

IMPROVEMENT OF VOCAL AND PEDAGOGICAL TRAINING OF FUTURE MUSIC TEACHERS BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

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УДОСКОНАЛЕННЯ ВОКАЛЬНО-ПЕДАГОГІЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА ЗАСОБАМИ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

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Abstract. The article reveals the problem of improving the vocal and pedagogical training of future music teachers by means of information and communication technologies (ICT). It is emphasized that computerization, the progressing industry of computer science, the Internet system are becoming catalysts for the growing dynamics of modern society. Emphasis is placed on the fact that in modern conditions, obtaining education through the use of ICT is becoming a priority. Procedural-technological, communicative and creative competencies of ICT use in the process of future music teachers' training are singled out. It is emphasized that the introduction of training significantly expands the possibilities of improving vocal and pedagogical training.

Key words: *information and communication technologies, vocal and pedagogical training, future music teacher*

Анотація. Стаття присвячена проблемі удосконалення вокально-педагогічної підготовки майбутніх учителів музичного мистецтва засобами інформаційно-комунікаційних технологій (ІКТ). Підкреслено, що комп'ютеризація, прогресуюча індустрія інформатики, система Інтернет стають каталізаторами зростаючої динаміки розвитку сучасного суспільства. Закцентовано увагу на тому, що в сучасних умовах здобуття освіти за допомогою застосування засобів ІКТ стає пріоритетним. Виокремлено процедурно-технологічні, комунікативні та творчі компетенції використання ІКТ у процесі підготовки майбутніх учителів музичного мистецтва. Наголошено, що впровадження ІКТ значно розширює можливості удосконалення вокально-педагогічної підготовки фахівців.

Ключові слова: *інформаційно-комунікаційні технології, вокально-педагогічна підготовка, майбутній учитель музичного мистецтва.*

The formulation of the problem. The modern world is facing new challenges that need to be solved as soon as possible in the field of teacher education. This is not only a change of vectors in a globalized society with the predominance of informatization processes but also "adaptation" to the conditions of the pandemic, which has become an urgent problem of recent times. Pedagogy, which reacts quickly and tries to meet modern development trends, has already added information pedagogical technologies to its problem field. They have become a link that has enough capacity to maintain the learning

process. Therefore, it is necessary to develop and supply the mechanisms of training both future teachers and students in modern conditions.

The use of information and communication technologies is becoming an important component in the formation of key competencies in the training of future music teachers and their further professional activity. The process of informatization of education sets certain requirements to the profession of a teacher of all specialties, in particular, a music teacher. In modern conditions, obtaining education through the use of ICT has become a priority. Thanks to the use of ICT, a number of tasks higher education institutions face, are solved, especially nowadays. One of them is the renewal of the content and structure of education, becoming a means of expanding opportunities for comprehensive self-improvement of the educational process subjects, the formation of key and subject competencies.

Considering mentioned above, the use of ICT in the training of future music teachers requires the development and modernization of existing teaching methods. Vocal and pedagogical training deserves special attention in terms of methodological renewal, as an important component of the future music teachers' general training. The need to find new ways of improving vocal and pedagogical training through ICT determines the interest to the chosen problem.

Analysis of the recent research and publications. Recent scientific publications in the field of general and music pedagogy show that modern scientists are actively studying the possibilities and prospects of using information and communication technologies in the educational process, in particular, in training for music and pedagogical activity. The issue of using information technologies became the basis for the works of the following scientists: L. Varnavska, L. Havrilova, N. Kryvoshei, A. Kozyr, E. Kuchmenko, V. Lutsenko, Y. Oliinyk. Various aspects of vocal and pedagogical activity were studied by V. Antoniuk, L. Vasylenko, L. Havrylenko, N. Hrebenuk, V. Yemelianov, O. Marufenko, D. Ohorodnov, O. Stakhevych, L. Trutniev, and others. Ways to improve the vocal and pedagogical training of future professionals were determined by L. Vasylevska-Skupa, O. Daletskyi, V. Droniuk, N. Ovcharenko, N. Tararak, and others. The use of ICT in art education was analyzed by N. Bieliavina, M. Derhach, O. Krasovska, O. Khomik, O. Chaikovska. However, the analysis of the scientific literature showed a lack of special studies on improving the vocal and pedagogical training of future music teachers through ICT, so, in our opinion, this issue needs special attention.

The purpose of the article. Defining the possibilities of information and communication technologies in improving vocal and pedagogical training of future music teachers.

Basic material. An international paper (prepared by The Partnership for 21st Century Skills), created in the United States in 2002 by business community leaders, education leaders, and politicians, outlines learning outcomes for the 21st century, which contain four main groups:

first, subject competencies that are mentioned in the 21st century (knowledge of English, reading or language development; world languages; Art; Mathematics; Economics; Natural Sciences, Geography, History, Government and Society). General knowledge of higher interdisciplinary meaning (global education; financial and economic, civic literacy; environmental literacy) should also be encouraged;

second, the emphasis on learning skills and innovations (creativity and innovations; critical thinking and problem-solving; communication and collaboration) is of special significance for training to future professional activity;

third, in order to be aware of the advanced trends of the new century, citizens and workers must acquire ICT skills (information literacy; media literacy; ICT literacy);

fourth, rapid changes in society, the need of being competitive in the global market require attention to life and career skills (flexibility and adaptability; initiative and independence; social and cross-cultural skills; productivity and accountability; leadership and responsibility) [6, p.34].

Pedagogical activity, in general, requires many competencies, such as erudition, education, ability to be a person with a developed outlook, views, beliefs, willingness to create, which in general meaning meets the requirements of modern society. An important component of future music teachers' training is vocal and pedagogical competence, which lacks educational process improvement.

According to E. Provorova, "the spiritual world of a child, their worldview and world perception are significantly influenced by the singing skills of a music teacher. It is important for a teacher to masterfully acquire the skills to apply the necessary methods, techniques for improving their own singing and successfully, rationally use them in the process of students' vocal development" [9, p.430].

N. Ovcharenko specifies the tasks of modern education for music teachers: "Taking into account the humanistic ideas of the humanistic paradigm directs art education to the formation of future music teachers in the process of vocal and pedagogical activity of independent thinking, respect for education, spiritual need to communicate with vocal art, mastering the values of vocal pedagogy, the need for professional self-development and self-education throughout life" [8, p.32]. The researcher offers a structure of vocal and pedagogical activity, which contains the following components: motivational-semantic, emotional-procedural, semiotic-hermeneutic, axiological-cultural, creative-performing, psychological and pedagogical, organizational-educational, self-improving [7, p.100].

A motivational-semantic component is aimed at the personal meaning; the emotional-procedural component is based on the development of critical thinking and is used in ICT demonstration tools; semiotic-hermeneutic and axiological-cultural components make it possible to expand the semantic field of imagery, content, genres, types, and forms of art. It is noted that with the help of visual means of ICT the process of new knowledge accumulation, expansion of opportunities in acquaintance and studying of new repertoire, involvement in listening to works of the world heritage, etc. is improved.

At the early stage of solving the problems of informatization of the education system in Ukraine, a significant contribution was made by M. Zhaldak, who characterizes the concept of "information technology" and identifies two essential features: pedagogical technology and the use of electronic learning tools. Information and communication technologies of teaching combine the features of pedagogical technology, the use of computers and telecommunications networks, involve the interaction of teachers and students, the use of special forms, methods, teaching aids [3].

According to A. Kozyr, "in the process of training for productive activity, a future teacher needs to master innovative technologies as a tool for solving these problems, which will undoubtedly enrich the teacher's methodological field, increase their professional competence and professionalism, and form their value orientations. On the other hand, it is important to focus on personal general cultural self-development, continuous educational process, which is a necessary condition for the formation of professional skills... "[4, p.18]. Among the innovative techniques, the researcher emphasizes computerization, the progressing industry of computer science, the Internet, which are becoming catalysts for the growing dynamics of modern society. Involving modern opportunities of information and communication technologies is becoming a promising task of pedagogical science.

This statement is confirmed by the researcher T. Reizenkind, who believes that art education can be expanded by means of computer technology, encouraging it to the integrated processes of different kinds of art, artistic and cybernetic teaching methods [10, p. 206].

More and more researchers are paying attention to the fact that in addition to traditional means of improving the vocal and pedagogical training of future music teachers, such as verbal, nonverbal, visual, illustrative, technical, information and communication technologies contain powerful potential.

I. Havrilova differentiates the competencies of future music teachers, which are formed by means of ICT on «procedural-technological, organizing the work of future professionals with a computer, communicative, which are realized through communication in the electronic environment, and creative, related to the developing of their own electronic, in particular, multimedia products» [1, p.38].

In a broad meaning, ICT in modern society should provide a level of information culture for future music teachers. The process of informatization of vocal and pedagogical activity by means of ICT during the professional training of future music teachers allows them to constantly create and enrich their own archive, which then can be used in the educational process. To systematize the material, you can create your own electronic collection, which then can be used during classes, which will facilitate future professional activity.

Information and communication technologies include distance education technology. Now, in the conditions of pandemic and digitalization of the educational process, video lessons of outstanding masters of vocal performing practice, workshops that expand knowledge and enrich creative and performing experience are becoming especially relevant. Constant improvement of the principles of teachers' psychological and pedagogical training takes place on the educational platforms, the activity of which include trainings, testing, workshops, etc.

The activity of a music teacher in the conditions of information and communication technologies realization possibilities is aimed at improvement and ability of their use in professional activity. It is important to use various electronic educational resources, involving the potential of the Internet, including interest in exploring the use of ICT, understanding standard and special software, skills, and abilities to master technology in educational activity depending on professional tasks.

The use of ICT significantly enriches the opportunities for personal development through the activation of imagination, critical thinking, audiovisual perception of various kinds of art, and brings it to the harmonious assimilation of the world, encourages creativity in a broad meaning. The process of improving the training of future music teachers should be aimed at forming conscious importance to the study and use of various ICT to improve the quality of their professional activity, interest in continuous self-improvement, including use of information and communication technologies, self-education, knowledge of music editors, special software, etc.

However, along with this, we must take into account the principle of expediency of the information and communication technologies use in the process of future music teachers' professional training formation and the introduction into the educational process of those technologies that guarantee the quality of training.

T. Doroshenko emphasizes that ICT are used in higher education, which include "the use of multimedia technologies, Internet resources, electronic encyclopedias, and professional packages for relevant subject areas" at lectures, practical or seminar classes [2, p. 243].

O. Krasovska distinguishes the following means of teaching of ICT: pedagogical software, electronic visual library, electronic textbooks and manuals, multimedia courses, software and methodological complexes, educational software [5, p.217].

In accordance with the mentioned above, in the process of improving the vocal and pedagogical training of future music teachers, it is possible to use the following means of information and communication technologies:

- interactive complexes of educational and methodical support of disciplines: "Pedagogy of Art", "Contemporary Musical Art", "Voice Training", "Vocal Ensemble", "Methods of Musical Education", special course "Technologies of self-development of future music teachers in vocal and pedagogical activity";

- electronic summaries and presentations of lectures;

- use of tests, business games, computer modeling at practical classes;

- electronic textbooks, manuals, method guides for individual and self-study work of students;

- use of videos, recordings of musical works;

- development and implementation of distance learning courses on the platforms Moodle, Classroom, etc .;

- use of recordings of vocal works, phonograms "plus", "minus" during educational practical classes;

- use of resources with electronic published notes and music content, for example: music archive of music of all genres in *mp3* format – <http://www.mp3.com.>, MIDI-archive of classical music – <http://www.prs.net.>, published notes archive – <http://www.gmd.de/misc/music.> etc.

Conclusions. One of the means of improving the vocal and pedagogical training of future music teachers are information and communication technologies, which include a set of different forms and methods, including interactive components – lectures, summaries, presentations, textbooks, manuals, tests, etc.; communication components – various educational resources, websites, audio and video materials, etc.; multimedia components – software. These tools are being constantly updated, contribute to the formation of professional competencies. The use of ICT significantly expands the possibilities of improving the vocal and pedagogical training of future music teachers, develops personality, encourages creativity, and becomes part of the modern socio-cultural process.

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