

Current issues of general music pedagogy
Monograph edited by Prof. Volodymyr Cherkasov



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pedagogy**

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**Актуальні питання загальної
музичної педагогіки**

*Монографія
за редакцією проф. Черкасова В.Ф.*

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**RESERVES OF PRACTICAL TRAINING OF FUTURE
ART SPECIALIST'S IN
THE CONTEXT OF MODERN CHALLENGES
РЕЗЕРВИ ПРАКТИЧНОЇ ПІДГОТОВКИ
МАЙБУТНІХ ФАХІВЦІВ МИСТЕЦЬКОГО ПРОФІЛЮ В
КОНТЕКСТІ ВИКЛИКІВ СУЧАСНОСТІ**

Globalization processes, which determine the life of modern civilization, require the identification of the main priorities not only in the nature and content of education, but also in the development of pedagogical research oriented to certain historical changes. There is an urgent need to define a new strategy and identify the main directions of scientific and pedagogical activity, taking into account the depth of radical changes that fundamentally changed the human community. A specific situation has formed in the modern world, caused by changes in the social, economic, and cultural spheres of society and changes in modern man himself. This causes increased attention to research activities in the conditions of modern higher education, including art. Improving the psychological training of future teachers involves the systematic use of active learning methods. It is necessary to methodically think through and organize all stages of students' research activity, starting with the formation of the need for it and corresponding motivational attitudes and ending with the search for solutions to professional problems and ways to improve pedagogical skills. The result of such work should be the development of students' pedagogical thinking, pedagogical goal-setting, pedagogical reflection and professional orientation, which would be distinguished by a deep need for active creation that characterizes the individual's personal level.¹

¹ Олексюк Ольга Миколаївна. *Дослідницька діяльність кафедри у вищому мистецькому навчальному закладі: європейський досвід* Проблеми освіти : наук. зб. / Інститут інноваційних технологій і змісту освіти МОН України. К., 2014. Випуск 79. 310 с. С. 170–174.

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The weakest, in our opinion, is the first, initial level of the methodical system: the formation of the need for future specialists in the artistic profile in research work, self-education and self-education, and this means the need that is dictated by professional activity, and not by factors external to it. corresponding to the real set of tasks of a modern art school.

In the practice of institutions of higher art education, various attempts are made to solve the specified problem, such as: actualization of students' need for the development of communicative abilities and self-regulation when acting out pedagogical situations in various training systems, development of research motivation in educational games. Most often, professional orientation is formed indirectly – through the creation of model situations or through the identification of general personal problems in situations that make the same demands as professional activity.²

The most effective way would be the direct conditioning of students' research activity with the problems of pedagogical activity, which to a certain extent also takes place in traditional education, but in a belated form. After mastering the main disciplines of the psychological-pedagogical cycle, students enter pedagogical practice and face the issues that they previously solved mainly theoretically. At the same time, the motivation born directly in the course of working with students turns out to be inferior in many ways, since students are not always able to assess the real reasons for their failures and difficulties, the search task due to the focus on the quick acquisition of an artistic craft, on reproductive methods of pedagogical activity. A similar picture due to the incompleteness of the methodical plan is observed among correspondence students.

The introduction of continuous pedagogical practice created conditions for overcoming the theoretical closedness of the studied disciplines and the motivational deficit in the research work of students, their self-education and self-education. At the same time, only the very fact of the distribution of practice for the entire period of study in an institution of higher art education (as well as the fact of combining study with practical activity for part-time students), without changing the system of its relationship with the study of individual disciplines, is not capable of qualitatively changing the motivational basis of educational activity students.

One of the ways to actualize the self-educational and self-educational motives of students of a higher art education institution is that the

² Олексюк Ольга Миколаївна. *Навчально-методичний посібник "Практикум з методології наукових досліджень"* Київський університет імені Бориса Грінченка, Київ. 2020.

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teacher organizes situations in which the initial formulation and understanding of the problem is directly related to the reflected task of the modern art school and the student's experience. Over time, the problem situation formed in the natural conditions of educational work with students develops and is solved with the help of model situations, discussions, and creative tasks. Such a movement away from real problems is possible and must be implemented in the process of training future specialists. In some institutions of higher art education, the formation of creative activity of students is carried out in the form of separate problem tasks in practice, preparation of research groups.

We will consider the work experience of preparing and organizing problem situations during the pedagogical practice of students and their subsequent resolution in the process of using active learning methods in psychology classes.

As you know, the most important comprehensive skill that characterizes the level of psychological training of future specialists is the ability to adapt ready-made methods to specific conditions, to independently develop psychodiagnostic techniques in relation to the needs of future specialists. In workshops and practical manuals for psychology students, such a task is usually not asked or is asked in a general way, without specifying how to solve it. At the same time, as the experience of our work shows, the solution is accessible to its students and promotes the development of their professional interest and creativity.

The first experience of constructing psychodiagnostic methods by students includes four stages: preparatory (observation of students at school, work with literature, group discussions, individual consultations); works on the analysis and clarification of the compiled methodology, conducting a group discussion on individual works), actually research – (students conduct research in an art school, describe the results, analyze them, draw conclusions about the task of improving the educational work of the teacher, if possible, these conclusions are immediately checked during pedagogical practice). At each stage of the work, special attention is paid to the research activity of students, which develops pedagogical goal-setting, pedagogical thinking, and self-evaluative, developmental pedagogical reflection, and the implementation of both combines methods of individual and group work.

Let's dwell in more detail on the maintenance of each of the listed stages of this activity.

First, students are given the task of summarizing their observations in the classroom, conducting special observations and conversations with the teacher in order to identify the most acute educational problems in the given

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group and outline ways to solve them. In general, the results of such work are, as a rule, unsatisfactory: pedagogical problems are formulated by students in an imprecise, diffuse manner, the specifics of the pedagogical situation are not reflected much, there is no attempt to identify cause-and-effect relationships; the ways of solving pedagogical problems identified by them are characterized by the search for original, non-standard, various means of influence, but they are still often one-sided, fragmentary; the instruction on adaptation to the existing situation, and not on the transformation of the teacher's practice, is noted.

Then, in the course of a group discussion led by the teacher, students discuss the selected problems, specify and deepen them; it is determined what information about the individual characteristics of students or interpersonal relationships in the classroom would help outline effective ways of educational activity. Special questions of discussion: whether psychological knowledge is really necessary for improving the work of a teacher, whether he possesses it, or whether he needs to conduct special psychodiagnostic studies.

Organizing the discussion, the teacher leads to the following decisions: the pedagogical problem should be formulated as concretely as possible and should correlate such points as a clear definition of the goals of art education, taking into account individual and age characteristics, searching for appropriate methods of influence (what to teach, whom to teach, how to teach; and by analogy: what to educate, whom to educate, how to educate); solving the pedagogical problem requires in-depth and differentiated knowledge of the psychological characteristics of students, which (with the necessary degree of depth and specification) sometimes may not be possessed by even the most observant teacher; the search for effective ways to solve the given problem involves conducting special psychological studies that should supplement, deepen and specify the teacher's knowledge about students.

In the course of such discussions, individual students try to prove that "the teacher already knows his students, without special research", that "he does not have time to conduct psychological research", etc. For proof, the teacher can cite excerpts from conversations with teachers that, as a result of conducting special studies, it was possible to identify and overcome such negative aspects of the work, which he did not pay attention to before; in a number of cases, such a point of view can be defended by senior students who conduct scientific research work in pedagogy and psychology, finally, in the student group there will be opponents regarding the opinion of skeptical students.

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As a result, such a discussion helps students to formulate specific pedagogical problems in the given field, gives an initial idea of how to compose psychological methods used to solve specific practical tasks, shows the possibilities of using psychodiagnostic methods in practice, which to some extent forms research motivation. The nature of the discussion is mixed: it includes the features of discussion-problems, discussion-illustrations, discussion-evaluation, and even discussion-exercises with a special organization. After the class, students determine the object, subject and tasks of the research, identify the indicators of the phenomenon under investigation, prepare a plan for the future methodology, at the same time they use the recommended literature, and if necessary, individual consultations are held with them.

The first experience of self-constructing psychodiagnostic techniques by students involves special work on forming a certain mood in them – confidence in the success of the task and conviction that the methods prepared in relation to a specific pedagogical situation are more interesting and useful for the teacher than those taken from the literature and used in an unadapted in the form

The second preparatory discussion is structured as a discussion of issues related to the development of individual parts of the psychodiagnostic methodology. The teacher invites students to express their opinion about how many methodological techniques and in what combination should be used to obtain reliable data on a particular problem. Next, individual research tasks formulated by students are discussed in terms of their depth, completeness, and specification; various assessments are expressed regarding the set of indicators of the studied phenomenon selected by one or another student; in some cases, the selected indicators are scaled. In the course of the discussion, the possibilities of modifying some methodological techniques used by psychologists (for example, the technique of varying the degree of strictness of the teacher's control used in the study of cognitive interests, for the research tasks selected by the student. In addition, in the second session, students discuss a number of technical issues: how to formulate the instruction for students, so that it performs motivational, orienting, guiding, explanatory functions, corresponds to the age characteristics of students, how to simulate the situations, in a generalized form, laid down in the selected indicators, how to process the results with the least amount of time and the maximum possibility of their practical use.

At the corrective stage, students perform the second written work "Analysis-clarification of complex methods of studying the moral qualities of the personality of an art school student", in which they examine in detail

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the advantages and disadvantages of their method, possible difficulties in its use, ways to correct inaccuracies, shortcomings and remove possible difficulties; As a result of this analysis, corrections are made to the initial version of the methodology.

At the last, actual research stage, students conduct research in the classroom as part of pedagogical practice and prepare a written work describing the organization of the research, its results, conduct an analysis, and draw a conclusion about the opportunities and tasks for improving the teacher's work. After that, in a practical session, the results of the research and the possibilities of their use are discussed by the group.

Subsequently, the work on the construction of methods acquires a more condensed character: after discussing the problem in class, students compose methods and conduct research in the classroom during one academic week. In the process of studying the course of age and pedagogical psychology, students perform the following work on four topics – the study of moral qualities, self-esteem, known interests of students and interpersonal relations with a group of students of art schools.

In setting educational tasks for students, some features of the target component of the activity varied from these works. Goal setting during the construction of the methodology was carried out according to one of the following options for presenting the task: 1) to independently choose the actual research problems (and in accordance with them to draw up the methodology and test it) 2) to specify the purpose of the research in a given direction (for example, from the study moral qualities of students) in accordance with the peculiarities of the pedagogical situation in the classroom; 3) present a system of research goals in the case when specific features of the pedagogical situation are indicated; 4) adhere to a content-specific and specifically formulated goal by the teacher (for example: to study the ratio of anticipatory, step-by-step and final emotional regulation

Each of the options for presenting the task is aimed at developing certain skills in students: evaluating pedagogical situations from different angles and looking for ways to solve them in connection with the use of psychological research methods (options 1-4), determining the possibilities of varying methodological techniques for obtaining reliable results, translating indicators into specific situations, questions, experimental models.

The organization of each cycle of student research was decided by us as work without a sample or according to a sample (when students were offered to study specific developments of methods). In the first case, the preparatory stage is time-consuming, but it turned out to be more effective.

After the entire cycle of the first direction from the development of

the methodology to the practical use of the obtained data, they themselves often propose to conduct the further discussion of the methods and results in a slightly different way – after the approbation of the methods, motivating it by the fact that "it is interesting to think about it ourselves", "we want to try", "we already have experience", "it is clear how to do it". After the first cycle of research, the depth of the psychological vision of educational problems, the accuracy of their formulation, and the punctuality of the analysis were noted. The need for individual consultations-meetings with the teacher and "teacher-teacher-student" councils has increased.

The teachers of the art school are interested in the research conducted by the students of the faculty: they ask to conduct additional research with other groups of students, rewrite the students' methods, consult on the organization of the research – all this develops the need for psychological self-education and creativity in future teachers.

Educational games (such as the "Dispute" game) with a pronounced reflexive element, which involve quasi-research activities on current psychological and pedagogical problems, stimulate the development of students' professional orientation, their pedagogical goal-setting, thinking and reflection: in the process of the game, different positions collide and are search for effective ways to solve the problems. The peculiarity of our approach is that the problematization is partially carried out by the students themselves before the start of the game-dispute during the performance of special tasks in pedagogical psychology.

We have developed the content of the game-dispute "Psychology of education of six-year-old students in an art school", which involves a clash of positions of supporters of game and non-game methods of teaching six-year-old students. Groups of "theorists", "opponents", "critics" and "coordinators" take part in the debate, who were given the following tasks: to defend the position of six-year-old girls' education within the framework of game activities, within the framework of educational activities; prepare questions demonstrating the weakness of both positions; direct the efforts of all participants to positive interaction and preparation of a solution.

Before participating in the debate, delegates from each group, based on the assigned tasks, must attend (preferably in cooperation with senior students to prepare and conduct) 1-2 lessons in a class of six-year-olds based on game or educational activities, which will allow to sharpen the problem of the dispute and provide additional arguments for participants. In addition, before holding the debate, the participants had to familiarize themselves with the special literature on the problem and talk with the teacher about the shortcomings and difficulties in the education of six-year-olds, i.e. the

formulation of the problem was first related to the practical observations of students, and then it was proposed in the form of the formulation of the following theses and antitheses : the basis of education for six-year-olds should be play (educational) activity; the game to the greatest extent corresponds (no longer fully corresponds) to the age (increased) capabilities of six-year-olds; the game (teaching) provides the developmental effect in the education of six-year-olds in the best way.

In the course of the debate, when the dynamics of the positions of all participants are fixed, students must move from the undifferentiated antithesis of "game – learning" presented in the opinion of many teachers to the more correct one – "game activity – educational activity", make sure that the work experience of innovative teachers is based on the formation of educational activities in six-year-olds (although separate game actions are included in the fabric of the lesson, they are subordinate to the solution of the educational task), to address the problem of readiness for schooling.

After the completion of the theoretical part of the dispute – making a decision – a stage of reflection on the statements, questions of the game participants, key moments of the dispute is introduced, and it is discussed how satisfied the participants are with the decision made.

Another companion game, built dialogically, is conducted on the topic "Style of communication with the class." It organizes the clash of the positions of supporters of the authoritarian and democratic styles of communication (an antithesis that is widespread in the disputes of teachers), provides a solution to the problems of authoritarian pedagogy and pedagogy of cooperation, provides an analysis of the style of pedagogical communication of innovative teachers and the preparation of a solution that fixes the dependence and peculiarities of the pedagogical situation and the advantage of the democratic style characteristic of the true pedagogy of cooperation. In this game, the starting point is also the analysis of observations and work experience of students in the process of pedagogical practice.³

Both games, in fact, act out a pedagogical dispute, and thanks to the preparatory stage, not only the clash of opinions is modeled, but also the fact that it is determined by the specifics of the pedagogical situation and the teacher's approach to work. If possible, it is desirable for students to later carry out some work in an art school taking into account the decisions made

³ Олексюк Ольга Миколаївна. *Навчально-методичний посібник "Практикум з методології наукових досліджень"* Київський університет імені Бориса Грінченка, Київ. 2020.

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as a result of disputes for their further evaluation and to consolidate a problematic way of solving pedagogical situations based on psychological knowledge.

In order to better ensure the connection of the specified forms of work in classes with the students' practical experience, we suggested that they keep a "Intern Self-Analysis Diary" and register pedagogical successes and findings in special columns; shortcomings, oversights and problems; possible ways to overcome work shortcomings; skills and personal qualities that must be developed in order to correct pedagogical errors. The systematic correlation of professionally significant skills and personal qualities with individual components of pedagogical activity also serves as a task for the development of professional self-analysis and self-evaluation of students and provides a practical basis for discussing a number of important issues of teacher psychology.

At one of the lectures, we hold a group discussion on the topic "Personality qualities of a master teacher", we discuss the reasons for the teacher's difficulties that characterize the system of necessary pedagogical qualities: lack of correlation between professionally significant personality traits and the components of pedagogical activity; adaptive position regarding difficulties at work; lack of awareness of the role of personal characteristics that determine the program-target and control-evaluation link of activity, and even personal qualities, perform the reference function of an example.

As a result, the need for a targeted analysis of the qualities of a teacher's personality in relation to the components of his pedagogical activity is established, after which students draw up individual self-education plans for each of the components of pedagogical activity: motivation, goal setting, design, pedagogical actions (planned, unforeseen, standard), self-control and self-assessment (anticipatory, step-by-step, final), improvement of activity.

The described forms of work are organically connected with those used by art teachers. For example, in the process of a business game based on the method of educational work, a conversation with the class and its consequences are staged; then, in a group discussion, the pedagogical successes and failures of the student who played the role of a teacher are evaluated. In pedagogical psychology classes, some time is allocated for psychological analysis of situations that arise during the course of the game. In the process of preparing for the role of a teacher, students often use the results of psychological research conducted by them, they try to "incorporate" psychological research into the fabric of the educational event. Such interdisciplinary connections clearly reflect the need for practical application of psychological knowledge in the work of a teacher.

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In the teaching of the course "Fundamentals of Pedagogical Mastery", along with group discussions, educational and business games, we use elements of socio-psychological training of pedagogical communication, which are then "played" whenever possible in real situations of pedagogical practice. In the course of mastering this course, students supplement and deepen self-education plans, in which, as a rule, programs for the development of purposefulness and controllability of pedagogical activity, criticality, self-regulation, retention of initiative in communication prevail – teachers rarely set similar self-education tasks, indicating in the vast majority. patience and – thereby demonstrating an adaptive attitude towards the difficulties of pedagogical work.

The purpose of activating the students' educational activity is also the procedure for their performance of individual tasks in age-related and pedagogical psychology (possibly in other disciplines) in combination with a special self-analysis of the extent to which they have demonstrated the qualities of pedagogical thinking and pedagogical learning of the child during the performance of this task. creativity. One of the variants of a similar task: students must self-assess the qualities of professional thinking in a 10-point system on 8 scales – the difficulty of pedagogical thinking, its depth, accuracy and consistency, breadth, flexibility, efficiency, criticality and self-criticism, independence.

During the discussion with the students of each concept, its content was strictly determined, then everyone had to mark on the corresponding 8 axes the points characterizing the general level of development of these qualities in him, and connect them with a thin line. After that, they had to note at what level these qualities were manifested when performing a specific educational task (for example, during a debate, drawing up a methodology, preparing a plan of educational work taking into account the data of a psychological study, etc.) and connect them with a bold line. Finally, it should be noted to what extent these qualities, according to the students, are generally necessary for a class teacher, and connect the dots with a dotted line. By comparing the level of these three lines, students draw a conclusion about the quality of task performance and self-education tasks.

Tasks similar to this one are multifunctional: they emphasize the connection between the solution of educational tasks and professional activity, allow the student to evaluate his work in his figurative form, lead to an understanding of the tasks of self-education of professional thinking – allow them to be concretized, help to monitor professional growth, because provide criteria for its assessment. Among other things, this kind of task increases students' interest in work.

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For a teacher, such tasks to a certain extent allow controlling the development of professionally important qualities in future teachers. We will present some results of self-assessment of students according to the scheme described above, obtained in the first lesson on age and pedagogical psychology (topic: "Analysis of the possibilities of using psychology in the activity of a teacher") and after completing a similar task in the last practical lesson of the course. The table shows the average scores of self-assessments of the qualities of professional thinking by second-year students from four educational groups. The statistical significance of the differences in the results was evaluated by comparing the indicators of the first and last rows of the table according to the Student's criterion; the significance of the differences is indicated in the last line, the following notations are used: * – $p < 0.05$, ** - $p < 0.01$.

These tables show that, remaining rather critical, students record the growth of each of the qualities of professional thinking. Similar results are noted when analyzing students' works, their activity, when studying student self-education plans and self-analysis diaries.

On the basis of the presented work experience, it can be noted that one of the effective ways to activate the educational activity of students of higher art education institutions is modeling in the process of teaching the psychology of pedagogical activity, which is provided by special preparation of problem situations, as well as processing and development of self-analysis and self-evaluation of students in during pedagogical practice; on the basis of the practical experience gained directly in working with students, a number of important lines of development of the problem situation and problem solving using the methods of group discussion, educational game, and performance of creative tasks are being built. The result of participation in each of these types of classes should be the practical application of acquired knowledge, abilities and skills in the student's pedagogical activities.

Table 1

Development of professional qualities of students as a result of mastering the discipline of age-related and pedagogical psychology

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Research stage, evaluated criterion		Qualities of thinking							
		Difficulty	Depth	Latitude	Accuracy	Flexibility	Operativeness	Criticality	Independence
At the first practical lesson, to what extent is the quality given	Property in general	5,92	5,13	4,94	5,55	5,76	5,51	7,25	6,87
	It appeared in a specific work	5,32	4,51	4,49	4,90	5,23	5,25	6,32	6,83
	It is necessary for a student	8,78	9,06	9,30	9,21	9,40	9,47	9,29	9,30
In the last practical lesson	How much quality was shown in the work in the classes	6,78	6,25	6,14	6,39	6,36	7	7,94	8,69

A condition for the success of such work is the use of special procedures for the development of the reflexive component of students' activity, dialogization of learning, and the organization of self-education planning and self-education, taking into account the control and evaluation link of their educational activities. Reconstruction of higher and secondary special art schools, additional rights granted to universities to improve the educational process revealed the possibility of changing the content of education, reducing mandatory lectures to 24-28 hours a week. The time for independent and individual work of students has increased. Pedagogical teams of universities conduct a didactic search for rational forms and types of educational activities of students.

With the introduction of new OPPs at ONPs in institutions of higher art education, the psychology of the advantage of extensive ways of improving student training has not been overcome. As the obvious truth proves: if you introduce a new course, a special seminar, a special workshop, a special course, the effectiveness of training in a certain field of pedagogy will increase. The installation of expanding the scope of theoretical knowledge led to the workload of students with classroom classes.

There is another approach that leads to separation of theoretical knowledge from practical skills and abilities in future teachers. The practical value of the theory is exaggerated. One cannot but agree with the opinion that

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practical skills and teaching skills are formed on the basis of fundamental theoretical provisions. However, the most important element – its practical focus – is often overlooked in lecture teaching.

Practice in the field of pedagogical activity is considered as an object of study and construction, as a result of which a project (model) of pedagogical reality is created in the student's view. Conclusions about the expediency of anticipatory construction of situations, elements of future professional activity are important for increasing the role of independent educational activity and practical orientation of education.

Emphasis on classroom, mainly lecture teaching does not justify itself from the point of view of didactics of the higher art school. According to the survey data of 265 graduates of pedagogical streams, about 95% of the respondents noted that studying at the university was of great or very great importance in their lives. Among the most significant factors in their professional development, 73% prioritized personal business communication with teachers at seminars, practical and laboratory classes, during research work; 87% noted the leading role of self-education and self-education. 30-40% of graduates do not have the necessary qualities that significantly affect the readiness for after-effects, the strategy of further work with the student to change his personality and behavior. At the same time, the head of the business game emphasized the fact that work should be based on the positive aspects of the student's personality. Students put forward various hypotheses and options for ways of influencing the student – using the technique of replacing interests and hobbies, indirect influence on the personality, using the "pedagogical explosion" method. Methods of neutralizing resistance to educational influences, using the possibilities of children's public organizations were analyzed.

It is justified to combine extracurricular independent work with students conducting small mini-researches in art schools and other educational institutions. Students are offered the following types of tasks: "Based on the work of the pedagogical units, determine at what age and under what circumstances (health, family relationships, communication with friends in art school and outside, etc.) children become difficult". "Using the questionnaire method, find out the presence of permanent work assignments in the families of teenagers or high school students". "Task the students to write an essay on the topic "My academic success." In relation to different groups of students, analyze the reasons that prevent them from learning well. Discuss the results of the analysis with the class teacher and parents of individual students". "Using an Interest Map, Explore Eighth Graders' Vocational Interests". "Based on observations of art school students, show

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how the tasks of their development are solved in educational activities". "Learn the work experience of a teacher of one of the city's art schools regarding the implementation of problem-based learning (within one educational topic) ".

Extracurricular independent work is aimed not only at studying certain theoretical material, but also at enriching knowledge through the use of educational games, performing research tasks, writing overviews, abstracts, reports, reviews, opportunities for individual, frontal and group work with students.⁴

A comprehensive approach to the organization of independent work (both in the classroom and outside the classroom) requires the use of intermediate and final forms of monitoring the effectiveness of student activity, individualization of learning. A university teacher can check the progress of each student no more than three times per semester. In this regard, such forms of knowledge control as essays, term papers that replace a credit or exam, test papers, seminars-consultations with a group of students, discussions, selective examination or review of notes, individual or group interviews, consultations, etc.

Individual work is necessary to take into account the inclinations and interests of students and to accelerate the completion of the pedagogy course by well-successful students. It can include the preparation and solution of pedagogical tasks, the implementation of research tasks, the analysis of forms of educational and educational work, the production of didactic materials, self-monitoring of the results of educational activities by topic or section, etc.

In the curricula of our higher education institution, 40 hours are allotted for lectures on the pedagogy course. The same amount of study time is allocated to independent work of students outside the educational process; for seminar and practical classes – 20 hours, for individual work – also 20 hours. Discussions are held on the topics "Formation of the communist worldview of students in the general system of educational work", "Ideological and moral education of students", "Methods and means of education", "Forms of organization of education" in addition to other types of educational activities.

The scope, structure, content of independent and individual work, consultation schedules and types of final control are determined by the department and reflected in the department schedule (schedule). In order to

⁴ Tuning Educational Structures in Europe // Universities' contribution to the Bologna Process: An introduction. URL: <http://www.tuning.unideusto.org/tuningeu/>.

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make it impossible to overload students, the dean's office of the faculty coordinates all activities of the course or group.

Therefore, with the organization of independent work of students, it is necessary to: divide the entire educational material into separate educational units; to determine the didactic goals of each of them, types, forms and methods of independent and individual work of students; to establish the management of this work with the help of CONSULTATIONS, individual or group tasks, methodical instructions, etc.; provide feedback through self-monitoring and monitoring by teachers; to ensure the full achievement of the didactic goals of each educational unit.

Built with a couple of temporary ones. requirements system of independent work of university students in the art school is still being developed. What are the criteria for selecting the content of the material submitted for independent study by students? What is the best way to manage students' independent educational work? How to teach students the basics of organizing mental work? How to solve the task of training a specialist for continuous postgraduate education? What is the system of independent work of students in each subject and cycle of disciplines?

Pedagogical science and practice must answer these and many other questions during the reconstruction of higher and secondary art schools.

Very useful and timely polemically sharp question about the subject, specificity, functions, possibilities, main directions of development of pedagogical methodology, ways of its influence on improvement of pedagogical activity. The correct formulation and scientific solution of complex issues of pedagogy are indispensable conditions for the success of the reconstruction and renewal of the entire system of education and upbringing. It is impossible to put up with ignoring science when making important management decisions in the field of education development. Absurd recent calls to replace science with best practice. The methodological culture of pedagogical research is not sufficiently high.

Agreeing with many provisions, I want to clarify something, and first of all, the position about the transforming function of the methodology, the ways and means of its implementation in practice. The entire methodology is ultimately aimed at changing reality. Another question is: what is the ratio of the direct and indirect impact of the methodology on practice? The rather rich and sad experience of direct deduction of philosophical approaches, the use of general scientific criteria to solve specific problems, and especially practical tasks, convincingly proves that the epistemological and methodological functions of philosophical knowledge, including the very important task of understanding the dialectic of the

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development of one or another sphere of reality, must be carried out through the apparatus of specific scientific knowledge. However, an attempt to regulate practice directly from a methodological standpoint and to put methodology, as one of the interview participants put it, "on a high scientific pedestal" alienates it from practice, which, in turn, gives rise to methodological nihilism.

In fact, pedagogical science has many floors. And jumping from the upper floor to the ground is dangerous, it is better to go down the stairs. It is about the natural connections of philosophical, general scientific and specific methodology of pedagogy, its theory and applied knowledge (in the form of recommendations, advice, requirements, technologies, methods, etc.). It would be incorrect to ask the question, which floor is better or more useful and is alienation from earthly conditions inevitable if the researcher works upstairs? There are two ways to move from top to bottom and back: by jumping between floors or stopping at each one. The methodologist studies the reality, the trends of its development both directly (the view from above is wider, the contours of the general are better visible), and indirectly – through his own theory. After all, it is the laws, ideas, hypotheses, discovered connections that are factors for methodological generalizations and conclusions. I believe that the connection of the methodology with practice, as well as the implementation of its transformative function, is provided indirectly. Otherwise, the system of intra-scientific connections is broken, theory is replaced by methodological postulates.

The strength of the methodology lies precisely in the fact that it synthesizes dialectics, worldview and epistemological approaches with specific scientific knowledge. Such integration highlights leading problems, key ideas. It allows you to understand trends, clarify and choose search tools. While not denying the possibility of direct links between methodology and practice, he prefers the indirect influence of methodology on practice through pedagogical theory and its applied part – methodology. After all, it is not by chance that the participants of the conversation could not cite a single convincing example of the direct influence of the methodology on the transformation of pedagogical reality.

Specific methods of methodology are dialectical and large-scale transformative experiments. In my opinion, the specificity of the methodology is not so much in the method as in the degree of generalization of its subject. And the methods of the methodology itself include analysis.

Theoretical synthesis, modeling, from abstract to concrete. Dialectics, as a study of general patterns, principles and methods of knowledge and transformation of reality, is the key to determining specific

methods of studying and changing any sphere of life". Each science concretizes general approaches, taking into account its subject. Using dialectics, pedagogical methodology embodies it in general pedagogical approaches and methods, for example, in personal-activity, or in the theory and methodology of the development of the educational team.

In the same way, experiments cannot be "removed" from the arsenal of pedagogical theory based only on the scale. There is, of course, also a methodological experiment, if new social orientations, key ideas of a cross-cutting nature, and cognitive tools are tested. But then it is not a matter of large-scale, but of the fundamental novelty and importance of the original positions, ideas and technologies. Large experiments should be guided by a general theory.

It is possible that many disagreements in the opposing positions are also related to the fact that the expanding interpretation of the methodology is dominant. Indeed, any more general knowledge appears in relation to less general as methodological. But in this case, we should talk about the specific functions of pedagogical methodology as a special branch of knowledge. The main purpose of methodology (complex transformation of pedagogical reality) is most reliably carried out through the leading function of methodology — improvement of theory, its apparatus, methods, and not by replacing theory with methodology for the development and implementation of large-scale projects. It is no coincidence that the participants of the creative meeting return to the problems and means of scientific research, asking: "Is there order in the methodological apparatus of research?", complaining that "methodology does not provide theorists with technology, research methods". Importance and sequence of solving pedagogical problems, improving the logic of research, the ratio of empirical and theoretical elements in it?

Legitimate and scientific study of individual stages of research search. For example, it is very important to identify and systematize pedagogical facts or trace the procedure for substantiating a hypothesis. After all, the level of methodological culture and most researchers still wants better. Another thing is the level at which methodological studies are carried out, what is their real return for those engaged in science. The problems of the ratio of social and actual pedagogical influences in education, historical and logical, existing and proper (ideal), private and general, differentiation and integration of pedagogical knowledge, criteria for the effectiveness of pedagogical research and many others were clearly posed, although not fully resolved. The subject was defined, the problems and specific methods of pedagogical methodology were clarified, the methods and conditions of effective interaction of theory and practice were analyzed.

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Maybe it's "not too much", but still not a little. It is a shame that interest and attention to the methodology have noticeably decreased in recent years. Apparently, they understood the current call: to turn pedagogical science towards practice in a variable or too straight-forward manner. Practice needs a fundamental, rigorously constructed, evidentiary science, which cannot be developed without reliable methodological guidelines.

Life presents many new problems. Such things as unity and continuity in the system of continuous education, personal reorientation of the entire content, organization and methods of education and training, scientific expertise of advanced, including innovative, experience, unity and variability of pedagogical systems, etc., require awareness and permission. They cannot be solved by underestimating the methodology or counting on a straight-line transfer of its provisions into real life.

Continuing the started discussion about the practical significance of the methodology of pedagogy, I would first of all like to emphasize the theoretical value, the conceptual nature of the controversy that took place.

Speaking about the practical significance of methodology of pedagogy, it is important to define the meaning of the term "practice". Here it is not a philosophical category, not generally a material, purposeful activity of people, not a general basis for the development of human society and knowledge, but an activity limited to the sphere of education and upbringing. The discussion shows a very sharp division of practice and theory into two levels. On the first of them is theoretical activity, pedagogical theory, on the second is the educational process, in the center of which is the teacher. It is believed that the impact of the methodology should be detected and confirmed at both of these levels. We do not know how to influence the real reality, we give little to theorists and practitioners – these two levels are understood unambiguously and, apparently, unanimously.

The problem of the formation of the methodological culture of the teacher turned out to be blurred. The true methodology of pedagogy is not only a reflection for a scientist, if it is truly an effective means of self-improvement for a teacher, then the question of what exactly scientists can and should do comes to the fore. improvement of the methodological culture of the practical worker Perhaps one should even broaden the idea of how to apply, deepen methodological research, so that they more actively influence the improvement of the methodological culture of a teacher, a teacher of a higher art school.

Reflecting on this topic, the interlocutors, on the one hand, insist on changes in the content of methodological research, on modern priority topics and tasks of their GDR, and on the other hand, they strive to develop optimal

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models of practice readiness for reproduction and perception of pedagogical knowledge. They are convinced that now it is a matter of practice, "inert" or "actively" interesting for science, to apply these models. In my opinion, there is truth, benefit, and even beauty in evidence in all of this.

But practice as an educational process is not just an object of direct or indirect application of these methodological ideas and structures. To a certain extent, it contains scientific knowledge. And to the extent that our science in institutions of higher art education is also methodological, to that extent the teacher himself has a methodological culture. There is no pure practice completely separated from science. Practice, like being in general, is spiritualized by human reason and passions. Its main protagonist is a specially trained intellect, a teacher.

In the system of teacher training and professional development, more attention should be paid to the formation of methodological culture in students and listeners. And pedagogic specialists could do a lot here, influencing the content of educational and thematic plans, programs, textbooks, study guides, etc. Isn't this a way to increase the practical significance of the methodology and at the same time the possibility to methodologize the practice? Additional fundamental recommendations are needed to strengthen the methodological function of the process of training and retraining of the pedagogical corps. In institutions of higher art education, it would be possible to carry out large-scale work aimed at ensuring closer coordination of the educational and methodological activities of the departments of social sciences and the teaching of pedagogical disciplines.

The professional readiness of the teacher-practitioner for mastering and possibly creative development of the formed methodological culture is not only a matter of a specific teacher, his individual will and mind. Somehow it is even inconvenient to remind that on earth, and not in the heavens of abstractions, there is today the most acute need for a theoretically thinking and happy (yes, happy!) pedagogue, who is not overwhelmed by everyday life, problems of his own health, and earnings, educational load, public assignments, etc. These are all, of course, not purely methodological issues, but they cannot but influence the formation of the teacher's methodological culture.

How to provide a real opportunity and form the teacher's need for philosophical and concrete-methodological understanding of science and his own practical activity? Let each of them in the city and the village become the personification of methodological knowledge, embodied in intelligent and in every way justified transformative, scientific and experimental pedagogical activity. But there is still no such teacher on a large scale.