

SUMMARY

Kalashnyk Dmytro, Aksionov Dmytro. The innovative technologies of the professional training of teachers in the specialty 014.11 "Secondary education. Physical Culture", 017 "Physical Culture and Sports".

The article is devoted to the importance of using innovative technologies in the training of physical education teachers in higher education institutions. The purpose of the study is to analyze the features of the use of innovative technologies in the training of teachers in the specialty 014.11 "Secondary education. Physical Culture" and 017 "Physical Culture and Sports". The following research methods were used during the study: search of the available methodological and scientific literature with analysis of the found material, elucidation of causal relationships, systematization, abstraction and specification, analysis of documentation and results of researchers on the investigated problem. The results of the study made it possible to determine the content characteristics of innovation in education; tasks, the solution of which is focused on the introduction of innovative approaches to the training of teachers in the field of physical culture, are presented; the comparative characteristic of innovative models of training in establishments of higher education is presented (contextual training, game training problem (problem-search) training, modular training, full mastering of knowledge, distance learning); the main advantages of using innovative technologies are outlined. The influence of the spread of innovative processes in the educational area of higher education institutions on the intensification of the formation of new learning mechanisms is indicated. The key aspects that are subject to direct influence in the use of innovative pedagogical technologies in the training of future physical education teachers are described. Among them are creation of a creative atmosphere and active use of interactive forms and methods. Practical significance of the research: the conducted research has a deeper degree of analysis of the research direction, based on previous research of scientists, dissertators and researchers of the investigated direction. Conclusions and prospects for further scientific research. The criterion for the quality of the educational process is the thoroughness of its goals, content and innovative technologies, which is determined by the competence approach to teacher education. Further research on the principles of optimizing the use of innovative technologies in the training of physical education teachers is needed.

Key words: innovations, professional training, professional activity, professional and pedagogical training, Physical Education, innovative model, higher pedagogical education.

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PROFESSIONAL COMPETENCE OF MUSICAL ART MASTERS: THEORETICAL ASPECT

The article presents the theoretical aspect of the problem of forming musical art masters' professional competence on the basis of substantiation of the social significance of master's training in the context of innovative changes in education. The content aspects of education through the prism of actualization of the cultural potential of society, which provides prospects for socio-cultural development of each individual, are considered. The

importance of acmeological strategies of creative self-realization of the student in order to form his professional competence is highlighted. The professional competence of the second-level education seekers as a holistic system of music-teaching, research knowledge, skills, professional experience, abilities and performance indicators is substantiated.

Key words: professional competence, musical art masters, acmeological approach, music education.

Introduction. The process of modern national education development requires organization of professional training, which is aimed at forming the spiritual world of the subjects of learning in order to implement the laws of harmonization of their lives, ensuring natural entry into the social environment. Achieving such results becomes possible in the conditions of embodiment of the humanitarian paradigm, realization of the national basis of art teaching, achievement of cultural conformity and aesthetic orientation of the educational process, ensuring its level. This state of affairs requires clarification of the problem of professional competence of specialists of the second level of higher education.

Analysis of relevant research. A thorough analysis of the issues of professional training of future teachers was carried out in the works of psychologists (B. Ananiev, V. Semychenko and others) and teachers (A. Aleksiuk, V. Bepalko, I. Ziazun, S. Honcharenko and others). In the works of O. Abdullina, A. Aleksiuk, V. Bondar, I. Ziazun, H. Kostyuk, N. Kuzmina, O. Moroz, H. Padalka, V. Slaktionin, N. Nychkalo, H. Khoziainov and others the need to apply a competence-based approach to the future specialists training is emphasized, which allows its acmeological direction. Domestic higher school has significant achievements in training future professionals in the field of music education (A. Kozyr, O. Oleksiuk, V. Orlov, H. Padalka, O. Rostovskyi, O. Rudnytska, T. Tanko, V. Shulhina, O. Shcholokova and others).

However, the number and importance of theoretical and applied results of pedagogical science is the basis and determines the feasibility of theoretical justification of qualitatively new opportunities in the content and organizational-methodological support of the educational process in the magistracy, which has actualized the topic of the publication.

The aim of the article is to substantiate the theoretical aspects of the professional competence of musical art masters.

Research methods. In the process of research theoretical methods were used (analysis, systematization, generalization of scientific literature, systems-structural, which provide the opportunity to compare theoretical approaches to determining basic definitions).

Results. In order to further explore this range of issues, scientific research in the direction of developing the problem of training musical art

masters involves considering the concept of “education” through the prism of its ambiguity and integrative nature.

Thus, in the context of the interpretation of “education” the leading role is emphasized not in the amount of knowledge, but in the process of combining the latter with personal qualities, the ability to independently use one’s knowledge. In education there is always both a formal aspect, i.e. spiritual activity or spiritual ability, and material, i.e. the content of education. In addition, it is possible to consider “education” in three dimensions, namely: as a process of human learning in an education institution or through self-education system of knowledge, skills, experience of cognitive and practical activities, values and relationships; as a result of mastering knowledge, skills, experience, relationships; as system of educational programs and state standards of education (Sydorenko, 2000, p. 171).

The above interpretations have very limited consideration of the concept of “education”: they tend to interpret education as a process of learning practical experience, which is similar to its understanding with the organizational essence of the learning process. Such a fragmentary understanding of this term does not reveal the idea of education as “cultivation of a person”, creating conditions that ensure its development “in culture” (Sydorenko, 2000, p. 77).

From these positions, it is important to emphasize that education is designed to form a person capable of understanding moral and spiritual values, which is “the property of his cultural circle, as well as the process of education, self-education, influence and improving” (Honcharenko, 1997, p. 242). According to A. Kozyr, the main trends in the development of education at the present stage are: humanization, national orientation; socio-cultural compliance; openness; shifting the emphasis from educational activities to educational-cognitive and artistic; transition from reproduction to understanding, comprehension; creating conditions for self-realization; pedagogical interaction, cooperation; focus of the educational process on identifying creative opportunities; transition from regulated ways of organizing the pedagogical process to developing, activating; continuity of education; indivisibility of education; acmeological direction of the personality development (Kozyr, 2008, p. 10).

V. Luhovyi interprets the experience of systematic research of education and pedagogical education as complex socio-cultural phenomena and considers education as a process and a result of purposeful formation of a human culture. More precisely, it should not be about human culture, but about the culture of the subject of activity, which can be an individual, a social group and humanity as a whole (Luhovyi, 1994, p. 12). The scientist also notes that

education as a specialized component in the social organism, which is self-organizing, self-preserving, self-developing, resists natural (and therefore ineffective) cultural mechanisms for transmitting experience necessary for the reproduction of social life (Luhovyi, 1994, p. 13).

The relationship between education and culture is considered in different aspects:

- in line with the culturological paradigm of the pedagogical system;
- in the context of the multicultural education formation;
- in terms of the cultural-historical type of the education system;
- in terms of analysis of the culturological disciplines;
- in the stream of ways and means of development of culture, subjects of education;
- taking into account the image of a cultured and educated person of a particular historical epoch;
- through the prism of generalization, preservation and revival of cultural-educational traditions of the people, ethnic group, nation.

Understanding this phenomenon in the socio-cultural context allows definition of such functions as:

- intensive means of human entry into the world of science and culture;
- socialization of man and accumulation of experience of the generations;
- formation of social and spiritual life of man;
- translation of culturally designed examples of human activity;
- development of regional systems and preservation of national traditions;
- transfer and implementation of basic cultural values and tasks of society development;
- activation of cultural heritage in public life and in the individual (Luhovyi, 1994).

As A. Kozyr notes, “discussion about the internal structure of education is ongoing and permanent and, apparently, does not keep up with the real socio-cultural changes that determine the functions of education. After all, education is upbringing, training and development, namely: upbringing as the ability to manage one’s needs (including a wide range of interests) and, of course, intelligence, tolerance, a high level of inner will and spirituality; ability to reflect on emerging situations; doubt, draw conclusions, self-determine, adapt; development as mastering the ways to produce and express one’s own thoughts, to exchange them for the purpose of understanding, to act consciously, to have a high level of reflexive abilities, which is the information base of intelligence” (Kozyr, 2008, p. 24-25).

One of the effective ways to develop cultural and ideological aspects of education in general and master the latest advances in professional activities, in particular, is interdependence of philosophy and education, the fundamental importance of which lies in the fact that “comparing different concepts of education, clarifying the basics of each and conducting critical analysis, the philosophy of education finds the boundary foundations of the educational system and pedagogical thought, which can serve as a basis for consensus of different positions. At the same time, the philosophy of education substantiates the guidelines for the reorganization of the education system, offers certain value bases of new projects of educational systems and pedagogical thought” (Andrushchenko, 2004, p. 347).

It is worth noting that the modern concept of professional education is based on the philosophical principle of internal interconnectedness and interdependence of the processes and phenomena of the world. From the standpoint of anthropological problems of the modern philosophy, education is considered through the prism of its focus on the transmission of cultural information, actualization of the cultural potential of society, which provides the prospects for socio-cultural development of each individual. The task of the modern philosophy of education, according to V. Andrushchenko, is to determine the contours of the philosophical forecast of the education development in the 21st century.

This approach accumulates the characteristics of “education” not only in terms of disclosure, formation and realization of internal reserves of the individual, but also necessarily involves understanding of education in terms of its social functions in society, which enhances communication as a mechanism for preservation and transmission of socially significant cultural meanings from generation to generation” (Andrushchenko, 2004, p. 18).

Recognizing the superiority of art over all other forms of spiritual and practical comprehension of the world, V. Andrushchenko emphasizes the crucial role of art in the formation of the individual as a whole that can feel the light. In his sense, man is boundless, he sees and penetrates the boundless world, is enriched by this boundless and becomes an omnipotent personality. The possibility of mastering such a set of systematized knowledge and skills of activity, which contributes to independent and responsible solution of research and practical tasks, creatively using and developing the achievements of culture, science, technology, is provided by higher education (Andrushchenko, 2004, p. 54). The degree of coherence of the higher education system is an indicator of progress and civilized existence of any country.

In the context of the ideological, methodological and culturological functions of philosophy (Meshchaniniv, 2005, p. 27), the functions of art education are determined:

- motivational-upbringing, which consists in motivating the individual to self-determination, formation of life position, worldview, conscious attitude to oneself and the world;
- culturological, which focuses educational activities on the development of general and artistic culture of students;
- cognitive, which envisages involvement of the individual in a holistic knowledge of the world;
- communicative, thanks to which students get the opportunity of artistic multi-subject communication;
- creative-motivating, which involves emphasizing the role of aesthetic pleasure in the perception and creation of art;
- psychological relaxation, which takes into account the relaxation and recreational impact of human potential of art on the individual (Padalka, 2008).

Undoubtedly, ensuring a civilized level of progress and existence of any country requires a well-functioning higher education system. Modern higher education institutions, whose activities are focused on radical changes in the development of the whole civilized society, are carrying out purposeful work to improve specialists' training.

The main purpose of future teachers' professional training, according to A. Kozyr, is to master acme-directed strategies of creative self-realization in the process of reaching the top of professionalism (Kozyr, 2008, p. 117). According to A. Kozyr, implementation of the acmeological approach in professional training of future teachers is carried out by means of acmeological educational technologies, as they promote activation of students' inner potential (motivational-target sphere of their personality; abilities, volitional qualities, self-consciousness), as a condition of reaching the acme-level by the personality.

The specificity of acmeology, relative to other human sciences, is that it explores the entire life and professional path of the individual. Acmeology studies the problems of improvement, correction of professional activity and proceeds from the fact that the peaks of professionalism and proficiency a person reaches himself; in addition, the professional activity of the individual plays a leading role in its destiny (Kozyr, 2008, p. 117). With this in mind, A. Kozyr considers the acmeology of artistic-creative activity in relation to its essential general characteristics, namely: through the influence of personal characteristics of the subject of this activity (including abilities, spiritual needs

of a creative personality, motivation, perception of works of art, etc.) on artistic result and creative achievements (Kozyr, 2008, p. 118).

H. Padalka interprets acmeology as a science “associated with creation of conditions and factors that ensure the highest professional, creative achievements of man” (Padalka, 2008, p. 265). Development of acmeological approaches in the teaching of masters of art is based on the provisions formulated by H. Padalka on the definition of acmeological perspectives in art pedagogy. According to the scientist, application of the method of idealization allows to present the method of art education in the form of a system that meets such criteria as: perfection, harmony, effectiveness (Padalka, 2008, p. 265).

Implementation of the criterion of perfection in master’s studies involves creation of such ways of interaction between a teacher and a master, which contribute to the productive mastering of master’s artistic phenomena and artistic-creative self-realization in music and teaching. It is worth noting that the category of “self-realization” most fully characterizes independence of the individual, his activity, integrity, essential forces. Perfection of the methodology of the master’s study is provided in the conditions of mutual influence, interconnection of elements of the developed technique. Harmony in the construction of the methodology of teaching masters is characterized by consistency, balance of its components. High achievements of master’s students, their successes in artistic-pedagogical activities testify to the effectiveness of the developed methodology.

It is legitimate to say that disclosure of the essence and content of the acmeological direction of the master’s degree training is related to the concept of “competence” and the problem of its formation.

Summarizing the essence of the definitions provided in the reference literature, we can describe the concept of “competent” as follows: one who is willing to solve complex problems in the use of innovation to achieve goals based on one’s own knowledge in a particular field. Competence is the ability to social and value activities based on personal knowledge and practical experience.

Modern scholars also pay considerable attention to the definition of “competence”. Thus, V. Krychevskyi substantiates the following features of the concept: knowledge for carrying out successful activities, awareness of the role of this knowledge for practice; a set of operational skills, the ability to be creative in professional activities. G. Braje refers to the structural elements of professional competence not only basic knowledge and skills, but also the value orientations of the specialist, motives, general culture, style of interaction with others, awareness of the world around him and himself in the world, ability to self-improvement, self-development.

The important place is occupied by the definition of intellectual competence, which was given by I. Ziaziun as a special type of knowledge organization that provides the ability to make effective decisions, particularly in extreme conditions. The elements of knowledge that characterize a competent person include: diversity (multiplicity of different knowledge about different facts); articulation (elements of knowledge that are clearly defined and interconnected); flexibility (the ability to quickly change the content of individual elements of knowledge and the relationships between them under the influence of objective factors); speed of actualization (efficiency and easy availability of knowledge); possibility of its use in various situations; availability of key elements; categorical nature (the role of the type of knowledge is determined, which is presented in the form of general principles, approaches, ideas); possession of not only declarative knowledge ("what"), but also procedural ("how"); availability of information about one's own knowledge.

Thus, "professional competence" is interpreted as a fairly broad concept. The competence of masters in the system of music-pedagogical education is understood as a broad knowledge in the field of musical art and pedagogy; possession of not only knowledge but also professional skills; availability of experience of artistic-performance work by means of art. In the professional competence of the masters of the music-pedagogical profile, their aesthetic-pedagogical orientations, the level of general culture, the ability to creative self-expression, self-improvement are indirectly reproduced.

The analysis of the scientific literature makes it possible to determine the priority ways of forming the professional competence of master's degree students, including: providing a fundamental basis for artistic and pedagogical training in the master's degree program; achieving orientation of the educational process on the profiling of musical training; systematic activation of the experience of artistic-professional, pedagogical and scientific activities of master's degree students.

Thus, effectiveness of professional competence formation is ensured in the conditions of deep comprehension of fundamental knowledge in the direction of improving music and professional training; mastering the multifaceted field of music-theoretical knowledge; use of scientific information from pedagogical disciplines in order to improve music-pedagogical practice.

Generalization of scientific achievements gives grounds to claim that formation of the professional competence of the master's degree students is based on the balanced development of their professional training, the relationship

of music-theoretical and scientific information and music-performing and research skills, flexibility and variability of the methodological support.

The issue of intensifying the experience of music-professional activities of the master's degree students needs serious attention in today's higher education. The analysis of artistic-professional experience is included in the process of formation of professional competence as a source of information, as a motivational stimulus that sets the goal and expected results of professional activity as a means of developing performance culture.

Based on the fact that the master's degree student must not only master the relevant range of issues, such as music theory, but also understand how this area of knowledge is related to other disciplines, including performing arts, and what does it mean for the acme-formation of a future specialist, one of the main means of solving the problem of forming professional competence is introduction of an integrated approach into the educational process. Due to the fact that the integrated approach is characterized by a systematic, generalized nature, the master's degree creates an opportunity for a holistic learning process based on the interaction of components of its content.

Analysis of the theoretical aspects and practical results of ensuring professional competence formation of the master's degree students in the stream of acmeological approaches gives grounds to interpret professional competence as a holistic system of music-pedagogical, scientific-research knowledge, skills, professional experience, abilities of master's degree students and their performance indicators; and formation of this phenomenon involves directing the educational process to ensure integration processes, interaction of general pedagogical and artistic achievements, actualization of the relationship between music-aesthetic education and practice of artistic-creative self-realization of master's degree students.

Conclusions. The materials presented in the article allow us to summarize that the professional competence of musical art masters is considered in the context of acmeological educational technologies, as they contribute to the formation of professional competence as a wide erudition of students in the field of music and pedagogy as well as creation of their general culture, ability to creative self-realization.

Further development of the prospects for scientific-methodological understanding of master's training requires elaboration of such problems as identifying ways to ensure competitive specialists of the master's level in the process of professional development; methods of forming the teaching proficiency of the musical art masters, etc.

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РЕЗЮМЕ

Корякин Алексей, Еременко Ольга. Профессиональная компетентность магистров музыкального искусства: теоретический аспект.

В статье представлен теоретический аспект проблемы формирования профессиональной компетентности магистров на основе обоснования социальной значимости магистерской подготовки в контексте инновационных изменений в образовании. Рассмотрены содержательные аспекты образования через призму актуализации культурного потенциала общества, что обеспечивает перспективы социокультурного развития каждой личности. Освещены значения акмеологических стратегий творческой самореализации соискателя образования с целью формирования его профессиональной компетентности. Обоснована профессиональная компетентность соискателей образования второго уровня как целостная система музыкально-преподавательских, научно-исследовательских знаний, умений, профессионального опыта, способностей и результативных показателей деятельности.

Ключевые слова: профессиональная компетентность, магистры музыкального искусства, акмеологический подход, музыкальное образование.

АНОТАЦІЯ

Корякін Олексій, Єременко Ольга. Професійна компетентність магістрів музичного мистецтва: теоретичний аспект.

У статті висвітлено теоретичний аспект проблеми формування професійної компетентності магістрів музичного мистецтва на основі обґрунтування соціальної значущості магістерської підготовки в контексті інноваційних змін в освіті. Розглянуто змістові аспекти освіти крізь призму актуалізації культурного потенціалу суспільства, що забезпечує перспективи соціокультурного розвитку кожної особистості. Висвітлено значення акмеологічних стратегій творчої самореалізації здобувача освіти з метою формування його професійної компетентності. Обґрунтовано професійну компетентність здобувачів освіти другого рівня як цілісну систему музично-викладацьких, науково-дослідницьких знань, умінь, фахового досвіду, здібностей та результативних показників діяльності.

Матеріали, викладені в публікації, дають змогу узагальнити, що професійна компетентність магістрів музичного мистецтва розглядається в контексті застосування акмеологічних освітніх технологій, адже вони сприяють формуванню професійної компетентності як широкої обізнаності здобувачів освіти в галузі музичного мистецтва й педагогіки, а також відтворення їх загальної культури, здатності до творчої самореалізації.

Подальший розвиток перспектив науково-методичного осмислення магістерської підготовки потребує розробки таких проблем, як визначення шляхів забезпечення конкурентоспроможних фахівців магістерського рівня в процесі професійного становлення; методика формування викладацької майстерності магістрів музичного мистецтва та ін.

Ключові слова: професійна компетентність, магістри музичного мистецтва, акмеологічний підхід, музична освіта.

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ЗАСОБИ МУЗЕЙНОЇ ПЕДАГОГІКИ ЯК ВАЖЛИВИЙ ЧИННИК ВИХОВАННЯ СТУДЕНТІВ

Метою статті є аналіз наукових поглядів і власних досліджень стосовно ролі засобів музейної педагогіки у вихованні студентів, зокрема їх професійних якостей. Визначено вплив засобів музейної педагогіки на формування професійних якостей майбутніх медичних сестер. До таких засобів було віднесено традиційні екскурсії до музею, проведення лекцій, участь екскурсиводів музею в заходах закладу освіти, спільна робота над творчими проектами, збір експонатів для музею, запис спогадів учасників та очевидців подій, оформлення фотомонтажу тощо. Представлено концептуальні основи технології професійно-орієнтованого медичного краєзнавства, що є інтегративним процесом організації пізнавальної діяльності