

УДК 654:78

FORMING OF THE RESEARCH ABILITIES OF FUTURE TEACHERS OF MUSICAL ART IN THE CONDITIONS OF LEVEL EDUCATION**Svitlana GROZAN (Kirovograd)**

Defining of the problem. Modern integration processes which take place in all spheres of the society, including the education, have led to a rethinking of the direction of its future development. The future specialist of any profile in the course of his/her training should master the methods of the scientific research activity that will allow the highly skilled professionals, throughout their life, not only not only direct their efforts to continuous improvement of the educational process, but also to maintain their skills according to growing scientific-technological and socio-economic progress of the society. The perspective performs of this task at the present stage, in the context of level education, can be resolved through the involvement of the future teachers of the music art to the research activities during the period of their study. It was defined in such regulations, as: the State national program «Education (Ukraine XXI century)», «The National Doctrine of Education Development in the XXI century», the law «About the High Education», which put forward the new requirements for the modernization of training of the future teachers which are based on the integration of scientific-research work of the students, which is defined as a part of stage training.

Analysis of the last researches and publications. The integration of teaching and research activities within the stage education is a very important issue, which is revealed in the works of many contemporary scientists. In particular, the didactic conditions of formation of interest in the process of teaching-research activity, the organization of the research approach in the process of studying were examined in the works of P. Luzan, I. Kravtsova, V. Andreyev, O. Maksymova, A. Dyomin, V. Bespal'ko, M. Knyazyan, Ye. Kulyk, N. Glovyn, V. Kuleshova, O. Rogozina; the questions of the theoretical principles of organization and formation of the research skills with the help of the information-communicative technologies were studied by S. Rakov, Yu. Tryus, O. Kanevs'ka, T. Sydorenko etc.); the nature of the structure and the conditions of formation of the creative personality of the future specialist in the process of the research activity were examined by O. Havrylyuk, O. Pavlenko, O. Ovsyannikov A. Rybalko and others.); to the content and the structure of the professional training was paid attention in the works of Yu. Babansky, A. Man'ko,

V. Bespal'ko, N. Tverezovska, V. Sydorenko, I. Zyazyun and others.

Analyzing the works of the researchers which were mentioned above, one could argue that the development and the improvement of the research skills of the students in the context of level education depends largely on the organization of their educational-research activities, its methods and levels of education and research skills, as after finishing the school, specialized secondary educational institution, and after the graduating from the university. The process itself provides for the formation of skills of the future specialists of the knowledge system, which includes theoretical and practical skills and abilities which relate to the educational and professional activities.

The purpose the article is to review and analyze the existing classifications of the research skills.

The main material. The research activity of the students is seen as a system of two elements: the educational-research and the scientific-research activities in the scientific researches of the scholars and the teachers. The first is defined as a form of the individual cognitive activity, which is based on a creative approach to the study of the subject and to the object of cognition and is a part of the educational process in the classroom sessions; and the second one is consisted in students' learning and using the research skills, research methods for solving professional problems with its specialty in extracurricular time [2, p. 21]. In our study, we consider the research activity as an activity that is generated as a result of the functioning mechanism of the searching activity and is based on its research behaviour.

Considering the research activity as a part of the professional training of the future teachers of musical art, we need to draw attention to the fact that it includes two components: educational and professional. A large number of scientists considered the research activity of students in the application of the research tasks, of the complex of research problem pedagogical problems, modeling methods or designing the pedagogical processes; the information-communicative computer technologies of training; the teaching of purely pedagogical subject such as «Fundamentals of the scientific and the educational research», etc., or during students' teaching practice, course and degree designing.

Obviously, the formation of research skills of future music teachers in the study it professionally

oriented courses is one of the priorities of obtaining highly skilled and competitive experts on a labor market, whereas the analysis of the problem and the problem situations, their modeling and investigation, the search solving of the artistic problems and the analysis of the received results are the immediate components of the professional component of their training [3, p.19]. These components provide a strong studying of the knowledge, skills and abilities in fundamental and professionally-oriented disciplines, the development of an autonomy, pedagogical and creative thinking through the organization of the scientific-research activities of the students.

The analysis of the process of training of the future teachers of music has allowed us to identify a number of contradictions: between the modern requirements of the future professional musicians and the quality of their training (due to the fact that the traditional educational system was on the contrary to the requirements which were put forward by the modern information stage of the society's development); between the increase in educational and scientific information and the limited possibilities of its assimilation by the students in the defined time periods (the training need to provide high functionality of the person in an environment where the change of the knowledge, ideas and technologies is much faster than a change of the generations; in this regard, the problem of optimal balance between the rapid growth of human knowledge and the human ability of their creative assimilation is relevant).

We agree with N. Glovyn who considers the research activities of the students as one way of solving the aforementioned contradictions. In her opinion, the principle of integration of scientific work with training in the conditions of new information society and the scientific and technological revolutions is a permanent factor of the formation of the future specialist. Moreover, as the analysis of regulatory documents showed, in the conditions of modern development of education the studying-research and the scientific-research activities no longer mean only the creative development of the best students, but they are the means of improving the quality of professional training of the students [3, p. 11].

The experience of the native and foreign scientists, which was gained towards the organization of the research activity of the students, proves that this approach to the learning promotes the independence and the creative thinking of future professionals, encourages the development of the research skills and provides an opportunity to express and to check yourself in the particular educational, research and creative activities.

After making the analysis of the regulatory documents, the system of public standards of higher education and the scientific-methodical literature, we can conclude, that the main task of the research activity of the students in the process of their professional training is to develop the abilities and the skills of conducting the research work, to acquaint them with its structure, the principles and the methodology of the research experiments, to form and to develop the student's interest to the research activity [6, p. 7]. While performing the teaching-research and scientific-research works, the students are being: introduced to the urgent problems of modern science and its achievements, with the features of the work in educational and the scientific-research laboratories; learned to form the theme of the research work and to choose the methodological literature; learned to work with gauging devices and other equipment, learned to apply the abilities of the scientific experiments and to solve the production problems, learned to conduct the experimental research, to analyze and to execute them accordingly to the results of the work.

At the current stage of the development of the educational system the following forms of the research activity of the students are used: the lectures based on the principles of the problem-based learning and on the research approach; laboratory and practical works with the elements of the research approach; the preparation of the scientific essay; the educational and the research work in the implementation of the coursework and the graduation project; implementation of the educational and the research tasks in the process of the pedagogical practice; participation in the scientific seminars, the students' conferences and competitions; participation of the students in the research work of the departments; participation of the students in the research laboratories or problem and scientific groups, and performing the researches of individual tasks [1; 2; 8; 9].

According to the analysis of scientific and methodological literatures we tend to consider the ability as a system of to consciously and managed actions, which are aimed according to the goal for solving the problem, which is formed on the basis of the assimilated in learning process intellectual, practical knowledge and skills and is an integral part of the teaching and professional activities. This system includes a selection of knowledge, skills and the elements of experience that are needed to complete the task, relying on its analysis of the characteristics and the properties; determining the necessary system of action and implementation of continuously monitoring result by comparing it with the ultimate goal and, if necessary by carrying out the necessary adjustments. A large number of studies that have been made by modern scholars-teachers on the

problem of formation the skills indicate that the formed general educational skills are the foundation for a more sophisticated type of the integrative skills, the varieties of the research skills which also belong to [9, p. 36]. The availability of formed skills of the future specialist is a prerequisite for his further development.

We observe the research abilities as a more complex system of mental and practical actions, which is based on the system of assimilated system of knowledge about methods of scientific research and which is aimed in accordance with the intended purpose of finding answers, subjective laws or objective discoveries of the student in the process of training and research activities.

Accordingly, we have reviewed and analyzed the existing classifications of the research skills of such scientists and teachers, as: V. Andreyev, V. Lytovchenko, A. Savenko, L. Tyhenko, I. Zymnya, V. Kuleshova and others. In the process of analysis, we have concluded, that their proposed classifications clearly and fully reflected the research skills, which are being formed in the process of educational component of the professional training of the teachers. What on the research skills, which are being formed in the process of studying by the future teachers the music professionally designed courses, it has not been found by us that they have full reflection in these classifications. Therefore, we consider, that is necessary to add the research skills and we offer the following classification of research skills:

Theoretical skills:

– *operating*, which consist of:

- the ability to analyze, to summarize, to classify and to systematize various kinds of information (training material, information in the process of the experiment, the results of the research), the technological processes and to allot the main thing in them;

- ability to put forward a hypothesis on the study of the problem;

- ability to choose methods of mathematical analysis of survey data of the research;

- the ability to use the acquired professional knowledge and skills to the particularities of the new conditions of learning activities;

- ability to observe the experiment;

- the ability to compare and evaluate the results of studies to prove and justify the appropriateness of their decisions, make conclusions.

– *organizational*, which include:

- ability to determine purpose, contradictions and objectives of the study;

- ability to plan and choose the required technological sequence of conducting the experiment;

- the ability to realize self-control and self-regulation research activities;

- the ability to control the outcome of their activities.

Practical skills, which include:

- ability to work with various sources of information (educational, scientific and methodical literatures, Internet, experimental data, etc.);

- the ability to apply the necessary mathematical calculations;

- ability to judge and execute scientific-research documentations.

Communicative skills that include:

- ability to express and defend their views;

- the ability to use the methods of cooperation in the scientific-research or production activities (distribution of the responsibilities, mutual assistance and appropriate control over the actions of each other);

- ability to conduct testing of the study.

Thus, we consider the mastering of the research skills as the ability to acquire new professional skills or to acquire knowledge.

The conclusion. So, given all of the above, the research activities are considered by us as the most efficient method of assimilation of the knowledge and the formation of the research skills of the future teachers of music art in the process of their professional training.

The use of creativity in the process of the research component of professional training of the future teachers of music art leads to more intensive assimilation of the knowledge, the development of creative and logical way of thinking, the personal skills of the specialists, the forming their research and professional skills, that allows them to solve educational tasks and to conduct research experiments in practice.

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Research interests: the formation of a research competence of the future teachers of music.

УДК 564:786

ЗАПРОВАДЖЕННЯ КУЛЬТУРНИХ ТРАДИЦІЙ ЄЛИСАВЕТГРАДЩИНИ ЯК ЗАСІБ МОДЕРНІЗАЦІЇ СУЧАСНОЇ СИСТЕМИ МУЗИЧНОЇ ОСВІТИ УКРАЇНИ

Жанна КОЛОСКОВА (Кіровоград)

Постановка проблеми. Модернізація освіти – це необхідний етап на шляху до соціального, політичного оновлення системи сучасного суспільства, який має стати пріоритетним напрямком роботи у державі. Оскільки якісна освіта є фундаментом успішного процвітання усієї країни, забезпечення її належного розвитку є важливою вимогою сучасності й майбутнього.

Аналіз останніх досліджень і публікацій. Концепція поєднання традицій і інновацій є важливою складовою модернізації мистецької освіти в умовах євроінтеграції, про що свідчить низка праць вітчизняних науковців, таких як В. П. Андрущенко, Ю. П. Богущкий, М. З. Згуровський, В. Г. Кремень, В. М. Шейко. Проблеми реального становища освіти та необхідності її наближення до європейських стандартів присвячені праці І. А. Зязюна, В. М. Зубка, В. А. Козакова, В. П. Подкопаєва, О. С. Тимошенка, А. В. Чебикіна, В. Г. Чернеця та інших.

Метою даної статті є дослідження можливості впровадження культурних традицій Єлисаветградщини в сучасну систему музичної освіти України.

Виклад основного матеріалу статті. Ідея гармонічного розвитку особистості як кінцевий результат виховання набула популярності в середніх навчальних закладах Єлисаветградщини ще на початку ХХ століття і є спільною для освітніх систем ХХ й ХХІ століть [9, с. 337–338]. Аналіз змісту програми навчальної дисципліни «Співи» у системі

середнього шкільництва Єлисаветградщини того часу засвідчив, що вона була побудована на принципах природовідповідності, цілісності, поступовості та наступності. Спільним для освітніх систем різних століть є, на нашу думку, виховання любові до музики, зокрема, естетичного смаку, розвиток музичного слуху та надання знань, умінь та навичок для подальшого самостійного музичного розвитку особистості. Тотожним є, на наш погляд, і процес навчання співу, який починався зі співу на слух, правильної постановки голосу, вправ на встановлення координації між голосом та слухом тощо. Спільною є й провідна форма організації процесу музичного виховання – урок [9, с. 331].

Разом з тим, відзначимо, що програмою початку ХХ століття передбачалося надання великого пласту знань з елементарної теорії музики, що було пов'язано з практичним вивченням музичного матеріалу і спрямоване на вироблення чистого інтонування, без якого не існує строю в хорі [9, с. 337–338].

Вивчення змісту позашкільної учнівської концертної діяльності дозволило виокремити позитивний досвід у роботі середніх навчальних закладів Єлисаветградщини кінця ХІХ–початку ХХ століття та визначити шляхи його запровадження в навчально-виховний процес сучасних загальноосвітніх навчальних закладів.

З огляду на те, що в умовах кризи духовного життя суспільства одним із