

Methodological readiness formation of future music art teachers for their professional activity

МЕТОДОЛОГІЧНА ГОТОВНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

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Abstract

The article highlights the ways of solving the current problem of artistic education in Ukraine - methodological readiness formation of future music art teachers for their professional activity. The purpose of the study is experimental verification of the organizational and methodical principles of the methodological readiness formation of future music art teachers for their further professional activity, which is considered as: professional and personal formation of a teacher based on the motivation to such a kind of activity, a complex of methodological knowledge, skills and psychological capacities of the music art teacher to apply them. The research covers the structure of the methodological readiness of the music art teacher for their professional activity, which includes the following components: motivation-demanding, informational-cognitive, scientific activity-based, reflexive-evaluational, self-improving; also certain criteria, indicators and levels of methodological readiness formation of the music art teacher are determined in particular and the organizational and methodical principles of forming the methodological readiness of future music art teachers, based on the modernization of the content, forms and methods of methodological training of future music art teachers. The effectiveness of certain organizational and methodical principles has been confirmed by experimental research.

Резюме

У статті висвітлено шляхи вирішення актуальної проблеми мистецької освіти України – формування методологічної готовності майбутніх учителів музичного мистецтва до професійної діяльності. Метою дослідження є теоретичне обґрунтування та експериментальна перевірка організаційно-методичних засад формування методологічної готовності майбутніх учителів музичного мистецтва до професійної діяльності, яка розглядається, як: професійно-особистісне утворення вчителя, яке базується на умотивованості до такого виду діяльності, комплексі методологічних знань, вмій та психологічній здатності вчителя музичного мистецтва їх застосовувати. У дослідженні висвітлено структуру методологічної готовності вчителя музичного мистецтва до професійної діяльності, яка включає компоненти: мотиваційно-потребовий, інформаційно-пізнавальний, науково-діяльнісний, рефлексивно-оцінювальний, самовдосконалювальний; визначено критерії, показники й рівні сформованості методологічної готовності вчителя музичного мистецтва та організаційно-методичні засади формування методологічної готовності майбутніх учителів музичного мистецтва, на основі модернізації змісту, форм та методів

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Keywords: methodological readiness, methodological competence, methodological culture, future music art teacher.

методологічної підготовки майбутніх учителів музичного мистецтва. Ефективність організаційно-методичних засад підтверджено експериментальним дослідженням.

Ключові слова: Методологічна готовність, методологічна компетентність, методологічна культура, майбутній вчитель музичного мистецтва

Introduction

(Problem Statement)

In the context of the European educational space, the society's demand for reforming the artistic education in Ukraine is constantly growing. The grounds for the reform are enshrined in the Concept "The New Ukrainian School" (2016); Laws of Ukraine "On Higher Education" (2014), "On Education" (2017); The Order of the Cabinet of Ministers of Ukraine "On Approval of the Strategy of Communication in the Field of European Integration for 2018-2021" (2017). Such reforms demand the methodological readiness formation of the music art teacher for their research and experimental activities in the area of musical pedagogical education. The introduction of the organizational and methodical principles of methodological readiness formation of music art teachers will make for the efficiency of future music art teachers of their information-analytical, creative-search activities.

Analytical review of scientific works on the problem of forming the methodological readiness of future music art teachers for their professional activity has revealed that the problem of formation of readiness to carry out research was explored by Z. Nikonova (Nikonova, 2010); the system of methodological knowledge, theoretical and practical skills in the process of teacher's training was researched by E. Wegner (Wegner, 2007); the culture of thinking that is specific to the sphere of education based on methodological knowledge, skills, ability to reflect was studied by O. Lavrenyeva (Lavrenyeva, 2016); the solving the question on the formation of teacher methodological culture as a complex multileveled structure was explored by P. Kabanov (Kabanov, 1997); the methodological culture of the teacher-musician which includes an interest in the methodology of musical education pedagogy, an understanding of its value; mastering of professional-oriented methodological knowledge; mastering of means, methods of scientific and creative activity was

researched by E. Abdulin (Abdulin, 2006); the critical thinking, ability for independently compare and contrast different points of view, to identify their own position, scientifically substantiate and professionally defend it in the field of pedagogy of musical education was explored by A. Rastrigina, (Rastrigina, 2016); the methodological training of a music art teacher, was studied by O. Oleksyuk (Oleksyuk, 2014).

The research of scientific works has explained the scientific relevance of the issue and the need for its holistic investigation.

Design and methods

The methodology of our research is based on the following: at the philosophical level - on general theoretical and methodological grounds on the dialectical relationship, the determination of all phenomena of being, the causality of the emergence of new quality as well as the unity of the general and the partial; at the level of universal scientific methodology - on modern concepts of humanization and humanization of education, a competent approach to the formation of the content of education. At the level of specifically scientific methodology, there have been defined the key concepts of research, methodological approaches such as personally oriented, activity-based and competence ones; at the technological level - a complex of methods for studying the problem of forming the methodological readiness of future teachers of musical art; forms, methods of realization of organizational and methodical principles of methodological readiness formation of future musical art teachers.

To achieve this goal the following theoretical methods were applied: retrospective analysis, specification for the consideration of the basic concept of the study; generalization in order to cover the structure of the methodological readiness of future music art teachers for their

professional activity and organizational and methodical principles of forming the methodological readiness of future music art teachers for their professional activity; predicting and determining the directions of modernization of forming the methodological readiness of future music art teachers for their professional activity; Empirical methods: observation, questioning, testing, self-evaluation, experiment to confirm the effectiveness of organizational and methodological principles of forming the methodological readiness of future music art teachers for their professional activity; Methods of mathematical statistics for quantitative and qualitative processing of experimental results in a table.

To assess the level of components formation of the methodological readiness of future music art teachers, the following techniques were used: the methodology for determining the motives of academic activities by K. Zamfir in the modification of A. Rean (2006); testing for self-development readiness G. M. Meshko (2010); methods for diagnosing the achievement needs developed; the method of reflection diagnostics by A. Karpov (2003); own the author-developed methodology for assessing students' information and cognitive knowledge and skills.

The results of the research

Outcomes of theoretical research

On the foundation of scientific works analyses we have defined that the methodological readiness of future music art teachers is a result of their purposeful professional methodological preparation, which is determined by the level of students' mastery according to the system of methodological competences.

In the process of studying the methodological functions of the music art teacher, we have defined the structure of methodological readiness of the music art teacher. This structure includes: motivational-demanding, informational-cognitive, scientific activity-based, reflexive-evaluational and self-improving components, which are based on the amount of knowledge, skills, abilities that form the system corresponding to the components of the methodological readiness of competencies.

The determination of the levels of methodological readiness formation of students has been realized through the criteria and indicators that we have identified, namely: motivational, cognitive, scientific research,

reflexive-evaluational, self-improvement. These determined criteria and their indicators allow to reveal the level of formation in the competence system of the methodological readiness of students as: low, medium, high.

The organizational and methodological principles of the methodological readiness formation of future musical art teachers based on renovation of the content, forms and methods of methodological training of students. This program was provided for two academic years. During this period, students were to acquire various types of methodological activities in specialized disciplines, such as: "Musical instrument", "Methodology of teaching instrumental-performing disciplines", "Vocal class", "Method of teaching vocals". In the practice at the institution of higher education and general secondary education students used different scientific methods of cognition for preparation for lectures and individual practical exercises on the musical instrument, the vocal class, writing scientific and methodological works: reports, essays, abstracts, reviews, articles, qualification study projects, etc., and the methods of teaching them; preparation for the lessons of musical art in a secondary school.

The methodologically oriented content of the indicated disciplines was based on the following principles: scientific, systematic, interdisciplinary, polyphony, innovative, professional orientation. The level of future music art teacher methodological training is depended on the content of the mentioned modules, so, we were guided by the fact that one of the main tasks of modern musical pedagogy is the need to master methodological knowledge, skills, ability to independently study the musical composition, which must be reading in conformity with composer poetic. The student's performing of composers pieces must reproduce their genre-style and stylistic features.

Understanding and creation of the interpretation of the composer's text, which is a complex symbolic letter, requires significant research, performance experience, and professional knowledge of students. Therefore, in the course of «Methodology of teaching instrumental-performing disciplines» was joined methodological, theoretical and practical orientation. The practical experience is based on the analysis of the remarkable performing interpretations in which students learn to critically interpret, understand their positive and negative sides. The theoretical foundation is formed by literature in the field of cultural

studies, musical psychology and musical pedagogy, art studies. Students have to analyze monographic researches, works devoted to the study of genre and stylistic peculiarities of specific musical pieces, specifically to performance problems, more complex performance problems, methodical literature.

On the vocal class students studied such innovative modules as: "Methodological foundations of vocal science", "Vocal methodology and vocal technique", which contented philosophical methods of cognition, such as: deduction and induction, determination, negation of negation, the transition of quantity into quality, abstraction and concretization, dialectical negation, logical and historical, analysis and synthesis, etc.; general scientific methods - abstraction, classification, systematization, generalization, analogy, modeling, formalization, humanitarian dialogue, etc., as well as specific teaching methods, methods of vocal science, performance and pedagogy. Future music art teachers were learning: works, which reveal the general foundations of history, the theory of vocal art and vocal pedagogy, technical development of voice, vocal and performing arts, theoretical and practical aspects of vocal pedagogy, protection and hygiene of the singing voice; works, which reflect the modern ways of convergence of the theory of vocal performance and musicology; works, which consider the role and significance of vocal-pedagogical activity; works aimed at forming vocal and pedagogical competence of future music art teachers; works, that address the issue of developing the professional and personal qualities of the future music art teacher in the process of vocal-pedagogical activity.

The organizational and methodological foundations of future music art teacher methodological training include such classroom forms as: lectures and practical classes on the methodology of teaching instrumental-performing disciplines, vocal teaching techniques; individual lessons on musical instrument and vocal class; non-academic (for example, scientific-practical conference, meeting of the scientific circle, problem group, etc.); complex of methods, such as: methodological analysis of research in the field of instrumental performances or instrumental pedagogy, analysis and synthesis to identify current musical-performing or musical-pedagogical issues, analysis of scientific literature on the research; the application of scientific and creative works (essay, project, theses, article, qualification work).

Therefore, a thorough assimilation by the future music art teachers of scientific and methodical literature on instrumental and vocal performances and pedagogy as well as their ways of cognition; the ability to carry out a methodological analysis, to distinguish the most important part, to generalize, to adapt it for practical activity; ability to reflect their research in the report and scientific works - creates a reliable theoretical and methodological basis for the further successful professional artistic and pedagogical activities.

Outcomes of empirical research

In the experimental stage there were involved 242 undergraduates of Kryvyi Rih State Pedagogical University, Kharkiv National Pedagogical University named after G.S. Skovoroda, during the period between 2017-2019.

In order to verify the effectiveness of the organizational and methodological principles developed by us for the methodological readiness formation of Master's students of musical art, a pedagogical experiment was conducted on the basis of a definite and substantiated component structure of the methodological readiness of future music art teachers, its criteria, indicators and levels of formation of the competence system of the methodological readiness of future music art teachers.

In fact, the experimental study included three stages: diagnostic, forming, and outcoming. At the first stage, the definition of the group of respondents who participated in the study was determined and the methods for diagnosing the formation of components of methodological readiness of students were found out, the second - the structural components of students' methodological readiness formation were built, on the third - the results of the experiment were summed up.

Thus, at the diagnostic stage, a sample of 242 people was selected, which included a control group (CG) of 122 students, and experimental (EG) - 120 students who participated in the study and assessment of the level of formation of components of the methodological readiness of Master's students of musical art.

To assess the level of formation of components of the methodological readiness of future music art teachers, the following methods were selected and modified:

- to diagnose the level of the formation of the motivation-and-demand component, we used the methodology for determining the motives of academic activities by K. Zamfir in the modification of A. Rean;
- to assess the level of formation of the information and cognitive component, the formation of which was carried out in the process of methodological enrichment of the content of such academic disciplines as: "Musical instrument", "Methodology of teaching instrumental-performing disciplines", "Vocal class", "Method of teaching vocals", applied 100-point scale, which allowed to determine the level of mastery of graduates in the specified disciplines;
- in order to diagnose the level of formation of the creative research component, we were invited to carry out an independent research task (report, essay, article, etc.), which was evaluated at 25 points in accordance with the credit-module evaluation of the Master's students' results;
- to diagnose the estimation of the level of the formation of the evaluation and productive component, we used the method "Need for the Goal", which is a test questionnaire containing 23 provisions with which the respondent agrees or not, and which manifests the value attitude of the graduate students to methodological activity;
- to diagnose the self-improving component, we used the methodology of the diagnosis of reflection by A. Karpov (2003).

In the process of applying different methods, the following ones were used: observation, questionnaires, testing, surveys and self-evaluation. The common answers of the Master's students of the study group were that when receiving methodological knowledge and skills from the course "Methodology of pedagogy of musical art", students are not oriented towards their practical application in the process of mastering professional disciplines, currently when studying "Musical Instrument", "Methodology teaching instrumental-performing disciplines", "Vocal class", "Methods of teaching vocals", "Choir conducting", "Methods of teaching vocal and choral disciplines". Moreover, most of them do not realize the importance of methodological knowledge for instrumental performances and instrumental

pedagogy, vocal performances and vocal pedagogy, and do not see the need for self-improvement of their methodological readiness for professional activity.

Among the reasons for the disinterested attitude of future music art teachers to raising their own level of methodological readiness, the latter mentioned: the complexity of educational material on the methodology of pedagogy of musical art and the method of teaching such material which are not oriented at practical professional activity.

At the forming stage of the experiment, carried out during two academic years, we introduced the organizational and methodological principles for the methodological readiness formation of the Master's students of musical art, which envisaged the students' mastering of the updated content of academic disciplines from the "Musical Instrument", "Methods of Teaching Instrumental-Performing Disciplines", "Vocal Class", "Methods of teaching vocals" in the process of using in-classroom and out-of-classroom forms of work applying the proposed methods .

Practically, during the *first year* of study, Master students acquired methodological knowledge and skills in the field of instrumental and vocal performances and pedagogy. Together with the teacher, the actual problems with instrumental and vocal performances and methods of their teaching were determined, and they were solved in classes and in the process of independent work by means of mastered scientific methods of cognition at the philosophical, general scientific, specific scientific and technological levels. At the meetings of the scientific circle, the problem group on instrumental and vocal performing arts and pedagogy, scientific and methodological works for the Round Table were analyzed and systematized; also sessions were held on innovative trends in musical art and the discovery of the influence of various sciences and various arts on it; the principles of creating a scientific research apparatus and the style of designing scientific literature were highlighted; disputes "Art technology, or technique?", "Music art and science" were as well proposed for discussion.

In the *second year* of doing Mastr's degree course, future music art teachers, in the process of taking practice at the university and the secondary school, used methodological knowledge and skills for conducting classes with students of junior high school and students in music art lessons. The students found the

necessary information to uncover the topics, analyze and generalize them; found innovative methods of teaching material. At the end of the practice, a scientific and practical conference "Ways of forming a young researcher-musician" was held, where the students gave presentations. As a result of the conference materials, essays, reviews, articles of magistrates were published. Subsequently, future music art teachers successfully, independently and with elements of scientific creativity, carried out qualification studies.

Eventually, the formation of methodological readiness of Master's students for professional activity was checked by us at the outcoming stage of the experiment.

So, at the initial stage of the experiment, the application of the methodologies made it possible to diagnose the level of formation of individual components of the methodological readiness of Master's students of musical art. According to the results of the survey with the initial level of formation of methodological readiness - 48 (39.3%) students of CG and 49 (40.8%) of EG; with reproductive - 60 (49.1%) of CG and 58 (48.3%) of EG; scientific-creative - 14 (11.6%) of CG and 13 (10.3%) students of EG. So, we observed that the majority of students of CG and EG have a low and reproductive level of formation of methodological readiness for professional activity (See Fig.1).

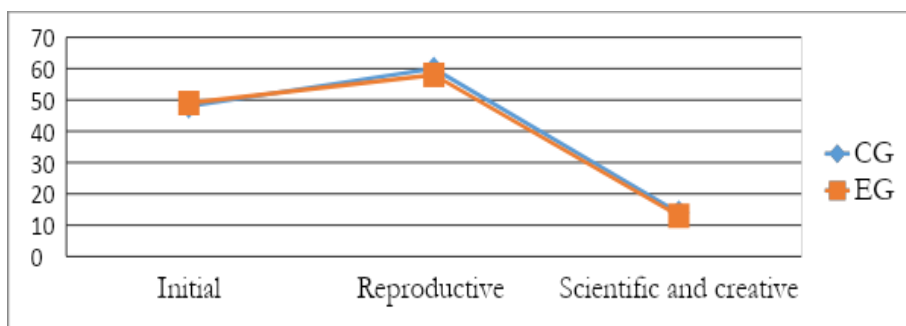


Figure 1. Comparison of the methodological readiness formation of musical art Master's students to professional activity (diagnostic stage)

After holding the forming/molding stage of the experiment, we determined the levels of the methodological readiness formation in terms of their components and compared the results of the control and experimental groups of Master's students of musical art. The results showed that with the initial level of methodological readiness formation - 45 (36.9%) Master students of CG and 13 (10.8%) of EG; with reproductive - 62 (50.8%) peers of CG and 62 (51.7%) of EG; scientific-

creative - 15 (12.3%) students of CG and 45 (37.5%) of EG, we have revealed a significant increase in the indicators of high and low level of the methodological readiness of masters EG. However, the level of methodological readiness formation of Master's students in CG remained almost unchanged. Most students of CG have a low and reproductive level of formation of methodological readiness for professional activity, and in EG it is high and reproductive (See Fig.2).

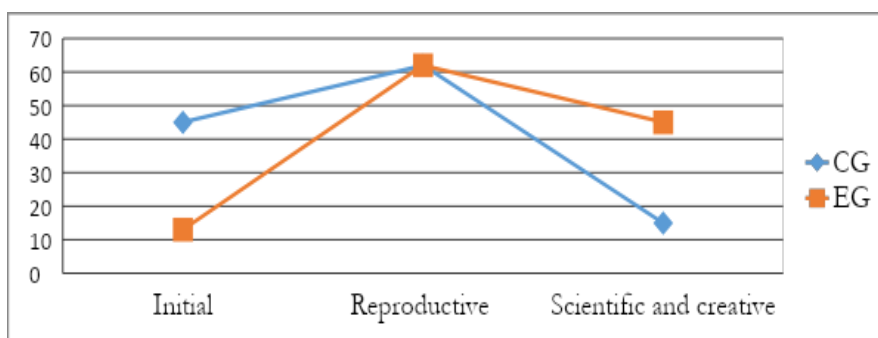


Figure 2. Comparison of the methodological readiness formation of musical art Master's students to professional activity (outcoming stage)

According to the results of the examination, the dynamics of the methodological readiness formation of future music art teachers for

professional activity at the beginning and end of the study (Table 1) was determined.

Table 1. Dynamics of the formation of methodological readiness of musical art Master's students to professional activity

Levels of formation of methodological readiness	Quantitative Indicators diagnostic stage (people) EG / CG	Quantitative Indicators outcoming stage EG / CG	Change rate
Initial	48/ 49	45/13	-3/-36
Reproductive	60/58	62/62	+2/+4
Scientific and creative	14/13	15/45	+1/+32

Thus, according to the results of experimental work, the indicator of low level of methodological readiness of Master students of musical art in the EG decreased by a total of 30%, while in CG - by only 2,4%; the reproductive

level in the EG has increased by 3.4%, in CG - by 1.7%; the indicator of scientific and creative level in EG grew by 27.2%, and in CG grew by only 0.7% (See Fig.3).

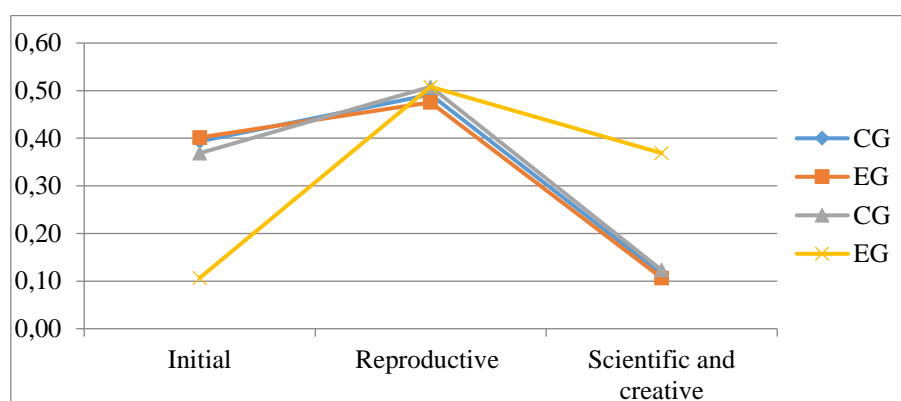


Figure 3. Comparison of the methodological readiness formation of musical art Master's students to professional activity (diagnostic and outcoming stages)

The experimental study confirmed the effectiveness of the proposed organizational and methodological conditions for the methodological readiness formation of future music art teachers.

Conclusions

Thus, the problem of forming the methodological readiness of Master's degree students of musical art is a topical issue of contemporary artistic education in Ukraine, since its solution affects the efficiency of the professional activity of the music art teacher and, if necessary, prepares it for the third qualification level of Ph.D. Methodological readiness of the music art teacher in the research is considered from the standpoint of personally oriented, activity and

competence approaches, such as: professional-personal education, which is based on the motivation to such a kind of activity, a complex of methodological knowledge, skills and psychological capacities to apply them. On the basis of the analysis and generalization, the structure of methodological readiness of the music art teacher has been determined, which, in its turn, includes: motivational-demanded, informational-cognitive, scientific activity-based, reflexive-evaluational as well as self-improving components. According to the results

of theoretical and methodological research, the organizational and methodical principles of forming the methodological readiness of Master students of musical art have been substantiated, developed and experimentally tested.

The pedagogical experiment proved that the level of formation of all components of the methodological readiness of future musical art teachers to the professional activity of the experimental group is much higher than that of the students of the control group, which confirms the effectiveness of the developed organizational and methodical principles of forming the methodological readiness of future musical art teachers for professional activity. The conducted research does not totally exhaust all the aspects of the problem of forming the methodological readiness of Master students of musical art. Further scientific researches require the uncovering of the following questions: study of foreign experience on a given problem; the methodological readiness formation of the music art teacher in the system of continuous artistic and pedagogical education.

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