, Goncharenko, Gudozhnik, Markov, Gott, Kedrov, Karpinska, Meleshchenko, Semenyuk, Ursul, etc.), who proved that integration drastically changed the world and the structure of modern scientific knowledge, intellectual-conceptual possibilities of individual sciences. Scientists-didacticians (Gurevich, Dubinchuk, Zverev, Ilchenko, Kolyagin, Kornev, Melnik, Rosenberg, Savchenko, Khrebto, etc.) determined the role of interdisciplinary links as a level of didactic integration in the teaching and educational process. Researchers of the problem of art education (Abdullin, Archazhnikova, Masol, Miropolska, Rostovsky and other scientists) proved that the professional training of future musical art teachers must integrate specific musical, theoretical, performing and pedagogical components. Consequently, scientists have studied various issues related to the

problem of integration in education. At the same time, insufficient attention is paid to the technological and methodological support for the process of professional training of future musical art teachers for integrated teaching.

3 PURPOSE OF THE ARTICLE

To represent educational-methodical provision of technology for the preparation of future musical art teachers to integrated teaching of students.

4 STATEMENT OF THE MAIN MATERIAL

Taking into account the structure of professional competence of the future musical art teacher, logic of formation of the studied quality of students, as well as taking into account provisions of general, professional and musical pedagogy in the training techniques of future musical art teachers for integrated teaching, the following stages were identified: organizational and preparatory, motivational-and-stimulating, cognitive and activity-related, experience-praxiological and reflexive-self-development.

Implementation of the indicated techniques in the educational process required the development of *teaching and methodological support* for each of the stages. We relied on the results of researches of scientists [1; 3; 4; 5; 6; 7; 10; 11] and our own pedagogical experience.

Implementation of the organizational-preparatory stage of the developed techniques began with the deepening of the professional competence of teachers in relation to the training of future musical art teachers for integrated teaching. For this purpose, a number of meetings were held at the departments within the framework of the scientific and methodological seminar Fundamentals of the theory and methodology of integrated teaching (6 hours), during which discussed were issues of the essence of integrated teaching, its possibility to improve the quality of teaching subjects of the arts cycle, methods of organization of the integrated teaching of pupils and students, etc., the focus was on the need for special training of future musical art teachers for integrated teaching. Teachers were familiarized with the latest scientific and educational-methodological literature, other methodological materials on the problem.

A number of measures were also introduced to improve the level of professional competence of teachers by providing them with consultations, methodological advice, psychological and pedagogical assistance in the development of student-centered strategies for working with students and selection of educational-methodological tools for providing techniques for the training of the future musical art teachers for integrated teaching.

At the motivational-stimulating stage of the developed techniques, promotions were held during the classes and curatorial hours on the benefits of integrated teaching that responded to modern challenges, and explained to students why the future musical art teacher needed special training on integrated teaching. The following contributed to converting the provided information to the respective beliefs of students:

- attending lessons, master classes of methodologists, who demonstrated fragments of integrated lessons;
- holding creative meetings with experienced teachers, problem-theoretical seminars, psychological and pedagogical consultations on the problem of integrated teaching, press conferences;
- familiarization with advanced pedagogical experience.

Implementation of *the cognitive and activity-related stage* of the developed techniques, which began with the first year of student training, aimed at mastering special knowledge and skills by future music teachers, necessary for successful implementation of integrated teaching. This was ensured, first of all, during the training cycle of psychological and pedagogical disciplines, as well as the use of integrated trainings in specialized disciplines, in which students could make sure of the benefits of integrated teaching, and also learned to use the capabilities of the content of various subjects to design integrated teaching content.

In the context of our study, the problem of the preparation of future multiskilled musical art teachers, whose profession combines the features and skills of a pedagogue-enlightener, a bearer of spiritual culture and aesthetic taste, pedagogue-didactician, executive pedagogue, concertmaster-illustrator, conductor-leader of a collective, soloist-vocalist, lecturer-musicologist. In view of this, for the purpose of ensuring the cognitive

and activity-related stage of the developed techniques, intra-subject integration was used, which involves the wide use of interdisciplinary links.

In the process of preparation for the experiment, the curricula and syllabuses of all professional disciplines were analyzed in order to determine whether they correspond to the continuity principle, establish interdisciplinary links and explore the possibility to use them in the process of preparing future musical art teachers for integrated teaching. On this basis, the interdisciplinary links of the professional training of the future musical art teachers were divided into three groups: group of musical-theoretical and musical-performing disciplines; group of cross-cutting interdisciplinary connections of all musical-performing disciplines (basic and additional instruments, vocals, conducting); group of musical-theoretical and musical-performing connections with the obligatory broadcasting of students to the musical material adapted to the school audience [7].

During the integrated training courses, methodical techniques were implemented that intensified interdisciplinary links, in particular: realization of vocal skills in choral preparation by integration of passive vocal-methodical and active vocal-performing practice; combination of work on the accompaniment in the piano class with a workshop on children's repertoire (texture method); the formation and development of conducting skills in piano training through the direct use of conducting techniques and creation of situations of indirect influence on the education of conductor qualities in classes of choral or orchestral class, etc.

We believe that an effective form of implementation of the training techniques of future musical art teachers for integrated teaching is an *integrated training session*, which, taking into account the scientific achievements of modern scholars (Barsuk, Belyankova, Melnik, Pastushenko, Chekina and others) and considering the subject of the research is defined as such training session, which ensures formation of generalized psychological and pedagogical, musical-theoretical and performing knowledge and skills of students on the basis of setting intra-subject, and interdisciplinary links.

In the third year (6th semester), students of experimental groups were offered a special course

Integrated Teaching of Musical Art Students, aimed at deepening the knowledge of theoretical foundations of integrated teaching and the development of appropriate professional skills.

During the special course classes *binary lectures* were used. The peculiarities of this type of lecture are that during its conducting the educational material of problematic content is given to the students in a live conversation of two teachers with each other. During a binary lecture, real professional situations are modeled by two specialists from different positions, for example, a theorist and practitioner, a supporter or opponent of one or another point of view [9].

The binary lecture is an effective form for solving tasks of preparing future musical art teachers for integrated teaching, as this form of education is close to an intellectual game that creates emotional, positive atmosphere and at the same time increases interest of the students. The high activity of teachers causes the corresponding mental and behavioral response of students. Future teachers at such lectures get an idea of how to conduct a dialogue during integrated classes, which provides solution of tasks of preparing future teachers for integrated teaching, forms students' professional and cognitive motives, activates their mental activity.

During classes of the special course, active and interactive methods, visual methods, methods of problem learning were used, as well as special methods, such as: keeping track of musical composition, method of persuasion and admiration of music, method of improvisation (Asafiev); method of musical synthesis (Abdullin); emotional drama (Kabalevsky, Predtechenska, Abdullin); contrast comparisons (Radinova); musical interview (Bezborodova); creation of the artistic context (Goryunova); intonation-stylistic comprehension of music (Asafiev, Kabalevsky, Medushevsky) as a general-artistic method, contributing to the formation of inquisitive hearing in artistic and cognitive activity; retoning (Medushevsky - Kritska); modeling of artistic and creative process as a universal and general for art (Davydov, Melik-Pashayev, Shkolyar); content analysis of instrumental works as a practical embodiment of the principle of modeling of artistic and creative process, which is dialectical-dramatic in its essence, and its practical algorithms (Shkolyar), etc. Students were able to apply and improve the

skills obtained during the special course during the practical placement at the *experience-praxiological stage* of the proposed techniques.

The organization of all types of pedagogical practice (propaedeutic - 2nd, 3rd years, vocational and pedagogical - 4th year) provided for the students a wider range of tasks directly related to integrated teaching. It expanded the possibility for practice teachers to test and assess their own knowledge and skills in terms of readiness to carry out integrated teaching, to demonstrate relevant professional competencies in a real educational process. It should be noted that practice teachers received pedagogical assistance within the framework of student-centered psychological and pedagogical support. Thus, the practice teachers received consultations, including the on-line ones.

Also pedagogical coaching was applied, which is considered as a method of continuous improvement of professionalism of the future teachers, which facilitates the organization of joint activities of teachers and students over professional interest. According to scientists [2], pedagogical coaching, which differs in its functions from mentoring and counseling, contributes to the disclosure of student's professional potential, development of an innovative approach to solving professional problems and implementation of professional functions, unveil the opportunities of self-realization of the future teacher in professional activity through the improvement of professional competences.

Upon completion of practical training at the faculties, students of experimental groups made presentations of pieces of lessons and extracurricular activities in which future teachers of musical art presented various methodological techniques of integrated teaching. Discussion of reports on the results of pedagogical practices was carried out in the form of a Pedagogical Forum or a Round Table with the participation of students and teachers with invitation of experienced teachers-methodologists. The purpose of such meetings was to generalize and share experience, to systematize the knowledge of future teachers, which they would need for the integrated teaching.

At the reflexive and self-developing stage of the techniques, the forms and methods of teaching and education were introduced that induced stu-

dents to self-reflection, adequate self-assessment of the formation of the required professional knowledge, skills and qualities necessary for implementation of integrated teaching (debates, written and oral discussions, competitions, Round tables, reflexive practice, reflexive-business game, reflexive inversion, reflexive training). On this basis, correction procedures were carried out on the investigated quality of the future musical art teachers.

A method of problem-reflexive polylogue gave a good account of itself, it was aimed at forming the skills of independent thinking of future musical art teachers about problems of the corresponding field of professional training, making pedagogical decisions. Application of the problem-reflexive polylogue involves the following steps: 1) formulation of a pedagogical problem, definition of various aspects of the problem by each participant; 2) make suggestions how to solve the problem; 3) collective discussion, search for the right solutions.

The value of the problem-reflexive polylogue is that its implementation makes it possible to develop reflexive and evaluative skills by involving not only the most active and creative students, but also passive and less trained students.

CONCLUSION

Considering the necessity to introduce integrated teaching into the educational process of the school, the problem of preparation of future multiskilled musical art teachers, whose profession combines the features and skills of the pedagogue-performer, concertmaster-illustrator, conductor-leader of a collective, soloist-vocalist, lecturer-musicologist, pedagogue-enlightener, bearer of spiritual culture and aesthetic taste. The following forms, methods, and means are identified as the most effective for shaping students' readiness for integrated teaching: scientific and methodological seminar for teachers Fundamentals of theory and methodology of integrated teaching, psychological and pedagogical assistance to teachers in the form of consultations, methodological advice (organizational and preparatory stage); attending lessons, master classes of methodologists, where fragments of integrated lessons were demonstrated; conducting creative meetings with experienced teachers, task-based theoretical seminars, psychological and pedagogical consultations on

the problem of integrated teaching, press conferences; acquaintance with advanced pedagogical experience (motivational-and-stimulating stage); integrated training courses, integrated training sessions, binary lecture, special course Integrated Teaching of Musical Art Students, active and interactive methods, visual methods, problem-based learning methods, special methods of mu-

sical preparation (cognitive and activity-related stage); various types of pedagogical practices (experience-praxiological stage); debates, written and oral discussions, competitions, round tables, reflexive practical seminars, reflexive-business game, reflexive inversion, reflexive training; coaching (reflexive-self-development stage).

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