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**H. S. Skovoroda Kharkiv National Pedagogical University**

**THEORY AND PRACTICE**  
**OF INTRODUCTION OF COMPETENCE**  
**APPROACH TO HIGHER EDUCATION**  
**IN UKRAINE**

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**Theory and practice of introduction of competence approach to higher education in Ukraine** : monograph / edit. I. M. Trubavina, S. T. Zolotukhina. – Vienna: Premier Publishing, 2019. – 370 p.

The monograph presents the study of theoretical basis and specific features of introduction of competence approach to higher education, as it is the actual problem of higher education in Ukraine and Europe. Competence approach is a new approach for institutions of higher education in Ukraine. That is why, the monograph presents the history, modernity, Ukrainian and world experience in solving the problem of development and introduction of it. The monograph focuses on revealing the foundations of existence of it in the system of scientific approaches to higher education. The monograph reveals the essence, methods and ways of formation of professional and general competencies of future specialists in various spheres of human activity, and it also specifies their content in profession, specialty and specialization. The work proves the effectiveness of certain technologies, methodics, methods and forms of future specialists' training in institutions of higher education in the context of competence approach. Heuristic technologies, independent work, motivation and stimulation of students, social-pedagogical support, focus on students' life competencies, individualization of education, extracurricular work are among of them. The monograph is designed for research and teaching staff of institutions of higher education, scientists, students etc.

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*personal qualities of a future musical art teacher, determining effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. In the structure of poly-artistic competence of the future musical art teacher, interrelated components are identified: emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative. The article presents forms and methods for forming the poly-artistic competence of the future musical art teacher.*

**Key words:** *Future musical art teacher, multiple arts knowledge, readiness, integrated teaching, student.*

**Problem Definition.** New requirements to the level of education, culture, professional competence of future music teachers are stipulated by the processes of integration of Ukraine into the European educational space in the conditions of its globalization, modernization, universalization, information technologization. Musical art teacher has a special role in the fulfillment of these targets, as he has to combine the features of a teacher and musician, culturologist and art historian. Musical art teacher must create an educational micro-environment, based on the interaction of various types of art, which will ensure the formation of awareness and self-awareness, the spiritual growth of an individual. The main direction of solving this problem is the formation of poly-artistic competence of the future musical art teacher in the process of his professional training.

**The relevance of the study** of the problem of forming the artistic competence of future musical art teacher is exacerbated by contradictions existing in the contemporary education of music teachers, in particular:

- the need to update the content and methods of professional training of future musical art teachers for integrated teaching based on interaction of arts and insufficient research on the formation of poly-artistic competence of students of music and pedagogical specialty;

- new requirements for the artistic training of the future musical art teacher and insufficient implementation of the competent approach in the educational process of pedagogical university.

**Analysis of recent research and publications.** The problem of integrative teaching of artistic disciplines occupies a prominent position in the scientific works of L. Masol, N. Miropolskaya, O. Rostovsky, O. Rudnitskaya, O. Shevnyuk, O. Shchelokova. Issues of poly-artistic training of teachers were dealt by E. Ardashirova, I. Annenkova, L. Beyryumova, M. Bratukhina, A. Volchegorska, V. Gerasimenko, A. Vereshchagina, T. Kostogris and other scientists. A special role in the study of this problem belongs to B. Yusov, who introduced the term "poly-artistic" into scientific circulation. The idea of integrated application of various types of arts in the upbringing of the younger generation has been embodied in the scientific works of L. Butenko, E. Zelenov, E. Kotsyuba, I. Milyutina, V. Odarchenko, G. Freiman, S. Shargorodskaya, G. Shevchenko and others. In recent years, a series of dissertation researches devoted to various aspects of the formation of poly-artistic competence of the future musical art teacher has been performed. Among them are the doctoral dissertation by T. Reizenkind "Theoretical and methodical principles of vocational training of future musical art teacher in higher

educational establishments" (2008), candidate's dissertation by O. Buzova "Poly-artistic education as a means of improving the musical training of future music teachers" (2004), candidate's dissertation by O. Sokolova "Methodical bases of integration of artistic knowledge in the preparation of future teachers of music and artistic culture" (2006), O. Bobliyenko "Formation of poly-artistic competence of the future musical art teacher during the process of professional training "(2013).

***Previously unresolved aspects of the general problem this article is concerned with.*** The analysis of scientific literature shows that many aspects of the problem of forming the poly-artistic competence of the future musical art teacher have passed over the attention of researchers. To date, its content and structure in the context of the training of future musical art teacher for the integrated teaching, diagnosing possibilities, methodology and technology of formation, which, naturally, negatively affects the quality of musical and pedagogical education, is not fully disclosed.

***Research methods:***

– *theoretical*: analysis, generalization, systematization of philosophical, psychological and pedagogical works of scientists regarding the brought-up problem in order to determine the essence and content of the structural components of the poly-artistic competence of the future musical art teacher as a component of the readiness of the future musical art teacher for integrated teaching;

– *empirical*: diagnostic (questionnaires, polling, conversations), observational (direct, indirect, observation included, retrospective analysis of own pedagogical practice).

***Purpose of the article*** is to determine the essence and content of the structural components of the poly-artistic competence of the future musical art teacher as an integral part of the readiness of the future musical art teacher for integrated teaching; presentation of forms and methods of formation of the indicated competence.

***The scientific novelty of the study is as follows:***

– clarifying the essence and definition of the content of structural components of artistic competence of the future musical art teacher;

– broadening the perception of the functional capabilities of artistic competence in the aspect of training a future musical art teacher for integrated teaching;

– developing forms and methods for forming the poly-artistic competence of the future musical art teacher.

***Statement of the main material.*** The study found that the result of the training of future musical art teachers for integrated teaching is the corresponding *readiness*, which we consider to be a sustainable integrative individual formation that includes professional motives, goals, general scientific and professional knowledge and skills, personal qualities of the future teacher, which ensure effective teaching of various school subjects (artistic, humanitarian, etc.). An integral part of this readiness is the *multicultural competence*, that we regard as a sustainable personal entity, which integrates professional motives, values, knowledge, skills and personal qualities of the future musical art teacher, which determine the effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. The study found

that various types of art and their interrelationship are effective means of training of future musical art teachers for integrated teaching. It is no coincidence that modern textbooks on musical pedagogy of various authors necessarily include examples of painting, poetry, architecture, design, and theater.

The diversity of arts and their interconnections is the basis for the implementation of various types of creative activity of future musical art teachers: vocal and instrumental, performing and conductorial [7]. Therefore, the interconnection of arts is much-in-demand at individual classes when training musical performance, when the students in the process of communicating with their teacher, as well as in the artistic communication with the author and main character of the piece of work comprehend the work and the subject of study – music, and also find ways of expression of a musical composition in the conductor's gesture, in vocal or instrumental performances. B. Yusov notes that in this specially organized teaching, the future specialists master internal relations of "speech, sound, color, motion, space, form of gesture – at the level of the creative process" [9, p. 215].

Comprehension of the musical image of a musical piece, during which there is a going out beyond the boundaries of music to other types of art occurs, leads to understanding of the unity of art, which reflects the world in certain artistic images not in pieces, but holistically [7]. B. Yusov calls such art education a poly-artistic, integrative one.

It should be noted that in scientific works [1; 3; 5; 6; 7; 8, etc.] the term "poly-artistic" is combined with the concepts of "competence", "method", "technology", "device", "ability", etc. Revealing the peculiarities of these concepts in the system of art education, researchers offer real practical experience embodied in one particular course (elective subject), based on the introduction of interconnection of arts in its content. Formation of poly-artistic competence of the future musical art teacher involves mastering a set of knowledge about interaction of arts, integrated programs; ability to transfer the artistic image to another modality, experience in poly-artistic project activity, emotional and value-based attitude to various types of art, ability to express an artistic image through various sensory systems, mastering the technique of poly-artistic activity, reflection, research procedures in the field of artistic and pedagogical activity, which constitutes emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative components.

Based on the study and synthesis of the results of scientific works of scholars (I. Aryabkina, O. Bobliyenko, G. Yermolenko, O. Ilchenko, N. Tagiltseva, N. Shyshlyannikova and others), the content of separate structural components of the poly-artistic competence of the future musical art teacher was determined.

Thus, *emotional and value-based component* includes: recognition of cultural values by future musical art teachers as their own value priorities; a sense of emotional satisfaction from highly artistic works of art; a respectful attitude towards the objects of national and world culture; the desire to develop a respectful relationship with students and other subjects of educational process (colleagues, parents, etc.); need for constant increase of their cultural and professional level; working out a conscious attitude towards various types of art; formed aesthetic sense; the desire to live by the laws of beauty; awareness of the need for special training for

integrated teaching and poly-artistic education of students, professional-value attitude to such training.

*Cognitive-ideological component* of poly-artistic competence of the future musical art teacher involves mastering a set of knowledge, namely:

– *psychological-pedagogical*: knowledge of psychological peculiarities of different age groups of students (worries, emotions, aesthetic feelings, aspirations, preferences), knowledge about the complex use of various art forms in educational process, knowledge of the technique of poly-artistic education;

– *artistic-ideological*: a system of knowledge of aesthetics, world art culture, psychology of art, psychology of musical creativity, art studies, sociology of art, culturology;

– *musical-and-aesthetic*: knowledge on the use of aesthetic and educational influence of singing in the education of schoolchildren; knowledge of the theory of music;

– *artistic-and-aesthetic*: general cultural knowledge of art (to have wide knowledge of the world art masterpieces);

– *literary-and-linguistic*: knowledge of the native language, Ukrainian and world literature.

*Procedural-and-activity component* includes the following groups of professional skills:

– *artistic-and-constructive*: the ability to model diverse pedagogical tasks aimed at development of students' creative abilities, their emotional and sensory sphere; at stirring up of students' imagination, fantasy in reproductive and productive poly-artistic activity; ability to create improvised moments in integrated classes; to model variants of integrated classes using different kinds of art; to modify, to transform the productive poly-artistic activity of schoolchildren; analyze and evaluate artistic patterns, genre-style features of various types of art;

– *artistic-and-creative*: ability to sing, play various musical instruments; move for music, dance, do plastic toning; draw; rhetorical skills;

– *organizational and managerial*: ability to manage the process of giving integrated classes, aimed at students' mastering specific language of various types of art; to organize collective, group and individual creative activity of children in various forms on integrated training sessions, to manage students' educational and cognitive activity during those sessions; to choose pedagogically effective forms of creativity of students in accordance with poly-artistic diversity of images and actions; organize own pedagogical activities in the process of integrated teaching; to select the required didactic material in accordance with the tasks of the class taking into account the age and individual characteristics of the students; to create conditions that will ensure the effectiveness of the pedagogical poly-artistic process; to work with parents in various forms according to integrated programs of artistic development of schoolchildren of all ages; diagnostics of artistic and aesthetic abilities of students;

– *artistic and communicative*: ability to create an atmosphere of emotional and mental contact at music art lessons; to find an individual approach to each student based on his/her artistic and creative potential; to provide pedagogical interaction with participants of the educational process; use scarce signs to anticipate

the development of communication; to assist students in solving integrated learning assignments; acting skills;

– *reflexive-and-research*: ability to determine the level of emotional influence of artistic image in the conditions of interaction of arts; to carry out self-diagnostics of the formation of own poly-artistic competence and to plan ways to improve it; adequately assess the existing pedagogical situation and, if necessary, make timely corrections to it, diagnose the initial level of students' creative abilities; to analyze scientific and pedagogical, methodical literature; generalize pedagogical experience of integrated teaching and artistic education; to predict the results of professional and pedagogical activity [4].

*Personal and creative component* of the poly-artistic competence of the future musical art teacher assumes such personal and professional qualities as humanistic orientation, civic spirit, national dignity, tact, tolerance, benevolence, social skills, etc.

Based on the study of scientific works on the issue of research, as well as on own pedagogical experience, developed were educational and methodical tools for the formation of poly-artistic competence of future musical art teachers. Thus, in order to form and develop a positive motivation for students to master their artistic competence, they were provided with information on history and theory of art, familiarized with different styles of art in one era or another (courses – "History of World Culture", "World Art Culture") and mechanisms of creative process of outstanding masters of various arts (courses – "Fundamentals of acting skills", "Fundamentals of directing and the methodology of organizing musical education school activities"), convinced of the importance of poly-artistic education of students (course "Introduction to specialty"). Also, in order to develop the motivational and value attitude of the future specialists to their poly-artistic training, the following measures were taken: visiting theaters with the following discussion of the performances seen; meetings with the city's creative teams; meetings with prominent artists of Slobozhanshchyna; creativity competitions; artistic evenings, etc. These events were organized with the participation of teachers, curators of academic groups, heads of groups of aesthetics.

In order to form the cognitive-philosophical and procedural-and-activity components of the poly-artistic competence, students were involved in the execution of creative projects, for example, art exhibitions on musical works that were studied, interpreted and performed in a concert version by future music teachers. Also introduced were such methods as poly-artistic training, meaning-searching dialogue. The content of the lectures included examples of folklore and religious works, as well as works of academic and contemporary artistic culture. At practical lessons, students developed the topics of integrated lessons, lesson plans for them; picked up analogues of painting, poetry, sculpture, graphics for musical works. Students acquired professional pedagogical experience of the poly-artistic activity during the pedagogical practice (in all age groups of schoolchildren). At integrated lessons, students taught other students to find general and particular (specific) in various arts; performed practical creative tasks, which aimed at putting



together artistic collections ("musical boxes", "poetic boxes") of works of art on various grounds.

**Conclusion.** In the course of the study, it was discovered that various arts and their interrelation are effective means of integrated teaching, that poly-artistic competence is an integral part of the readiness of the future musical art teacher for integrated teaching. Poly-artistic competence is defined as sustainable personal entity, which combines professional motives, values, knowledge, skills and personal qualities a future of musical art teacher, determining effective solution of problems of integrated teaching and poly-artistic education of schoolchildren. In the structure of poly-artistic competence of the future musical art teacher, interrelated components are identified: emotional and value-based, cognitive-ideological, procedural and activity, and personal-creative. **Perspective directions for further research are as follows:** development of effective pedagogical conditions for the process of preparing future musical art teachers for integrated teaching and educational and methodological support for this process.

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*komponent v sodержanii khudozhestvenno-esteticheskoho obrazovaniia – National-regional component in the content of art and aesthetic education: Proceedings of the International Scientific and Practical Conference, (pp. 111-114). M.; Yoshkar-Ola [in Russian].*

## **2.5. PROFESSIONAL COMPETENCE OF THE MODERN TEACHER IS REQUIREMENT FOR EDUCATION IN THE CONTEXT OF EUROPEAN MEASUREMENT**

**UDK 378**

*Dyomina V. V.*

***Annotation.** The article is devoted to the problem of the formation of professional competence, which is considered as an integrated property of a person possessing a complex of professionally meaningful for the teacher qualities. The concept of professional competence of the teacher is determined. The questions of level of scientific-theoretical and practical training of employees of higher educational institutions and effective interaction with students in the process of pedagogical cooperation are revealed on the basis of introduction of European experience for achievement of high results. The proposed research substantiates the stages of professional development of the teacher, which is the basis for successful adaptation to the world educational and informational processes. Also, during the scientific work, the criteria for the teacher's professionalism were determined: profound professional knowledge and theoretical skills, a set of practical skills and abilities, skillfully applied in practice. The structural components of the teacher's professional competence and the conditions aimed at increasing his professional competence are highlighted.*

***Key words:** teacher, professional competence, criteria of professionalism, pedagogy, structural components of teacher's professional competence.*

***Raising of problem in a general view and her copulas is with important scientific and practical tasks.** The processes of globalization, change of values, swift development of science, innovative approaches, in education direct society to the search of new ideas within the limits of European integration. Exactly these educational tendencies makes it on new to rethink a value professionally of competent teacher XXI century. Revise requirements to the professional competence of teacher, to teach to own ability and abilities to decide constantly arising up in the process of scientifically-pedagogical activity tasks. In this connection one of important tasks of higher school there is education of personality of teacher as a repeater of cultures, development of him professional consciousness and reflection, as exactly a teacher is a key figure in transitional periods of development of society, by the mortgage of national consciousness.*

***The urgency of the problem.** It is important to note that in today's conditions of reforming education, the status of teacher, his educational functions radically changes, and the requirements for his professional competence, level of his*

professionalism are correspondingly increasing. We believe that the indicators of the importance of the teacher's professional competence are changes that took place in the field of social consciousness in different periods of history. Namely, professional competence and pedagogical culture are characterized by great opportunities for the development and stability of society, as they contribute to adaptation to new conditions, a more effective process of socialization of the individual, etc. Consequently, the current situation of social development urged the need for a comprehensive study of such a phenomenon as "teacher's competence".

***Analysis of the last researches and publications in that the founded decision of this problem and an author leans on that.*** In psychological and pedagogical literature large enough experience is accumulated on issue of competence, that was lighted up in scientific works of N. Bibik, E. Bondarevskaya, B. Gershunsky, A. Khutorsky, A. Shchekatunova, N. Rozova and others like that. In these researches a competence is examined as a level of form of specialist and him cultural competence, and also examined as a difficult system, that includes knowledge, ability, skills and professionally-important qualities of specialist. The problem of professionally-pedagogical competence found the reflection in works of L. Vasilchenko, S. Goncharenko, O. Dubaseniuk, M. Dyachenko, O. Pometun, N. Nichkalo, A. Savchenko, A. Smirnov.

***Selection of previously unsettled parts of the general problem to which this article is devoted.*** Existing studies mainly examined the issues of vocational and pedagogical competence in the context of the problem of implementing the personal characteristics of the teacher, the dynamics of his professional self-determination. The current trends in the competence of the teacher of the XXI century did not gain definite turnaround in the researches of scientists. That is why there is a need for a comprehensive study of the concept of professional competence of a teacher of a pedagogical university on the path of Ukrainian education to European standards. To date, scholars have largely studied only certain aspects of the problem.

***The purpose*** of the article is to substantiate the components of professional competence of the teacher in the conditions of European integration, to determine the factors that stimulate his professional growth. ***The scientific novelty of the article*** is to solve the issue of increasing the requirements to the level of professionalism of the teacher. As such, there are problems in finding new solutions for the improvement of the skills of higher education professionals, in particular their professional competence. The countries of the European Union recognized the competent approach, which is now established in most European national educational systems, as an effective way of ensuring the quality of higher education. The level of scientific-theoretical and practical training of higher education institutions and effective interaction with students in the process of pedagogical cooperation on the basis of the introduction of European experience for the achievement of high-level results is revealed. The stages of professional development of the teacher are shown, which is the basis for successful adaptation to world educational and informational processes.

***Exposition of basic material.*** Acquisition is begun the future teacher of professional competence with a capture a pedagogical profession and embraces a few