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SUMMARY

Ma Jie, Demydova Maryna. The methodology of forming timbre-dynamic representations of future music teachers in the process of piano training.

The article reveals the methodological ways of improving timbre-dynamic representations, which serve as a prerequisite for the successful musical performance activity of future music teachers. The timbre-dynamic representations of a musician are the most important means of performing expressiveness. The methodology for the formation of timbre-dynamic representations of future music teachers involves the introduction of the following methods: identification, interpretation and presentation of musical and rhetorical figures, musical oratory, mobile plastic variability. The objective factors that complicate the formation of timbre-dynamic perception and representation of the younger generation of musicians are highlighted: the complexity and multidimensionality of the timbre phenomenon itself, as well as the absence of its iconic fixation in the music text.

Key words: *timbre-dynamic perceptions, musical performance, piano training, future music teachers, method.*

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REFLECTION IN THE STRUCTURE OF FUTURE ART SPECIALIST'S PROFESSIONAL TRAINING

The article defines the structure of reflection in the preparation of students of higher art education institutions. It is emphasized that in the process of students' professional training, the tasks of forming the necessary level of reflective culture, which is a special type of personal culture, are solved. Understanding and rethinking of values in the context of future professional activity is expected. The need is emphasized not only for increasing the amount of knowledge, but also for preparing a future specialist to realize and rethink professional activity. Without this, it is impossible to actualize an individual's creative potential, accept professional values as personal ones; improve and develop innovatively the acquired professional experience. The article considers reflection as a specific type of activity; it is aimed at the student himself in order to form his personality as a professional. The set of components of reflection is determined: propaedeutic, actual, reflective.

Key words: *reflection, professional training, higher art education institution.*

Problem statement. At present, the dependence of society on those personal qualities that education forms and develops has become evident. Education in modern society should ensure preparation of a competent, mobile, creative individual who, in the conditions of an innovative

environment formation, requires up-to-date scientific knowledge, acquires professional behavior skills that allow him to quickly adapt to the demands of a dynamic world. Acquiring by future specialists of the new knowledge and skills, enhancing their creative activity of a broad professional orientation becomes an urgent task. The condition that ensures solution of this task is students' readiness for independent activities, as well as an active self-assessment of the learning results, self-control over the progress of professional development, analysis of professional knowledge and the ability to establish business relationships in a team, work in a team, communicate with colleagues, take responsibility for planning and choosing directions for professional self-improvement.

Analysis of current research. In recent years, domestic research literature has revealed a noticeable revival of interest in the problem of reflection. The analysis of scientific research makes it possible to establish that V. Varhanych, O. Oleksiuk, O. Rudnytska, O. Sukhomlynska, Z. Khomenko, M. Boden, D. Kolb, and others were engaged in the studies on the problem of reflection.

The aim of the article is to reveal the essence and content of reflection in the structure of professional training of a future art specialist.

Presenting main material. Reflection is an individual's understanding and experiencing of his own activity, self-awareness in the context of social life, in the context of the way of existence (Варганич, Хоменко, 2019, p. 4). The reflective model characterizes the structure of attitudes of the subjects who interact in the pedagogical process. Its signs are a critical attitude to one's experience; process of joint search, peculiarities of participants' interaction in the process of joint search. The educational process takes place in the conditions of intersubjective interaction between the teacher and the student, which implies not just cooperation for the sake of the result, but the search for agreement in terms (Олексюк, 2011, p. 67). Self-determination of student youth is accompanied by mastering the mechanisms of self-regulation and self-actualization, which create new opportunities for personality development (Олексюк, 2011). V. Varhanych and Z. Khomenko consider reflection as a set of functional components, namely motivational-value, emotional-empathic, result-creative (Варганич, Хоменко, 2019). The above-mentioned ideas are the basis for the creation of the concept of reflective component development in future art specialists' professional training (O. Oleksyuk, H. Padalka, O. Rudnytska, O. Sukhomlynska, and others).

Each student turns out to be a kind of catalyst for the development of another. Reflection on the stimulation of pedagogical creativity involves the constant creative movement of groups, teams based on their own principles. This is also emphasized by M. Boden, noting that artistic research requires disciplined self-reflection, and not periodic spontaneous restructuring (Boden, 1990). In this context, it should be noted that the traditional education system is built on the basis of a productive way of learning about art, studying the personality itself, and its alternative model includes a process of reflection, which we understand as a rethinking of any experience (individual, group, collective, etc.). As a result of reflective processes in the consciousness of the individual, previous views and ideas are displaced, a new vision of the problem is born, and an active search for its solution begins.

In the construction of such a system of artistic creativity stimulation, the ideas of reflective psychology were used (V. Romenets). The concept of reflective psychology is based on the fact that reflection is impossible without transforming the subject's consciousness, without his self-development, without "going" beyond his own experience. *Reflective and innovative mechanisms provide not only potential, but also real openness of a person to new experiences.*

From the standpoint of a reflective model, art education development is impossible without creativity, which is cultivated by activating the processes of thinking, communication, and activity. This requires creation of a reflective environment: in thinking about problem situations, in activities – guidelines for cooperation, not competition, in communication – relationships that provide for the availability of one's own experience for others and the openness of his experience for oneself.

The reflective model characterizes the structure of relations between subjects interacting in the educational process. Its signs are, firstly, criticality in relation to one's own and other people's experience; secondly, in the fact that the goal of the subjects' activity is the process of joint search, and not the find and even its result; thirdly, it reflects the peculiarities of interaction between the participants of the joint search, because their activity is not so much related to the mutual exchange of experience, but to the mutual transformation, enrichment of each other as versatile individuals. In the process of joint action, the interaction of developing relations between dialogue partners is ensured.

Experimental testing of the model was carried out in Ukrainian universities (Borys Grinchenko Kyiv University, South Ukrainian National Pedagogical University named after K.D. Ushynsky, Vasyl Stefanyk Precarpathian National University, etc.).

Principles of the experimental model verification: creation of a reflective environment; identifying the constructive potential of innovations in other areas of professional activity.

The experimental program consisted of many blocks, each of which solved specific tasks: practical games held outside universities; seminars on increasing the level of self-regulation (self-training, social-psychological training, acting training); collective reflections of game practices; seminars, workshops in the context of the general topic; work of the “laboratory of unsolved problems”; seminars on psychological counseling (conflict situations); application of diagnostic methods.

The constant updating of the program was caused by the changes taking place in the teaching staff, as well as new needs formed in the process of joint search. Thus, one of the universities had to normalize interpersonal relations in the team, in another – to solve the problem of creating a program of corrective work, in the third – to resolve contradictions in the attitudes of the teaching staff with the administration.

The emergence of such an atmosphere in universities is possible under conditions that include purposeful work with a professional team, which makes it possible to learn the principles of the reflective model. In the process of joint search for solutions, the team is formed not according to a formal model, but on the basis of creative interaction. Team members become creators of pedagogical innovations, which are realized and accepted by everyone, because moments of misunderstanding are experienced and resolved in the process of joint creative activity.

Arranging activities with the entire team makes it possible to see the dynamics of changes in worldview, professional, and personal guidelines. In the process of immersion in a reflective environment, both individual and team abilities are developed. Along with development of an individual’s reflection, this process also takes place in the pedagogical team, continuity is carried out at the level of the teacher-pedagogical team. However, only after mastering the ability of reflection, self-observation, self-knowledge, the teacher can develop similar needs in his students. In this case, mutual enrichment of “teacher-student” occurs, new aspects of educational and organizational work are created.

A necessary condition for the implementation of the reflective model is the parity of the participants in the process. In a joint activity, all its organizers-participants are in a situation of searching for pedagogical innovation, because none of the parties knows the final results in advance. However, many teachers exhibit consumerist psychology, especially in their attitude to science: "Give us a ready-made methodology, technique – and I will implement everything". Overcoming this stereotype faces great resistance. But one day, feeling the joy of creativity, the teacher realizes the true meaning of discovering something new and is very eager to continue this process on his own.

The experiment showed that a reflective ability makes it possible to turn to the analysis and rethinking of one's own past experience, and also activates the intellectual potential not yet used in the previous experience. This makes it possible to predict that development of reflective activity contributes not only to thinking, but also to other personality qualities. This process is carried out in stages with the help of various methods and forms of activity organization. Any stage includes both group and individual forms of work. There are different ways of intellectual activity: brainstorming; reflective polylogue; role discussion; collective completion, etc.

Role-playing and simulation games, theatricalization (pedagogical theater, theater of the absurd, etc.), as well as various options for psychological training are practiced.

In the research work, organization of the process of spiritual potential development in continuous art education is carried out in five stages, which take place in the form of game simulation. The integral logic of the game practice design has the following character: actualization of the need for spiritual practice; understanding of the main pedagogical stereotypes that do not give the opportunity to realize the spiritual potential of the teacher; experimental testing of various models in universities; building new systems of relations; determination of the areas of application of the built models in the practice of the university team.

Within the framework of implementation of the conceptual ideas of axiological pedagogy, we are developing a reflective approach to the pedagogical support of students' self-realization. First of all, the task of forming value potentials, on the basis of which the perspective of life will be created and realized, is considered. It is the meaningful understanding of one's future that is the basis of self-development, which involves

implementation of plans for improving the future. Based on the research of domestic (O. Oleksiuk, N. Popovych, S. Shyp, and others) and foreign scientists (E. Erikson, S. Hold, P. Schafer, and others), we claim that the issue of the individual's self-development needs close attention. This means that development of subjectivity, critical thinking, willpower, tendency to reflection, value orientations create prerequisites for independent choice. Based on the ideas of Ukrainian and foreign scientists, we distinguish the following types of pedagogical goals in the development of a reflective approach:

1. The ideal goal – formation of an individual in accordance with the principles of his life.
2. The personified goal – a person's approaching to the ideal.
3. The procedural goal – reflection of the individual's actual needs, on the basis of which he can solve personal problems.

The experimental data of research, conducted in 14 classical universities, showed that students consider their professional training at the university to be not relevant to further practical activities. These data indicate that one of the main tasks of students' professional growth in university education is solved as a secondary one.

In this context, it is important to distinguish three components of the pedagogical definition of the development strategy: propaedeutic, actual and reflective.

The propaedeutic component includes formation of the need for reflection on life events and the understanding that overcoming difficulties is possible only on the basis of self-improvement. At this very stage it is necessary to encourage the student to think about the project of his life for the near and future perspective, which is determined by a set of value orientations, such as benevolence, honesty, justice, sensitivity, as well as the ability to analyze and forecast his activities.

The actual component is teachers' activity in the period of a real situation of coping, which requires help and setting of self-development tasks. The teacher and students actualize the idea of professional support (problem and solutions).

The reflective component is the understanding of activity, the design of value orientations' self-correction. A reflective and valuable attitude to a life event is carried out, a balanced decision is made, and if necessary, corrections are made to the project of one's life.

For example: two fellow students received the grades B and A for modular test papers completed in the same way. There is a big risk that

the teacher made a mistake when evaluating the work done by the students. Nevertheless, the student with a B grade decided to show the teacher both test papers without letting his/her colleague know about it. Did he/she do the right thing? Justify your opinion.

This example provokes students to voice different opinions with mandatory argumentation of their position, their attention is focused on the ambiguity of solving the problem. During the discussion, the teacher pays attention to the nature of the answers, the ability to listen to the arguments of others, etc. Then the proposed argumentation is analyzed in accordance with the level of value orientations formation.

Conclusions and prospects for further research. Thus, the work on the analysis of real situations involves students' inclusion in a dialogue, in the process of which he independently realizes and expresses the problem, the personal contradictions associated with it, looks for the cause of difficulties; analyzes resources, determines their necessity and completeness to solve the problem; predicts ways and means of completing tasks. Along with developing reflection in an individual, this process also takes place in the teaching team, continuity is carried out at the level of "teacher - student team". Having mastered the abilities of reflection, self-observation, self-knowledge, understanding and feeling their essence, it is possible to develop the abilities of both an individual and a team, to activate intellectual, emotional and volitional processes. Each new stage of activity is built with the expectation of already mastered pedagogical techniques and methods of reflective thinking. Further research will be aimed at the development of an individual's reflective ability, based on the experience of intellectual, emotional and volitional potential.

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АНОТАЦІЯ

Олексюк Ольга. Рефлексія у структурі професійної підготовки майбутніх митців.

У статті визначено структуру рефлексії в підготовці студентів закладів вищої мистецької освіти. Акцентовано увагу на тому, що в процесі професійної підготовки студентів вирішуються завдання формування необхідного рівня культури рефлексії, яка є особливим видом особистої культури. Очікується розуміння та переосмислення цінностей у контексті майбутньої професійної діяльності. Підкреслюється потреба не лише у збільшенні обсягу знань, але й у підготовці майбутнього фахівця до реалізації та переосмислення професійної діяльності. Без цього неможливо актуалізувати творчий потенціал особистості, приймати професійні цінності як особисті, покращувати та інноваційно розвивати набутий професійний досвід. У статті розглядається рефлексія як специфічний вид діяльності, спрямований на самого студента з метою формування його особистості як професіонала. Визначено набір компонентів рефлексії: пропедевтичний, актуальний, рефлексивний.

Ключові слова: рефлексія, професійна підготовка, вищий навчальний заклад мистецтв.