

INFORMATION TECHNOLOGY AS AN EFFECTIVE MEANS OF TRAINING MUSIC ART SPECIALISTS IN THE POSTGRADUATE EDUCATION SYSTEM

ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ ЯК ЕФЕКТИВНИЙ ЗАСІБ ПІДГОТОВКИ ФАХІВЦІВ МУЗИЧНОГО МИСТЕЦТВА В СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ

The article analyzes the importance of information technology as an effective means of training music art specialists in the postgraduate education system. It is emphasized that the use of information technologies in the postgraduate education provides a qualitatively new level of acquisition and generalization of knowledge and skills by specialists, and their use in further professional and creative activities. The system of postgraduate education, as well as professional and personal development of the music art specialist, undergoes rapid upgrading processes, which are due primarily to the introduction of updated content, forms, methods and training technologies, including the information technology, into the educational environment as the most important mechanisms to upgrade the branch. The purpose of informatization of the permanent system of artistic education is to increase the efficiency of learning through the information enlargement and the improvement of its methods of application, as well as the focus on the use of information technology in the educational process of higher education and professional activities. The feasibility and effectiveness of information technology in postgraduate education are closely related to the concept of information culture. An essential component of information culture of the teacher-musician is the ability to effectively use the information technology both in teaching and in self-education and self-improvement. It is proved that the development and implementation of one's individual educational route during postgraduate training becomes a situation of "experiencing innovation" for a music art specialist and enhances its professional and personal experience, enabling a high level of readiness to address the relevant professional and creative tasks. Special attention is paid to the fact that organizational restructuring of the educational process and amendment of its schedule are important, but the reconstruction of individual forms of vocational training, which are the cornerstone of successful innovation in postgraduate education, given the peculiarities of training the art specialists, are even more important.

Key words: information technology, music art, postgraduate education.

У статті проаналізовано значення інформаційних технологій як ефективного

засобу підготовки фахівців музичного мистецтва в системі післядипломної освіти. Підкреслено, що застосування інформаційних технологій у сфері післядипломної освіти забезпечує якісно новий рівень набуття й узагальнення знань, умінь і навичок фахівців, їх використання у подальшій професійній і творчій діяльності. У системі післядипломної освіти як сфері професійного і особистісного становлення фахівця з музичного мистецтва відбуваються динамічні процеси модернізації, що пов'язано насамперед з уведенням в освітнє середовище оновлених змісту, форм, методів і технологій навчання, зокрема, інформатизації як одного з найважливіших механізмів модернізації галузі. Доцільність і ефективність інформаційних технологій у післядипломній освіті тісно пов'язані з поняттям інформаційної культури. Суттєвим складником інформаційної культури педагога-музиканта є вміння ефективно використовувати інформаційні технології як у навчальному процесі, так і з метою самоосвіти і самовдосконалення. Зазначено, що інновації в освіті розуміють як особливу організацію професійно-творчої діяльності і мислення, яка охоплює всю сферу освіти і підготовки фахівців. Найелементарніша інновація має величезний системний ефект щодо впливу на інші компоненти музично-педагогічного процесу, на загальну структуру змісту професійної діяльності. Доведено, що проектування й реалізація свого індивідуального освітнього маршруту на етапі післядипломної підготовки стає для фахівця з музичного мистецтва ситуацією «проживання інновацій» і сприяє удосконаленню професійно-особистісного досвіду, зумовлює високий рівень готовності до вирішення актуальних професійно-творчих завдань. Окрему увагу акцентовано на тому, що вагомим є й організаційна перебудова навчального процесу, внесення змін у його графік, а найголовніше – реконструкція індивідуальних форм професійного навчання, які, зважаючи на специфіку підготовки фахівців мистецького профілю, є наріжним каменем успішних інноваційних змін у післядипломній освіті.

Ключові слова: інформаційні технології, музичне мистецтво, післядипломна освіта.

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Popovych N.M.,

Doctor of Education, Professor,
Head of Department of Music Education
and Performing Arts
Mukachevo State University

Problem statement. The relevance of integrating ICT into postgraduate education is determined by practical needs, especially social problems of enhancing the status of a music art specialist in view of the educational degree obtained, or its ability and willingness to perform its professional functions. The purpose of information support of postgraduate pedagogical education system is to increase the learning efficiency by expanding the information volumes and improvement of its application methods, as well as

focus on the use of information technology in career. The use of information technology in postgraduate education provides a qualitatively new level of acquisition and generalization of knowledge and skills of specialists, as well as their use in the further professional and creative activity.

Analysis of the most recent research and publications. Different aspects of the issue of an individual's interaction with information environment in learning are dealt with by V. Bykov, O. Bondarenko,

V. Zabolotnyi, O. Mishchenko, O. Pinchuk, O. Pometun, M. Senchenko et al. The technologies of combining the music and sound structures in composers' practice are substantiated in research conducted by V. Vasylenko, D. Dubrovskiy, I. Stetsiuk et al. The issue of developing the educational software to optimize the music education effectiveness is highlighted by researchers, such as Z. Vizel, M. Diachenko, I. Kotliarevskiy, L. Robustova, I. Sokol et al.

However, despite the lump of scientific studies, the issue of considering the information technology as an effective means of training the music art specialists in the postgraduate education system is poorly highlighted.

Analysis of the current state of postgraduate education system points to a sharp contradiction between the modern society requirements to professional training of a music art specialist, able to apply innovative information technology achievements in its own musical creative and teaching activities, and the practice of improving the music teachers' skills in the postgraduate education system.

The purpose of the article is to justify the importance of information technology as an effective means of training the music art specialists in the postgraduate education system.

Research methods. This research is based on the use of systemic analysis methods to explore innovative processes in the postgraduate education system, a comparative analysis of the existing pathways of professional and creative self-fulfillment of a music art specialist in information and creative environment and development of the new ones.

Deliverables. The postgraduate education system, as well as the professional and personal development of a music art specialist, undergo the dynamic upgrading processes. This is primarily due to the introduction of updated content, forms, methods and training technologies into the learning environment, in particular information support as one of the most important mechanisms of upgrading the branch.

As noted by I. Robert [1], the implementation of capabilities of the modern information influence technology in education expands the range of learning activities, allows improving the traditional organizational forms and methods of training and promotes the emergence of new educational technologies. The traditional, authoritarian-explanatory and illustrative teaching methods are replaced by active methods aimed at self-acquisition of knowledge through modern methods of knowledge presentation and control, i.e. information technology.

The feasibility and effectiveness of information technology in postgraduate education is closely related to the concept of information culture. An essential component of information culture of the music teacher is the ability to effectively use information technology in education, as well as in self-education and self-improvement.

An important prerequisite for the efficiency of information technology in education, according to N. Morse, is [2, p. 88]: possession of a personality-centered teaching method; a shared vision of the process of information technology integration by teachers of various disciplines, subject to assistance and support of the education system governance; availability of some experience of educational information technology use by teachers; promotion of the professional development of professors and teachers in information technology; knowledge of educational standards and the availability of resources for training courses; access to modern information technology, particularly software.

From our point of view, the use of modern information technology in professional development at the stage of postgraduate education is particularly important to create effective educational resources, such as e-textbook, repertoire manual, music manual etc. The difference between the said and printed editions is that they can be designed as an open dynamic system. In such systems, the user can make changes and additions to the manual content. This is what creates an alternative choice for the music teacher in the course of using a certain textbook, anthology or music manual [3].

T. Aheichenko-Starchenko emphasizes that the content of professional development of the music art specialists has a logical structure, which includes a general cultural component made up by social and humanitarian disciplines; an artistic and educational component involving the formation of new artistic (professional) knowledge and aimed at upgrading the professional competency; an analytical component associated with assessment of professional competency and determination of objective and orientation of self-education and self-development of artistic discipline teachers [4, p. 13].

For several years, we have been studying the details of both the educational needs of music art specialists and some gaps in formation of professional competences, i.e. their professional and personal experience component, through observation, questionnaires, surveys, creative tasks and test works. The resulting statistics highlights the most relevant topics, methods and forms of shaping the professional and personal experience of the music art specialists during the professional development courses based on a large number of parameters (qualification category, age, experience, expertise, job, etc.).

The scientists N. Protasova [5] and N. Segeda [6] emphasize that the quality of training a music art specialist in the postgraduate education system largely depends on the experience of professional and polyartistic activity, which is subject to integration and based on the synergy provisions, i.e. the theory of self-organization considering the paradigmatic changes in science, as well as formation of an

axiological field of studying and determination of bases to ensure the unity of scientific, artistic, and cultural knowledge at different levels of integration, as well as implementation in multifaceted forms of activity.

It must be emphasized that innovation in education is understood as a special organization of professional and creative activities and thinking, covering the entire scope of education and training of specialists. The most basic innovation has an enormous systemic effect on the other components of musical and pedagogical process and the general structure of the professional activity content. Therefore, the willingness of music art specialists to evaluate the innovations, determine their relevance for the needs and capabilities of a particular art school, as well as the ability of a future specialist to engage in innovative music and educational activities is important. The music teacher with a high innovation potential is able to train the students aspiring for successful and effective life, which leads to the growth of scientific interest towards the issue of innovation in the field of music and teaching [7, p. 54].

It is important that the design and implementation of one's own individual educational route during postgraduate training becomes the situation of "experiencing innovation" for a music art specialist and promotes the expansion of professional and personal experience, creating a high level of readiness to addressing the pressing professional and creative tasks.

Art and pedagogical orientation, as a stable dominating system of motifs (beliefs, habits, interests, etc.), determines the behavior of a teacher, his/her attitude towards artistic activities and to students. During the experimental work, it was found that artistic and pedagogical orientation of music art specialists at this stage of lifelong learning is manifested in teaching and personal centration of a music teacher, as well as features of its professional activity style.

A particular attention was paid to improved efficiency of the personality-oriented technology and teaching methods, to achievement of integrity and unity of the whole educational process course under a single musical pedagogical concept.

Methodological work was conducted in the following areas: development and testing of the teacher's activity system focused on development of innovative potential of the student's personality; introduction of new educational technologies. The tasks of learning and generalization of musical and educational experience of innovative personality; introduction of innovative technologies to train a music teacher in order to encourage the creativity of students; organization of consulting support to specialists on the use of testing technologies in the music learning process were addressed.

A series of tasks included the development by music art specialists of a creative project portfolio, requiring the implementation of search and learning,

analytical and synthetic, comparative and innovative creativity by music teachers, ensuring the enrichment of their professional and personal experience. The portfolio of creative projects, such as "Adult Music for Children" (by M. Sakal), "Secrets of Orchestral Music" (by A. Bilak), "Music Tales of Ukraine" (by T. Rizak) and others were interesting.

It must be emphasized that at this stage of forming work, the effective use of the project method was largely contributed by distribution of the experimental team experts into the so-called "trainers" and "authors", with whom we work as a part of musical educational and creative workshops. As a result, the "trainers" could further distribute the project method effectively through classes, and the "authors" could focus on the preparation of teaching materials.

Google Apps for Education training, held by us within the informal education of music art specialists are worthy of a special stress. Google Apps for Education is a free toolkit system ensuring the required technologies for education and enabling to deploy and maintain the information-educational environment of a school. The training purpose was to develop the professional skills of music art specialists in terms of informal education, including the digital literacy and educational tutoring; to form a vision of development prospects of one's school through the introduction of music teaching and ICT innovation. During the training, the music art specialists from the experimental team mastered Google Apps services, such as Google-Docs, Calendar, Mail, Classroom, and other forms. The current issues concerning the school cloud deployment in Google Apps were addressed. The teachers worked in teams, performed interactive exercises, and used cloud for collaboration.

We also take into account the fact that an important part of any training is the evaluation of its results, which we conducted through questionnaires and group discussions. This allowed analyzing the work of all training participants to highlight and evaluate the results achieved, to identify the positive aspects and to point to shortcomings.

Informal (spontaneous) teaching of music art specialists at this stage, which was occurring during the everyday activities, provided no clear organization or structure, but stipulated primarily "learning from experience", i.e. both learning based on experience and learning through experience, or, to put it differently, extrapolation and use of training elements.

Conclusions and further research. Therefore, introduction of information technologies in the process of training the music art specialists in the postgraduate education system is a major factor enriching their professional and personal experience. The impact of information technology on the quality of training the music teachers is to enhance the self-study, develop their intellectual and creative abilities, shape their professional thinking and the ability to make better

creative decisions. The process of enhancing the professional and personal experience of a music art specialist at the postgraduate stage of lifelong learning must focus on bringing the professional competency in line with global standards, requirements of time, individual personal and educational needs; spiritual, professional, creative and scientific potential of a music teacher, implemented through professional training and self-education means, guided by state standards of qualification levels in view of socio-economic and scientific and technological progress requirements.

The further research of this problem involves the following areas: study of the role of computer simulation and arrangement means in improved professional and personal experience of specialists in the postgraduate education system; study of webinar recording technology in Ultra HD (2K, 4K) format.

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