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LEVELS OF CONDUCTOR CHORAL TRAINING OF FUTURE TEACHERS OF MUSIC ART IN PEDAGOGICAL UNIVERSITIES

Problem stated in general. Under modern conditions in reformation of professional artistic education urgent attention requires solving problem of improving the quality of professional training of future teachers in musical art. Particular attention is needed to intensify conducting-choral training, which ensures the competence of the teacher of musical art in the field of choral performance, education and management of the school choir team. Special attention requires the intensifying of conductor-choral training which provides the competence of the teacher of music art in the field of choral performance, education and management of school choral team. Analysis of contemporary conductor-choral training of the teacher suggests that the faculties of arts of pedagogical universities pay significant attention to the formation of professionally important features according to the graphio-professional approach, which, taking into account modern requirements of improving the quality of higher education, turns out to be insufficient for the development of personality. Analysis of pedagogical practice indicates, that the majority of students lack professionalism in educational-rehearsal and management activity of the teacher-choirmaster. Therefore, a contradiction between demands of the society to improve the quality of training teachers of musical art both as communicator and leader of the team and not enough developed tools of pedagogical diagnostics, which allows measuring the level of appropriate professional training of the teacher of musical art, appears.

Analysis of recent researches and publications. Concepts, types, conceptual system of pedagogical diagnostics are defined in the works of B. Bitinas, S. Goncharenko, K. Ingenkamp, K. Klauer, A. Kochetov, L. Maurerman, I. Podlasyi. Diagnostics' issues of the quality of the professional training of students of art faculties have been reviewed in the researches by N. Guralnyk, O. Matveeva, O. Oleksyuk, V. Orlova, G. Padalka, I. Poluboyarina, T. Reisenkind, A. Rebrova, O. Rostovsky, O. Rudnytska, N. Segedi, T. Smyrnova, T. Stratan-Artishkova, A. Rastrihina, V. Cherkasova, O. Sholokova. Diagnostics of professional skills of teachers of

music fulfilled A. Kozyr; scientific statements of quality art-performing training of future teachers of musical art were researched by M. Davydov, V. Labunets, N. Mozgalova. Diagnostic toolkit of vocal-pedagogical training has been presented in the works by N. Grebenyuk, L. Vasylenko, O. Marufenko, N. Ovcharenko, G. Stasko, T. Tkachenko. Scientists, relying on basic statements of the system approach, define diagnostic apparatus due to component-based structure of the training of future teachers of the music art. Structural-functional analysis of authors' studies suggests that the process of substantiation of the components, stated by the authors, criteria and levels of professional training of specialists occurs on the basis of a wide range of methodological approaches: system-activity oriented, humanistic, personal, axiological, phenomenological, hermeneutic, etc.

Study of scientific publications shows that scientists do not pay enough attention to the research of such an important aspect of musical-pedagogical education of teacher as a choral training conductor.

The purpose of the article is justification of levels of conductor-choral training for future teachers of musical art at the pedagogical universities.

Outlining the basic material of research. The specificity of the pedagogical professional activity of teacher-choirmaster was taken into account in the process of determining the criteria-diagnostical apparatus, which in its turn required: creative self-expression; pedagogical communication; choir management [4, p. 232]. A system of criteria which was determined as «measure of integrity of knowledge or certain formed qualities of personality in the field of music education» had been also chosen [5, p. 197]. Under these conditions, the main criteria for conducting choral training of future teachers of musical art was classified as: a) motivational-value criterion (the level of professional motivation, values, personal and professional competencies of a successful creative self-expression, pedagogical communication and choir management); b) content-cognitive criterion (level of detail, systematics, efficiency, understanding the knowledge of

components and ways of choral conducting; c) operational-activity orientated criterion (level of formed skills in projecting, constructing and organization of dialogue interaction, musical and creative cooperation and school choral management.

Diagnostics of students training according to stated criteria gave an opportunity to differentiate certain problems in modern conductor-choral education. To our mind, among the main disadvantages of students' creative self-expression training, can be distinguished the following aspects: a) overemphasis on the development of professionally important characteristics of the particular manual and vocal-choral skills and knowledge; b) episodic addressing to professional motives, personal and professional values; c) focus on reproductive copying of famous performing interpretations, absence of mechanisms of formation of art-interpretative competence; g) absence of instruments for the development of productive musical students thinking, which leads to weakness of their theoretical and practical thinking; d) insufficient attention to self-monitoring experiences of students, neglecting the demands of personal diagnostics [1, p. 451; 2, p. 81].

Teacher's organization of training students for pedagogical communication also has a number of significant disadvantages, delaying pedagogical growth of teacher-choirmaster: a) existence of excessive expansion of a non-verbal communication by reducing the quality of skills and experience of verbal communication (motivation of language, its team focusing, speed and strong arguments); b) unreasonable usage of strict interaction techniques due to underestimating the knowledge and pedagogical skills of appropriate communication, the role of cooperation during rehearsal; c) inadequacy of training the students to resolve conflict situations, the management of conflict; d) underdevelopment of reflexive culture and empathy, absence of ability to feel emotional cohesion with the partner (singer, conductor) [3, p. 301].

A study of state readiness of future teachers of music for organizational and managerial activity in the educational process shows the following things: a) stereotyping in approaches in the studying process of socio-psychological characteristics of singers and choral collective are revealed; b) kind of outdated information about the appropriate ways in management activity prevails; c) monotony of form and content of construction of ways of choral activity exists; d) stereotypical views on the process of determining the content, methods, forms and means of educational activity of choir members in different directions can be found; e) insufficiency of knowledge and abilities to organize a choral group and assistance in positive development of

its structure, content, means of activity; f) lack of information about educational and personal management compatibility, solidarity and mutual assistance between choir singers.

Analysis of the listed flaws gives the right to highlight three levels of choral conductor training for future teachers of musical art: (productive, partial-productive, reproductive), which are considered to strengthen the educational process' effectiveness at pedagogical universities.

For a *productive level* of choral conducting training of future teachers of musical art are common: focusing of educational process on revealing creative individuality of the students, stimulating them to act according to the type «Me – Art image – Choir group – the Listeners» («Individual- Individual»). Positive attitude towards choral education is expressed by understanding the socio-cultural mission of choral singing in situation of solving theological, moral and aesthetic crisis between personality and society. Spiritual and professional motives, along with informative and professional self-expression and professional «Me-conception»; such professionally important skills and features of character as self-determination, self-reliance, sociability, work-passion, optimism, cheerfulness; the function of subjunctive self-determination of the student in the structure of self-understanding is growing [3, p. 232].

At productive level student consciously uses the knowledge of interconnection and mutual dependency of performing, teaching and management components in choirmaster-teacher activity; a future teacher of music art deeply and fully understands and interprets the content of principles, methods, forms and techniques and forms of pedagogical communication: verbal and non-verbal communication as a form of humanization of communicative relations, which support personal and professional growth of the choir singers; aware of the value of dialogue interaction, cooperation between the conductor and the singers of the choir as a reciprocal influence, that is reflected in the formation of psychological unity «We»; understands and explains the system content links in the structure of social perception between identification, empathy, self-reflection, indicating the effectiveness of educational and professional knowledge [1, p. 268].

Productive level of conductor choral training suggests the ability of students to use deep knowledge, gained before, independently and creatively in new musical-pedagogical situations; combine personal-professional meanings and concepts in interpretations; promote and broadcast educational and professional value of dialogue interaction and cooperation in the process of self-expression, communication and management of school choral staff. At productive level, students

demonstrate development, logic and sequence of musical thinking, speed and mobility of brain processes, manipulate musical and verbal information flexibly, skillfully use situational management style for educating value-orientation unity, cohesion and collaboration of singers; creatively make choice of selective, adaptive, innovative decisions in uncertain situations with the help of modern ways of encouragement and correction of singers' activity.

For *partially-productive level* conducting choral training of students is characterized by: the focus of educational process on education according to the type «Me-art image» with the selection of individual professional-pedagogical problems (personal growth, mental development, communication); spontaneous changes in the structure of the motivational sphere with the increase of motivations for priority and significance of conductor choral activity, incentives of cognitive interest, problematic, content novelty in separate disciplines; certain requests to student's personality are determined, that leads to «isolation» of their own informative (cognitive) and personal growth. This level has following characteristics: formal review on the value of pedagogical communication and management with dominate declarative-stereotypical judgments and perceptions in relation to its structure and reasonable ways of activity.

At this level understanding and partial memorizing of content of creative self-expression, pedagogical communication and choir management take their place; particular ways of self-investigation as a common technique for revealing and stating student's own creative individuality and identity, tracing their own «Me» within a student choral group, are realized.

Generalization and systematization of particular methods of non-verbal and verbal communication occur, as well as fixed interactive modes, pedagogical collaboration. It is stated: formal nature of learning, which provokes shortened gnostic, project, constructive and organizational concepts, terms, ways of managing the team. Learning and knowledge usage is proceeded by teacher, depending on the in-depth self-investigation with self-consciousness and memorizing particular ways of perception, including methods of empathy and reflection.

Certain rigidity in the process of perception and assessment of the nature of personal communication with choir staff, lack of the necessary emotional and aesthetic instrumentation, incomplete number of activities and operations in the methods of comparison and similarity with other singers; orientation of organization of educational perception on certain stamps and stereotypes, without understanding, comprehension and professional diagnostics of

mistakes' reasons in the process of forming the vocal-choral singers skills; ignoring the mechanism of collective self-determination, importance factor value-orientation of unity, compatibility and cohesion of choral team; stability in the process of decision making.

Reproductive level of conductor choral training is performed by: attitude to the student as to the object of professional study, that causes orientation of educational process on learning music-choral knowledge, skills, situations according to the pattern, misunderstanding of student values and sense of conductor choral performance, choir-master activity; focus on exceptionally operational goals (formation of performing techniques, interpretational or artistic skills, assimilation of the musical text, professionally important characteristics etc.). Lack of understanding by teachers motivational sphere of the future choir-master, not hierarchical, low educational and professional motivation of students with predominance of situational motifs to certain types of choir-master activities; no self-reliance in creating artistic interpretation; student is concentrated with his own (Me-«art image»), at the same time ignoring the importance of choir team and the need to be addressed to listeners; as the result of the educational process, tendency of students for stereotypes in determining of their professional path is observed; indifferent attitude to establish their own creative potential and personality appears.

At this level students formally linearly learn the key concepts, facts, terms for self-expression, communication and management of choir team. Lack of professional competence is determined, inability of students to understand values, context and methods of self-investigation performances, establishing pedagogical contact, organization of interaction based on cooperation, democratic style of managing singers' staff. Students are not able to detect semantic links between main concepts, cut and expand knowledge, therefore express standardized evaluative judgments about appropriateness of authoritarian and unconstructive methods of communication and management.

In the process of self-expression is identified the passive position to act according to the model of teacher's choral conducting or the head of student choral group. Student isn't practically ready to demonstrate independence in the process of communication and choir management; detects many errors in non-verbal communication, not fully takes it as a part of artistic communication, conceptual implementation of an idea and choral sound management. Verbal communication occurs in the deficiency of influence and ineffective connection between a student and the choir team, orientation on team, persuasiveness, speed of speech. Mainly unconstructive ways of

professional and pedagogical interactions are used (criticism, manipulation, ignoring, compulsion). At reproductive level students make errors in the processes of perception, empathy and reflection, their perception is full of stereotypes and superficial evaluations, insufficient experience of professional psychological diagnostics takes place.

Low level of psychological-pedagogical experience of teachers-choirmaster is pointed out, sort of knowledge and skills to design a goal and tasks (operational, strategic and tactical), constructing programme, plan, content, methods and forms of music-choral education of singers of the choir; takes place declarative and formal attitude to problems of organization of a choral group, lacking knowledge about structure, content and dynamics of its growth; orientation is directed only to vocal-choral work in the choir, without revealing any significant psychological features of formation of team; the student is not able to make a management decision, stimulation and control of activity of the choir.

Conclusions and prospects for further researches of direction. Reasoning of levels of conductor choral training of future teachers of music art at the pedagogical universities suggests new guidelines on the way to humanization of professional art education.

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SELF-REGULATION IN THE CONTEXT OF GENERAL PRINCIPLES OF ARTISTIC TEACHING IN PROFESSIONAL TRAINING OF THE FUTURE SPECIALIST

Formulation of the problem. The focus of pedagogical education to individualized development of professionally important qualities, subjective characteristics of future specialist determines the necessity of active entry into the general education of different kinds of art. It strengthens personal and collective identity,

enriches the value system, encourages to active and creative action. Spirituality and creativity, as two interdependent and interrelated phenomena, characterize personality integrally and volume as spiritual and creative one. Professional training of the future teacher of art must perform the tasks and functions of art pedagogy, bring personality to